

mentioned (we think) by Mr. Chadwick—answers not learnt by rote; but suggested by his own reflection. Having said that he believed a waterman's was the state of life to which he expected to be called, he was asked how he would do his duty in it. In the first place, 'he would not take more than his licence allowed.' 'Anything else?'—'Land the passengers dry on the other side.'—'Anything else?'—'Behave civil to them.' 'Anything else?'—'Not ask more than the fare.' 'Anything else?'—'Live a good and sober life.' This is the practical application of Scriptural truth, which it is the business of religious training to teach. An inspector told Mr. Foster, one of the Assistant Commissioners, that, if he found an acquaintance with the minutæ of Scriptural history and geography, he inferred a general knowledge of religious truths. And perhaps, if he were questioning the child of one of his own colleagues, he might be right. But let him think of the dense ignorance of the little pauper; how much is to be done, and how short is the time! Before he is eleven or twelve years of age, such a knowledge of the great truths of Christianity is to be impressed as the tools and trials of the world may not afterwards obliterate. Conscience is to be awakened, strengthened, and enlightened, to guide him, it is to be hoped; or it may be to punish, and in the end to reclaim. A seed is to be sown, which, even if long smothered, as is too probable, may always be ready when occasion serves to spring to life. There is barely time to learn as much history and geography as may give life and reality to the page of Scripture. So far is a knowledge of minutæ from implying an acquaintance with Scripture truth in such a case as this, that the one excludes the other. And the Inspector forgets that the 'course of his examinations must,' if the schoolmaster is human, 'give the direction to the daily teaching of the schools.'

One of the principal remedies suggested by the Commissioners is to appoint Sub-inspectors of inferior grade and qualifications, who will ascertain that the children have acquired those inferior attainments which have escaped the superior Inspector's notice. This is doubtless an imitation of the philosopher's alleged scheme of cutting a small hole for the egress of the kitten by the side of the larger hole for the cat. Mr. Senior, on the contrary, would prefer the appointment of one or two commanding officers, like the generals in command of an army, to drill the present Inspectors, and reduce them by the effects of subordination to the level of the task they have to perform. This is indeed a mountain in labour. More machinery, more expense, more places, more correspondence,—and all this array of disciplined intelligence to ascertain whether little children have or have not learned to read, write, and cipher! Much less energy and talent than is possessed by the present Inspectors, we are sure, would suffice for such a task. But if not, the system of inspection must be radically unsound. It cannot be patched—it must be changed.

For some time past we believe a conviction has been growing up amongst the Inspectors themselves, that their system was overstrained; and in fact in not a few particulars it has been relaxed. Many of the most important admissions as to the faults of the present plan, and many of the best suggestions for its improvement, are to be found in the evidence of the Inspectors. But as a body they are fettered by their own traditions, the regulations of the office, and the instructions of their employers. 'The Privy Council,' says Mr. Senior (p. 322), 'virtually regulates the instruction given, and no adequate remedy can be applied till the fault is acknowledged in the high quarter where it originated. It requires no small exertion of courage and candour to admit the faults of a plan which has been sedulously pursued for so many years; and till public opinion is very loudly expressed on the subject we despair of any adequate reformation. In the meantime the managers of schools must exert themselves by vigilant superintendence to counteract the faulty tendency of the system. Above all, in establishing district schools, the utmost care must be taken to secure sound religious training. In this point it is obvious that 'homes' superintended by private benevolence have the advantage, and to raise the district schools to the same level no pains should be spared.'

We deny that if we could make schools and their teachers what we desire, we should "lower the standard of education." The old schools were bad, not because they taught only reading, writing, arithmetic, and English, but because they taught them badly. General information is valuable, because it implies extensive reading and reflection. Minute knowledge of the names and facts of Scripture is prized, because it implies familiarity with the sacred text; but when the results of long study are given in compendiums and got by heart, they are utterly worthless. It is not by inspecting the schoolmasters more vigilantly that the change can be effected, but by training them more judiciously. The Privy Council have

been long manufacturing razors for the purpose of cutting blocks, and in future the instrument must be better adapted for its purpose. We must defer the further discussion of this subject for the present; but one piece of evidence, undesignedly given, the Report contains, to which we beg to draw the reader's attention. After giving many excellent reasons why one of the first-class schoolmasters cannot be induced to teach in the workhouse—reasons which we have not discussed because, if separate schools are established, teaching in the workhouse is at an end—the Commissioners candidly admit that the tuition in these schools is unaccountably good; and this they attribute, among other reasons, to the unambitious character of the instruction given, which gives time for what is taught being taught thoroughly. We will not weaken this admission by any comment of our own.

But as the first great preliminary to all improvement, the public mind must be impressed with clear notions as to the meaning of the word education.

"By every speaker at the Conference," says Mrs. Austen, 'the word education was used to denote solely school learning. . . . The main object of all education is, or should be, the cultivation and development of the intellectual faculties and the moral perceptions. On this we are probably all agreed. But the direction given to these faculties, and the application of these perceptions, are not less important, since upon them it depends whether the mental and moral culture shall have any direct bearing upon actual life, or shall remain something foreign to its daily demands, soon to be effaced by the rude hand of necessity and by contact with a hard and corrupting world. It is worse than useless to give acquirements which have no tendency to quicken or strengthen the intellect for the performance of the imperative duties of life.'

That education in this, as we think, its truest sense, has not been adequately advanced by the efforts of late years, is the conclusion to which the candid perusal of the Commissioners' Report cannot fail to lead. The fault has long been perceived by some of the eminent persons who were the first leaders of what is called the educational movement—and the community at large more or less distinctly feel this to be the case. Hence it is that thirty years have not sufficed to dispel what are called the 'prejudices against education.' We quote again from Mrs. Austen's admirable 'Two Letters.' What she says of farm maid-servants may be transferred, *mutatis mutandis*, to the other sex. 'While the wives of small farmers and tradesmen find the girls furnished them by the national schools so useless and insubordinate, so ignorant of every useful work, and so little inclined to be taught as they declare them to be, it is not likely that they will be very enthusiastic in favour of the establishments which supply so worthless an article.'

The experience gained in the management of the industrial schools points strongly to the conclusion that no education will be really serviceable for the working classes that is not in some degree industrial; and that, if the education of paupers is industrial, while that of the independent poor remains as it is, the paupers must have the advantage. Against the industrial training of girls we have heard it urged that young women brought up as servants in private families do not make the best wives for working men. This brings us to the evil which lies at the root of the matter.

'The whole current of modern society,' says Mrs. Austen, p. 36, 'appears to set in against the formation of that consummation of womanhood—the housewife. In domestic service, the negligence, profusion, and absence of vigilant supervision on the part of the employers; out of it, the factory and the various ways in which girls are taught to earn rather than to distribute or to save money; in all conditions, the delusive and corrupting cheapness, and the preposterous style of dress, which afford every possible discouragement to neat and frugal habits of conservation and repair—all these influences, and many more, are directly hostile to the formation of the domestic virtues and talents in the lower classes. In the higher, luxury, the affectation of superiority to domestic employment, and the preference for public and showy over private and obscure duties, which characterize our age, are no less fatal to the cultivation of the homely but venerable accomplishments which distinguished those illustrious ladies of former times who governed their households with calm vigilance and intelligent authority.'

Service with high or low is not the training school it was; and the least ill consequence of this is that the race of servants is grievously deteriorated. 'There is no longer,' says Mrs. Austen, quoting the remark of an intelligent foreman, 'such a thing now as a poor man's wife. His helpmate is a bad economist, a bad cook; she cannot make his home comfortable to him; and the consequences are that want, debt, and disorder, and all that can make a man's home comfortless and irritating, take from him all