

Dr. Macnamara of London, on Higher Grade Unrestricted Schools. (October, 1898.)

Mr. H. H. Asquith, M.P., on the Success of the Leys School, Cambridge. (February, 1898.)

Mr. Earnest Gray, M.P., on Voluntary School Associations. (April, 1898.)

Mr. J. H. Yoxall, M.P., on the Foundations of Technical Education. (June, 1898.)

Mr. Charles Morley M.P., on the Work of the Education National Association. (October, 1898.)

Mr. Lloyd George, on National Education, pure and simple. (April, 1898.)

It can be readily understood how public opinion would be aroused and stimulated under influences such as I have mentioned, and by the speeches and addresses which I have here enumerated. The more so would it be moved to vigorous action, since the necessity for greater facilities for industrial education has been widely felt and acknowledged, so as to meet successfully the keen competition for commercial supremacy, not only with the European continental nations but also with the far east—with Japan.

The form which, as a matter of fact, this increased and enlightened public opinion has taken in England has been the enlargement of the scheme of popular education, and its extension, in the direction of secondary, or higher, Schools, under the Government School Board System, to every part of England and Wales.

3. THE INFLUENCE OF THE UNIVERSITIES—ON PUBLIC OPINION IN ENGLAND.

It has been held by many, that there has been another influence at work all these years, silent and subtle, which has done as much, if not more, than any other force, to educate public opinion in England, in favour of a more enlarged and satisfactory system of public education. This subject—that of the influence of the Universities of Oxford and Cambridge—is so well treated by one of the Heads of Colleges in Oxford, that I append it herewith:

In an instructive article on "The University of Oxford in 1898," the Honourable George C. Brodick, Warden of Merton College, thus sums up the various influences which Oxford and Cambridge Universities have exercised on National Education in England. He says:—

"Even when the number of students in the Universities of Oxford and Cambridge was much smaller than at present (about 3,000) Oxford and Cambridge virtually governed the whole course of higher Education throughout England.

"Formerly, as University degrees and honours were to be won by proficiency in Classics and Mathematics alone, Classics and Mathematics were the staple, if not the exclusive subject of teaching in Public Schools and Grammar Schools. . . . The Universities, by wisely extending their old narrow curriculum, are rapidly bringing the new studies within the range of their control, while, by undertaking the office of Examining Boards, on a very large scale, they have strengthened, to an extraordinary degree, their former hold on Secondary Education.

"But this . . . was as nothing compared with the influence now acquired by means of the inspection and examinations of Public Schools which [the two Universities] conduct independently, and of the lectures organized by the 'delegates for the extension of teaching beyond the limits of the University' in a large number of populous centres. To this must be added the experiment . . . of affiliating, not only Provincial Colleges, but Indian and Colonial Universities; . . . the experiment of superintending the practical training of Teachers and the generous arrangements made for the academical training of women. . . .

"By forming this widespread network of educational control, and occupying the centre of it, the Universities of Oxford and Cambridge have virtually made themselves arbiters of learning over a large proportion of Schools above the elementary grade, and assumed some of the most important functions of the Ministry of Education in other Countries.

"There is another cause of the vast educational power wielded by the [two Universities] . . . Many of those destined to guide the educational movement