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THE EDUCATION BILL IN ENGLAND.

JUST now while the House of Lords is coming in for some very unfavorable criticism over their action in amending the English Education Bill of 1906, a word from their point of view may not be amiss. To judge from some of the press comments, one might suppose that the Lords had set justice and common sense at defiance, and had deliberately thrown down a challenge to the nation. Nothing could be farther from the truth or the facts of the case, and a glance at their debates should be sufficient to remove this idea. Their first amendment was simply an attempt to carry out a principle which the House of Commons had endorsed. It provided that every child attending an elementary school should have an opportunity of obtaining religious instruction of some sort, if the parent desired that he should have it. It is argued that the Lords were not justified in making this amendment, but when we remember that the Commons, by a majority of over four hundred, pronounced against a purely secular system of education, we cannot suppose that the nation would quarrel with an amendment that merely guaranteed that decision.

However, the fundamental principle of the bill from which all difficulty arises, is that the local education authorities must have control over all education given in rate-aided schools. This prin-