

of attachment or opposition to persons, or of the ties that held parties together. But in the course of time, and improvement of men's views touching their real interests, their attention was turned to opinions and principles among the most important of all, but on which the leaders of particular classes could not fasten so as to appropriate them, because they so plainly concerned the whole community, or were of such unquestionable soundness and truth that no dispute could arise respecting them, any diversity of views being necessarily confined to points of detail, and, consequently, they were placed beyond the field of party conflict. The duty and the expediency of philanthropic policy in one sense comprises all the subjects belonging to this class; but even in a more restricted acceptation it embraces some of the most remarkable. One characteristic of these opinions has just been noted, their not lending themselves to party controversy; another and equally striking is their being held by those who had no special interest in them.

ERRORS IN EDUCATION—DISPARITY BETWEEN THE NUMBERS OF TEACHERS AND PUPILS—EMPLOYMENT OF EDUCATED WOMEN.

After alluding to the necessity of public education, his Lordship continued:—There are two subjects of a more general description, one of which has often come under discussion, and is not unattended with difficulty: but the other of great importance, and by no means of difficult consideration. A great error was at one time committed, at the establishment of schools upon the plan of Bell and Lancaster. The facilities afforded for teaching great numbers under a single master gave rise to a prevailing impression that cheapness of instruction could best be secured by these means, and there was too great a disposition to make this the ruling principle. But experience has proved, what a little reflection might earlier have shown, the great advantage of numerous teachers. In truth, this is essential, not only for securing thorough instruction, but for maintaining that discipline, that influence of moral authority which is the most important benefit conferred by attendance upon a school. It is to be hoped that the whole of this subject will be fully considered by the department, and the facts, which are the result of men's actual experience, be gathered together, and the inferences to which that experience leads be distinctly pointed out. But though education and training, imparting sound knowledge, religious and moral, and exalting the character, as of rational beings, is the most important of all our duties towards the humbler classes of our fellow-citizens, it is by no means to supersede the care of their temporal welfare, or to be taken as a substitute of that other imperative duty. A wide field is thus opened to social science, and it is one which only in modern times has received any cultivation. Count Rumford was a great benefactor to the world in promoting the more important of its branches. His plans, for the most part, were well devised to increase the comforts of the poor, and, carried into execution while he held high court and military employment in Bavaria, deserve the greatest of attention; and the study of his essays, in which they are minutely detailed, is a duty incumbent upon all well-wishers to the prosperity and the peace and order of society. The subject hardly to be surpassed in importance, the employment of educated women, was discussed at the last congress, and a society was soon after formed for promoting it. Last Easter it became connected with this association; and the laudable exertions of Miss Bessie Parkes, whose interesting paper had mainly led to its formation, and of Miss Faithful and of other fellow-labourers in this good work, have already been attended with marked success. Several papers upon various views of the subject will be read at this meeting. It may now only further be stated that the meeting held in last June, presided over by Lord Shaftesbury, was very numerously attended. The great object of finding employment suitable to educated women was fully considered, and our secretary, Mr. Hastings, took a prominent and useful part in the discussion. Among other occupations, law-engrossing, book-keeping, and printing may be mentioned as well fitted for educated women. The printing press, conducted under Miss Faithful's superintendence, has been eminently successful, and since the meeting in June has received a high sanction of the Queen's approval, signified in a gracious letter by Her Majesty's commands. It is very gratifying to find that the experience of this press has removed most, if not all, the objections which were at first raised against the plan. It is fit to add that the energy, perseverance, and discretion of Miss Faithful have mainly contributed to this happy result.

[2. RIGHT HON. SIR JOHN COLERIDGE.

TENDENCY OF THE TIMES AND THE CONSEQUENT NECESSITY FOR EDUCATION.

Sir John Coleridge, in a recent lecture at Tiverton, "on Public Schools," commenced his remarks by an observation which he had made before, and he repeated it now, that the irresistible tendency of the times was not so much to increase education as to bring into

activity the political power of what were called the lower classes of the country. This was so marked a tendency, it was so regular in its advance, so vigorous in its springs of action, that it could not be overlooked. It therefore became their duty to strive to make the classes in question fit to exercise the functions cast upon them. Again, in order for the other classes to preserve their places in society, they must be diligent in their own education. It would not do to rest upon tradition or upon privilege, for if they still desired to lead they must make themselves fit to be leaders. They must strike out with the most skilful swimmers in the race. While all around the underwood of the forest was making vigorous shoots, their own growth must not be neglected, lest they were overgrown. Let them feel no dismay, for the stream which might overwhelm if they attempted to stop it would become a source of abundant blessing if they directed its course aright; but the ability to do so could only come by diligent self-culture.

CHARACTERISTICS OF ETON COLLEGE EDUCATION.

The greater public schools of the country were more especially the subject of his lecture, but, as he had abandoned the idea of including the Universities, so he should confine his remarks and illustrations principally to Eton—not merely because he knew more about it than any other, but partly because he conceived, from its size and composition, it was at once the most important and complete of its class. With regard to Winchester, Harrow, Rugby, and other schools, their merits were well and widely known, and they had reason to be proud of their distinction. Tracing the origin of Eton to Henry VI., and giving an elaborate sketch of the history and character of the school, the Right Hon. Gentleman said that Eton and her fellow-institutions had ever fulfilled, and were still fulfilling, their glorious mission; adapting themselves in form to the changing manners of the times, but always preserving their identity and spirit. Every educational institution had its idea—that which, so long as it was consistently carried out, influenced all its details. The idea of Eton was the union of liberty of action and independence of thought in the boy with that maintenance of discipline and subordination without which no school could exist, much less the scholars maintain progress in learning. Many of the schools seemed to have their idea founded upon the problem, how much of restraint and discipline was consistent with the maintenance of the vigour of the intellect and the warmth of the heart. Boys were trained to walk regularly rather than to fly high or far. Safety for all was sought rather than excellence for many. These principles, however, admitted of qualification. Each school, perhaps, had its merits, and England had room for all. The judicious parent would select a school according to his son's peculiar disposition, intellect and circumstances, for

"The child is father of the man."

There was, it must be admitted, for many children, danger in the Eton system. Even with men, liberty often trembled on the edge of licence, and it required great firmness, discretion, and skill, so to govern a school on this principle as to maintain constant regularity, obedience and willing application of the mind. The tendency of the Eton system was to make a boy generous and firm-minded, to teach him to exercise his common sense and feel his responsibility, and to make him act under the influence of generous shame and emulation,—in short, to make him a manly boy, trusting because he was trusted. This was a favourable picture of the tendency of the system. Many might fail to be influenced by it, but these were its natural results. The traditions of an ancient school had great influence upon the working out of its idea; and the Eton traditions were favourable to these results. Eton boys loved their school while there, and would leave happy homes to return to it with none of the usual schoolboy's regret. They were often idle, noisy, and not proof against temptation—they might desire, but could not easily make their boys faultless; but there were many faults from which an Etonian was free, in part, at least, because he was an Etonian.

PROFESSION vs. PRACTICE IN SCHOOL STANDARDS.

After bestowing praise on the system of teaching adopted at Eton the lecturer said, it had been commonly remarked that Eton boys did not bring to the University and to the competitive examination that sound knowledge of the mathematics which Eton professed to teach, and the suspicion got about that there was a want of reality in mathematical teaching. It was, however said that within a few years a great apparent change had been made, but without corresponding results, as tested in the Universities and elsewhere. This was much to be lamented, if true, for if there was one principle more sacred in schools than another, it was that nothing should be professed more than was performed, and that what was taught should be taught well. Was the other department of teaching sacrificed to this? He believed not, and yet the scholarship of the pupils appeared to him to be below what it had been, and the composition less accurate. And he spoke the opinion of those who examined the boys