

writing, for instance, one-third of the grant will be withdrawn; if he fail in both reading and writing, two-thirds will be withheld; while if he fail in reading, writing, and arithmetic, no portion of the grant will be paid. Thus, the House will see that we shall never pay anything for a child unless that we have been satisfied—first, that he has attended above a certain number of times; secondly, that he has attended a school which is under a certified master; and, thirdly, that he has satisfied an inspector of his capacity in reading, writing, and arithmetic. I hope the change we propose may have some effect in correcting the evils in the teaching which have been complained of. Our object is to secure, as far as possible, that the attention of the master shall not be confined to the upper class of his school, but shall be given to the whole, and we endeavour to effect that object by making the payment of the capitation grant depend upon the manner in which he has instructed each child. I may add that we do not intend to break in upon the system of pupil teachers as now existing. I can hardly hope that I have made myself intelligible. The matter is one of considerable complexity, and I may be allowed to recapitulate the main features of our plan. We propose to give capitation grants on so many attendances above a certain number—say above 100—the object being that we shall not be paying money for a child who has been taught by another master, and who comes to school merely for the purpose of getting the grant. We also require that there shall be a certified master, in order to secure good order, discipline, morality and competent teaching. Lastly, the grants will be subject to reduction upon failure in reading, writing, or arithmetic. It will be seen, therefore, that when a grant is paid, we shall have secured, as far as we can, not only the presence of a competent teacher, not only the attendance of the child, but also some knowledge of the actual results of the teaching.

Sir J. Pakington.—Will the capitation grants be given in all cases on a smaller number of attendances than at present?

Mr. Lowe.—I have not committed myself upon that point, but my impression is that the grants will be paid on a smaller number of attendances than at present, because there are other conditions which must be complied with. I shall now briefly state some of the advantages which I think will arise from our plan. It leaves the whole system of the Privy Council intact. It merely substitutes one kind of payment for another, and that a much more simple and convenient one. It will be attended by a considerable diminution of trouble. It leaves to the managers of schools greater freedom of management than they have at present, and it has always appeared to me that, so long as certain indispensable conditions are complied with, you ought to minimize your interference with the management of schools. Heretofore we have endeavoured to provide the means. We are now extending our view, so as not only to provide the means, but also to see that those means when provided are used to the best advantage. That, I think, is a decided step in advance, because what is the good of attendance and of teachers unless they lead to real instruction and knowledge in the children? We also give the master a much stronger motive for exertion than he has at present. If his children do not pass the examination he will fall into disgrace with his managers; while if they do pass he will naturally be highly esteemed, and will have an opportunity of rising in his profession. Our plan, in short, will give an impulse to the profession of schoolmasters, and to the laudable ambition of men who wish to raise themselves in life. At present our schoolmasters are treated upon the principle which Mr. George Potter and his friends desire to apply to the case of all workmen. We first ascertain the capacity of a teacher, and then we pay him a certain sum whether he works or not, just as Mr. Potter contends that a man who is lazy and inefficient should be paid as much as a man who is active, industrious, and skilled in his trade. For that system we propose to substitute the wholesome stimulus which must be afforded by an inquiry into the actual results of the teaching in a school, testing the exertion which the master has used in teaching, not the upper class only, but all the children under his charge. Hitherto we have been living under a system of bounties and protection; now we propose to have a little free trade. Our plan carries out the idea of the Report, though free, I trust, from many of its objections. The Report suggests the propriety of our being satisfied that the children possess the elementary accomplishments of reading and writing. I think that suggestion is a valuable one, and we have acted upon it. What we propose to do is built upon the present system of the Privy Council. No attempt has been made to introduce any change. The schools will continue to be denominational, and religious teaching must be the foundation of all. The inspectors will still conduct a religious examination; in short, there is no proposal to make any change in the religious character of the schools. It only remains that I should point out the evils of the system. As the system spreads we must increase the number of inspectors. I am afraid that is unavoidable. We have considered the recommendation of the Commissioners that we should employ

schoolmasters instead of inspectors; but it appears to us that, considering the delicate and difficult duties which inspectors have to discharge, we ought to retain as inspectors persons of the same class as we have them now. We believe the work will be more efficiently done by them than it would be by any schoolmasters. They will, as I have said, increase with the extension of the system, but I hope not very rapidly. We must recollect that inspection and the increase of inspectors are evils inseparable from a central system. We grant money; it is necessary we should ascertain that it has been properly applied, and we know not how we can get that information except through persons appointed to examine and report. But let me say, that if the number of inspectors should become too large, Government and the House have the remedy in their own hands. The number of inspectors is far larger than it need be at this moment, because each denomination has its own inspectors, and it often happens that three or four gentlemen are sent to the same town to inspect the schools in it. That, of course, involves an enormous waste of time and money, and some good might be effected by making the same gentlemen inspect all classes of schools, with the exception, perhaps, of those belonging to the Roman Catholics. However, we propose nothing of that kind; I merely point out what might be done. Another evil is that we shall pay over the money to the manager of a school, instead of the person who is to receive it; and therefore we are not quite so sure that the money will reach the hands for which it is designed. That, however, is more a theoretical than a practical objection, and I have no doubt that the charitable and religious persons who manage schools will be found in every respect qualified to discharge this trust. I have now laid before the House, I am afraid at too great length, the views and intentions of the Government with respect to the report of the Education Commission. I hope that, whatever hon gentlemen may think of our proposition—upon which, of course, I cannot expect them to deliver a judgment until they have seen the details—they will, at least, believe that we have honestly endeavoured to do our best, under circumstances of great difficulty. We have endeavoured to meet the case as well as we could; and we hope, by the kind assistance of the House, to succeed in giving greater efficiency to the present system. The House must not expect from us impossibilities. We cannot combine in the same system the advantages of the voluntary principle with those of the system of public grants. We want to carry out the best system under present circumstances as far as we can. So far as we can elevate it—so far as we can make it more comprehensive, more efficient, and more economical, we are most anxious to do so.—*English Journal of Education.*

### III. EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION, 1862.

The following is a classified list of objects admissible into Class 29, devoted to "Educational Works and Appliances."

#### A.—BUILDINGS, FITTINGS AND FURNITURE.

I. *Buildings.* Plans,\* Sections, Elevations, Drawings Photographs, and Models of Schools; Infant, Primary, Secondary, Industrial, Sunday, Adult, Trade, Art, Technical, Swimming, Riding, Fencing, &c., Higher: Lecture rooms, Institutes, Public Libraries, Museums, Private Studies, Dormitories, Training Colleges, Universities.

II. *Fittings and Furniture.* Specimens, Models, Drawings, &c., of desks, galleries, forms and seats, black-boards and easels, ink-stands, and wells, tables, worktables, &c., teachers' and pupil-teachers' desks and boxes, beds and cribs for infants, timepieces, curtains for schools, cases and stands for maps and diagrams, receptacles for hats, cloaks, &c.

III. *Sanitary Arrangements, specially suited for Colleges, Schools, and Institutes.* Apparatus for heating, lighting, and ventilation; play and exercise grounds, lavatories, waterclosets, urinals, &c.

IV. *Furnished or Fitted Models,* and collections of furniture, &c. requisite for schools and other educational institutions.

#### B.—BOOKS† AND INSTRUMENTS OF TEACHING GENERALLY.

I. *Reading and Spelling.* (a) Books: Primers, reading books, works on elocution, &c. (b) Tabular Lessons: Alphabets, spelling exercises, &c. (c) Materials: Boxes of letters, &c.

II. *Writing.* (a) Books: Manuals for teachers, copy-books, &c. (b) Copies and models for imitation: Diagrams of forms and proportions of letters. (c) Materials: Slates, pencils, pencil-holders, pens, pen-holders, pen-menders; ink, rulers. (d) Mechanical

\* Models of buildings should be on a scale of  $\frac{1}{4}$  in. to a foot; ground-plans on a scale of  $\frac{1}{16}$  in. to 1 foot; and block-plans on a scale of 1-16th in. to 1 foot. Materials and cost should be specified.

† It is hoped that arrangements may be made under which the books in this class may be consulted by visitors.