

chievous system of partial grading in many village schools demands, before all, that the teacher shall be better than ordinary. The mere routine teacher will not serve the purpose. Nor have we any use for the apprentice teacher or the half-cultured teacher of any kind. I hope that good teachers may be found who will brave public prejudice and make experiments along this line.

—Dr. Harris's article seems to us, says the editor of the *Wisconsin Journal of Education* suggestive of important matters, yet we cannot agree with his conclusions. There is so strong a reaction from the mechanical management of graded schools as to lead to the expression by an educator of some prominence of the opinion that it is a great misfortune for a young person to go to a graded school. Dr. Harris calls such schools "stiflers of talent," and the extreme reaction is due to the observation of this result. But this is clearly a result of bad management, aiming at ease of administration rather than at the best good of the pupils. These pestilential martinet managers, who rejoice in the machine-like perfection of their "system," are being weeded out of school work, not so fast as we could desire, but still with certainty, we believe. This evil is a natural but not a necessary result of grading. Where the criticism of the Commissioner seems to us at fault is in assuming that grading implies the martinet administration. If for some defect discovered at the time for passing from one form to another, a pupil is to be held back for three years, the system is indeed too monstrous for any one to defend. It is this very fact which will prevent the abuse from appearing as it has done in the schools of many small cities. But without this, it is suggested, to talk of the grading system is a misnomer. We are not disposed to make an issue of the use of the term, and if some other were available we should be glad to have it used to designate the new movement with reference to the rural schools. It is not just like the grading system of our cities, but rather an effort to adapt that system to very different conditions. This, as we understand it, is all that is meant by the use of the term. The rural schools were without a determinate course of study; this movement gives them one. The instruction in them was not progressive and systematic, but hap-hazard and full of useless repetitions; a plan was devised for remedying this. To aid in carrying out the plan points of transition were established, where teacher and pupil take account of stock, and endeavour to determine exactly the present status of the learner with reference to the whole course.