

ENGLAND AND WALES.

The attempt to educate the people in England has arisen with the Churches, and a most noteworthy feature of it is its decidedly religious character. Even at the present day the Church of England does far more, in every way, for popular education in England than the State, or in truth than the State and all the other Churches combined. The first vigorous effort to educate the masses was made by Robert Raikes, the reputed founder of Sunday Schools, in 1780 (secular as well as sacred knowledge was communicated in the first Sabbath Schools). Soon after this a controversy arose as to the relative claims of Dr. Bell (Churchman) and Mr. Joseph Lancaster (Quaker) to the monitorial system, leading to the founding of the National School Society (English Church) and the British and Foreign School Society (Dissenter). This controversy caused great activity in educational affairs, many schools being opened in every part of the country: this took place at the beginning of the century—1797, 1803, 1811. The first grant made by the State for popular education was in 1833, and was to be distributed under the management and control of the National Society and the British and Foreign Society above referred to. In 1839 the Government appointed an Educational Committee of the Privy Council, and made a grant of £30,000, the distribution of the money to be guided and controlled by this educational committee. This committee has done eminent service in the cause of education since its appointment. It ascertained the low standing of learning amongst the people; it inaugurated a system of inspection and endeavoured to found training colleges for teachers. It was unsuccessful in the last on account of the religious difficulty, whereupon the

Churches undertook the training of teachers, and now there is quite a number of such schools or colleges in all parts of the United Kingdom. An elaborate system of inspection with grants was established in 1846 by the Committee of Council. The training of pupil-teachers, *i.e.*, boys and girls over thirteen years of age, by masters in Public Schools, was greatly encouraged. The inspection embraced the entire appearance of the school; note was taken of discipline and of the success of the pupils; but especial praise was given when a school seemed to be imparting a good intellectual and moral training.

While Mr. Robert Lowe (now Lord Sherbrooke) was Vice-president of the Committee of the Privy Council on Education, in 1859, very important changes were made in the mode of inspecting the schools and distributing the Government grant. Mr. Lowe's plan embraced several particulars:—(1) That the Government shall only pay for teaching the three R's; (2) That each child shall do a certain amount of work each year (standard), and thereon be examined, and for each pass in reading, writing and arithmetic the Government was to pay the managers a certain sum. The general effect of this change upon the masters and schools has been most unsatisfactory. The educators of England have been laying, in various ways, before the country the bad consequences directly and indirectly chargeable to this mode of gauging the work done in the schools—payment by results it is called—and though this is so, the Government has not made any alteration to affect the essential element for determining the sum to be paid to each school. The Bills of 1870 (Mr. Foster's), 1873, and 1876, introduced important changes, modified details, and contained the compulsory clause:—“It is the duty of the parent of