

poetry could be learned, and such things as grammar, political geography, history, and more written work done during the day might be corrected at night. I think home-work would exercise a salutary moral influence on the city life: the boys would not be running about the streets so much. Besides, it would help to get the greatest possible good out of our liberal system of education. I think, speaking from my point of view as a secondary-school master, that manual and technical training should be left for continuation classes. I know very little about the primary schools, but it seems to me from what I have seen about the streets that there is too much running about during the day, too much broken time, and that seems likely to be on the increase. If you have swimming, gardening, woodwork, and other hobbies like that in school hours I think the boys tend to get very unsettled. I think there is a great want, again, from a secondary-school point of view, of a little formal grammar. I would not ask for too much. I think the boys should know the parts of speech, and should know the difference between a transitive and intransitive verb, active and passive, and subject and object. I think all should know something of political geography, and certainly the outlines of English history. I have summarized what I think should be the best preparation for us. I think that a boy should read fluently and with average intelligence; work elementary rules of arithmetic with accuracy and rapidity; write neatly and correctly from dictation; express himself in tolerably correct language; know the elements of English history and grammar; and have some acquaintance with the geography of our Empire and the chief countries of the world. I should like to say a word about the teaching of Latin. I see from a report that the Inspector-General introduced the subject. I do not want the Commission to attach undue importance to the opinion of the headmaster of Sherborne School. Of course, I do not know the present headmaster of Sherborne. I remember one headmaster, and the present headmaster I think must be a man of very different type. I wonder whether the present one is a high and dry mathematician who lacks the saving grace of an academic education, or, I was going to say, a classical enthusiast who has been soured by failure to get the average boy to write Latin verse. I was tempted to think that the Inspector-General might almost have forgotten how much he owed to classical education, till I remembered that he still retains a great affection for the poet Horace, having recently presented me with a charming little pocket edition of Horace. I maintain that Latin holds positively the same relation to the literary side of education that the study of mathematics holds to the scientific, and that, if Latin is to be no longer a general subject in higher education, mathematics should also become a special subject. In this way, too, the two most solid subjects of secondary education would be removed at a time when their steadying influence is most needed to save the schoolboy from "being blown about with every wind of doctrine." In my opinion, the main object of education is to enable a person to weigh the best words and thoughts of others with a view to think correctly himself and to give accurate expression to his thoughts. And it seems to me that Latin in the domain of literature, and mathematics in that of science, are as effective educational agents as have yet been found. It is to be noted that two such practical nations as Germany and Scotland have always given Latin a prominent place in their schemes of higher education. The Inspector-General said that in most schools all that was taught was the grammar and a scrap of an author. I have brought here copies of the last terms papers set in two forms at the Grammar School. One is for the Upper VI, and there are nine questions on the paper. Question 3 is on antiquities—viz., "Describe Roman burial customs, and quote from Aen. VI to illustrate your answer." Question 4 is a piece of sight translation, and question 5 is, "Explain fully all the historical allusions in question 4." Question 8 is, "Describe briefly the events of the second Macedonian War, and show how the settlement effected led to the Syrian War." The ninth question consisted of questions of mythology, currency, and legal procedure. In the paper for Form IIIA for the first term this year question 7 is, "Explain—*Tertia vigilia; ad nonam horam; navis longa*. Why did Cæsar invade Britain?" These are questions on the subject-matter, and I mention these to show that in some schools more than mere grammar and a scrap of an author is taught. These papers were set by the classical master, Mr. Turner. I am sorry he was not able to appear before the Commission, but he has prepared a sketch of his work, and I will ask him to send it in. I just wish to say a word about examinations. A good deal has been said about the evil of examinations. I wish to say a word in their favour. I think they are a healthy tonic to both teacher and pupil; without them neither would know exactly where he is. I am sure the average boy enjoys an examination if the papers are not too long; it makes a break in the monotony of school life, and it encourages a boy to make a very useful revision of his work. In the award he has something to show as the result of his term's work. If he cannot always boast of a good place for himself, he has generally a school chum or two whose success brings credit on the little set. I would also say that the speculation as to what questions will be set appeals to the sporting instincts in the boys. I am quite sure that the examination week at the Grammar School is very far from being an unhappy week. As regards public examinations, the great number of our boys take two—one at the end of the second year and one for a leaving-certificate. Of course, those who go on for a University scholarship generally have three, because they go up twice. I do not think that examinations are overdone in the secondary schools. I would like now to say a word about scholarships. There is not the same need for junior scholarships that existed before the establishment of free education, but I think that many should still be given, though of smaller value, for both town and country boys. I think if scholarships of £5 were given for town boys and £30 for country boys—that is, with their free education—it would be sufficient. I think that boys who are able to go home for the week ends should not receive full boarding-allowance, as is now given here. I have known cases where boys actually made a sort of small income out of the boarding-allowance. One reason why I think scholarships should be retained is that it is desirable to stimulate boys to do their best all through the system. I think the hope of getting a scholarship stimulates many a boy who might be inclined to do just enough to get through his examinations. I think it would be very advisable to increase the number of senior district scholarships here. I have always thought that, because senior district scholarships are for boys under sixteen,