

us to make our new departure. It is now virtually constituted; we have the outlines of its new organization at the same moment with the statutes of the remodelled University of London, and the two will work together in shaping our public education according to our needs. One month from to-day the Act of last Session will come into operation, and the Government seem to be fully bent on completing the machinery by which it is to do its work. A day or two ago, the Duke of Devonshire said in the House of Lords that the Departmental Committee appointed to consider the consequent changes of staff and of organization had made two reports, which had been to a certain extent acted upon, and were being carried into effect. The Committee, he said, was now engaged in considering its third and probably final report, and it would be presented in a short time. Being asked when he hoped to introduce the Bill for constituting the Local Authorities to carry out the new system, the Lord President thought that he would probably not be in a position to bring it in until the Board of Education Act had come into operation. Well, that is not long to wait. A Bill introduced in April might certainly be passed in July, even at our leisurely British rate of Parliamentary procedure.

Yet, as our readers are well aware, the Act, as it stands, will cover a large area of educational activity, and will become operative at once. The Permanent Secretary, a *grata persona* with all branches of the teaching profession, will know how to direct the new energy in o the old channels, and he will have at his side three principal Assistant Secretaries, specially concerned with technical, elementary and secondary education. It is understood that Sir William Abney and Mr. Tucker

have been appointed to two of these positions, but that the third is not (when these words are written) finally selected. It is very seriously to be hoped that the Assistant Secretary for Secondary Education will be an official thoroughly in touch with the ideas on which secondary schoolmasters and the Universities have definitely expressed their opinions during the past five or six years. There was an article in last week's *Guardian*, written with much insight into the situation, which reminded the Government that they have been provided by schoolmasters themselves with a rare opportunity.

"The opportunity is indeed unique. For once, all the living forces representative of secondary and higher education—the Universities, the public schools, and the other secondary schools—are united, and speak with unanimous voice in favor of reform. They ask for the training and certifying of teachers, the appointing of inspectors, for the establishing of a representative consultative body by which the Board of Education and schools of all kinds may be brought into organic and constant relationship. The new Act provides for all this; but, since its provisions leave registration, training and inspection all optional, and indicate no principles on which the constitution of the Consultative Committee is to be framed, it rests absolutely with the new Minister of Education and his advisers to determine whether the promises of the Act become realities or not."

It cannot be too often pointed out that the main educational energy, zeal and enthusiasm of the past few years, of which the Board of Education Act is in large measure the outcome, have been manifested by the universities, by the secondary