

knowing in the world, eminently worth knowing. (Applause.) I have spoken just now only of modern history and modern languages; but what are these compared with the boundless field that nature opens before us, the new world that chemistry is expanding before us, that old world that geology has called into existence, the wonderful generalizations in regard to plants and animals, and to all those noble studies and speculations which are the glory, and the distinction, and the life blood, of the time in which we live, and of which our youth remain almost without exception in total ignorance. It is not too much to say that a man who is really well educated has generally begun his education after all that had been done for him, that the present miserably contracted and poor system could do. Then he had to begin to educate himself over again, with the feeling that he had wasted the best and most precious years of his life on things neither useless, nor unprofitable, nor unlovely in themselves, but which were the mere bye-paths, the fringes, and the appanages of the solid acquirements that constitute the stock of a man of erudition. (Cheers.) Well, now, I have stated my case as to the present state of the education of the upper and middle classes. But how does this come about? How are we to account for the phenomena? How is it, with such a physical science, such a history, and such a literature as that which modern Europe presents to us, we content ourselves by gnawing at the dry and mouldy crust of civilization which was given to us 2000 years ago? (Cheers.) This is all very easily accounted for. It is mainly the fault of educational endowments. When educational endowments for our great schools were first made there really existed in England no literature. Modern history had not begun; mediæval history was only to be found in the meagre annals of monkish chronicles; physical science had no existence, and there was nothing to attract the mind of youth except Latin and Greek, rhetoric and Aristotelian logic. (Cheers.) Nor does any blame attach to our universities, because our universities do give examinations in any subject in connection with which pupils may be found. The blame lies with the Government of the country, because the endowments which are now exclusively given to Latin and Greek are public property for which the State, representing the public, was responsible. So long as they answer the purposes for which they were constituted, these endowments should be left alone, but when they do not, it is our duty to reform them. And what end do they answer? They afford great advantages for the study of the dead languages and mathematics, and perhaps they may have collateral advantages, but if unfortunately the young man finds himself short, or in want of money, as a young man is very apt to be—supposing that he devotes himself to physical science in the University of Oxford, he might gain a first class, but there is hardly an endowment open to him, whereas if he gave the same trouble to Latin and Greek, he might be able to take up half a dozen fellowships. The fault lies with the Government which has not reformed these endowments, and the remedy is, that the endowments should be emancipated from this narrow application, so that the emoluments should be impartially distributed among all branches of human knowledge. The same thing applies to our public schools. Our public schools are really adventure schools, kept by private masters, for their own benefit, as a nucleus for the learning of Latin and Greek. These schools get a good name from this fact—a young man has been at school, and however little he knows, and however much he may have been flogged, he goes away with an affection for the establishment. The result is, that as the disagreeable portion of the education has to be undertaken not by himself, but by his son, he always sends him there. (Laughter and cheers.) If we could only get fair play, an equal stage and no favour, for all branches of instruction, I have no doubt that this would remedy itself. I think that the State should stand neutral and impartial, and not by endowments allow education to extend into certain channels alone, leaving others dry. (Cheers.) I think that our endowments should be so remodelled and recast as to give all subjects—modern history, ancient literature, ancient law, ancient history and philosophy—an equal start. I do not presume to say what is the best way of doing it, but there is one way which I have attempted myself. I was secretary of the India Board at the time the writerships in connexion with that office were first thrown open to public competition. We had then a problem to solve, that if we had restricted them to Latin and Greek we should have thrown over a great number of very meritorious candidates, including gentlemen from the Scotch Universities, for instance, accomplished metaphysicians, but not equal to compete in the Latin and Greek classics with boys trained in the English public schools. We had therefore to attempt to do some thing of the kind I have pointed out to you, and with the assistance of Lord Macaulay and other eminent men we prepared the scale on which these offices have since been distributed. We took everything we could think of that a well-educated man might learn—Latin, Greek, English, French, all the modern languages of Europe, all the principal branches of physical science—history, literature, the philosophy of the mind as taught in Scotland—and we gave marks to each according to their relative importance, as nearly as we could arrive at them, and under that system all persons were admitted equally and freely to the benefit of those offices whatever might have been their branch of study. Instead of loading the dice in favour of the dead languages we gave them all a fair start, and, so far as I know, I think it worked with perfect success. Something of the kind ought to be done, and let the best man win. I have no desire to influence the decision of parents,

but I would leave it to them entirely to say what it was they wanted, and my own impression is that the public appetite for Latin and for the hard phrases of Greek choruses would materially abate, and that the people in the end would think it better after all to know something of the world in which they lived, something about their own laws and their own institutions, something about their own bodies and souls, rather than to devote themselves to the history and the literature of the Republics of Greece and Rome. One more observation I wish to make to you. I have said I am anxious so educate the poorer classes, to qualify men for the power that has passed, and perhaps will pass in a still greater degree, into their hands. I am also anxious to educate in a better degree than at present, the higher classes of the country, and that also for political reasons. The time has gone past when the higher classes could hope by any indirect influence, either of property or of coercion of any kind, to direct the course of public affairs. Power has passed out of their hands, and what they do must be done by the influence of superior education and cultivation, by the power of mind over mind, by that sign and signet of the Almighty which never fails to be recognized where it is truly attested. How is that likely to be done? Is it by confining the attention of the children of the wealthiest classes to those old languages and by-gone republics, of which working men have never heard, and with which they have never been brought into contact in their daily affairs, and of which, from the necessity of the case, they can know nothing. Is it not better that they should know the things which working men know, but know them infinitely better, and in their principles and details, so that in intercourse with them they should be able to assert that superiority which greater leisure has assured to them, and conquer back by means of wider and more enlightened cultivation some of the influence they have lost by political change. I confess that, for my own part, whenever I talk with an intelligent workman, so far from being able to assert my superiority, I am tormented with the reflection, "What a fool this man must think me to be, when he finds me, on whose education thousands of pounds have been spent, utterly ignorant of the things that he is familiar with every day." I think the lower classes ought to be educated to discharge the duties cast upon them, and also that they may appreciate, acknowledge, and defer to higher intelligence and culture, when they meet with that higher cultivation to which I think if they recognize it they would always be ready to bow down.

The right hon. gentleman resumed his seat amid loud cheers, having spoke for a minute or two beyond an hour and a half.

On motion of the Lord Provost, a hearty vote of thanks was given to the right hon. gentleman for his interesting and valuable address.

Mr. Lowe, in acknowledging the compliment, said—I thank you most sincerely for the kind manner in which you have been pleased to receive the motion of the chairman, and I beg to move, in my turn, thanks to him for presiding. In doing so, allow me to repeat that, if any one is at all annoyed by anything I have said—(cries of "No. no")—I think it must be obvious to him that I came here simply to tell you what I think is urgently wanted, both by the lower and the upper classes, in the hope that I may make some impression on your minds, and that what I have said will go forth from this room to provoke discussion, in which I will, no doubt, be heartily abused, but from which, I have no doubt, will come results highly beneficial. (Cheers.)



## OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—"Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department."

T. H. RAND,  
Secy to C. P. I.

### I.

The Council of Public Instruction has been pleased, upon the recommendation of the Superintendent of Education, to make the following appointment:—

To be Inspector of Schools for the County of Cumberland, F. W. GEORGE M.A., in place of Rev. James Christie.  
October 25, 1867.

### II. Holidays and Vacations.

Notice is hereby given to Teachers of Schools and others, that CHAPTER XI. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC