

teachers, and by people concerned in secondary education. The elementary zeal came to a head in 1870; the technical zeal had it fruition twenty years later. All the friends of education are concerned in the new reforms; but, if the secondary schoolmasters had not spoken out and insisted, if there had been no Oxford and Cambridge Conferences, no Royal Commission, and no continuous activity of the secondary associations, there would at this moment have been either no bill at all or a bill treating national education in the secondary stage as a mere question of higher-grade Board schools. The Board of Education Act is comprehensive, conciliatory and impartial as regards the different branches of education, but it is stamped in particular with the secondary hall mark. If the new organization and the new administration correspond with the ideas on which the Act is evidently framed, we may be hopeful as to the future of secondary schools. There is no reason why a great deal of useful work should not be undertaken at once—there is every reason why it should be undertaken. Inspection, registration, the definition of efficiency, the statement of conditions for grants in the case of non-technical schools—all these things require immediate attention. The fact is well brought out by Dr. R. P. Scott, in his thoughtful and vigorous article in the *Fortnightly Review* for Feb-

ruary. For the improvement of secondary education, he says:

“Four things are necessary to be done. First, to find out exactly what is going on inside our existing uninspected schools. That means, as the first step, an intelligent survey by competent and experienced inspectors. And they must be men and women in sympathy with various types of educational endeavor, not pedants or mere partisans of literature or of science, or of State monopoly, but anxious to stimulate and to make use of every bit of good private effort. The next thing to be done is to rescue many of our day secondary schools from financial embarrassments, and to place the salaries and prospects of assistant masters and mistresses on a satisfactory level. The third step would follow at once—the raising of the intellectual standard of many of the schools, improvements in the professional preparation of the teachers, and the diffusion throughout the nation of a clear and inspiring idea of what a good secondary school could and should do for its pupils. But, concurrently with this, the fourth need should be grappled with—namely, the spread of the public school spirit as far as possible throughout secondary education.”

This is well and judiciously said. The new Act, rightly administered, should help us to advance in all these directions.

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“The structure of every sentence is a lesson in logic.”—*J. S. Mill.*

“The average boy does more for his education by observation and reading than the schoolmaster is able to do for him.”—*W. D. Howells.*

“Rules must always for the most part be negatives.”—*Minto.*

“Every language must be learned by *use* rather than by rules.”

“The vernacular first, then Latin.”—*Comenius.*