

character, and that the plain subjects,—reading, writing, and arithmetic,—have been too much undervalued and neglected, it can scarcely be a matter of surprise that education has not proved quite so potent an influence as its supporters at first expected might be the case.

If we regard the numerical progress of week-day education we have no reason to complain of what has been effected. The schools have done more than simply to keep pace with the increase of population. Lord Brougham's returns of 1818 showed that at that time the proportion of week-day scholars to the population was 1 to 17.25. Next came Lord Kerry's returns in 1833 (imperfect, no doubt, but still approximately correct,) which showed a proportion of 1 week-day scholar to 11.27 of the population. The returns of the census of 1851 gave a proportion of 1 to 8.36 of the population, and now those obtained by the Education Commission give a proportion of 1 scholar to every 7.7 of the estimated population of 1858. These proportions are indicative of steady progress in respect of popular education. They show that the quantity of education increases.

The statistical report of the Commission contains a table, in which are arranged side by side the percentages of scholars in the week-day schools and in the Sunday schools connected with the different religious denominations. This table brings out statistically the fact that all the religious denominations, except the Church of England and the Roman Catholics, show greater interest and activity in the establishment of Sunday schools than in the establishment of week-day schools.

It would seem that in the opinion of the Commission, the Sunday school is more potent than the week-day school in attaching the young to their respective congregations. For example, the Church of England, which has 76.2 per cent. of the week-day scholars educated by the religious bodies, has only 45.8 of the Sunday scholars; the Roman Catholics, who have 5.52 per cent. of the week-day scholars, have only 1.5 of the Sunday scholars. With these figures we may contrast the following:—The Wesleyan body (Old Connection) has only 3.91 of the week-day scholars (being the fourth in numerical order with respect to week-day schools,) but it has 19.0 per cent. of the Sunday scholars. Again, the Congregational body (*i. e.* the body of Independents) has only 2.1 per cent. of the week-day scholars, but 11.2 of the Sunday scholars. Again, the Baptists have only .7 of the week-day scholars, but they have 6.7 per cent. of the Sunday scholars. The Primitive Methodists have .09 only of the week-day scholars taught by the different religious bodies, but they have 5.7 per cent. of the Sunday scholars. The Methodist New Connexion has only .1 of the week-day scholars, but 2.2 per cent. of the Sunday scholars. The United Methodist Free Churches have only .08 of the week-day scholars, but as many as 2.6 per cent. of the Sunday scholars. There is a very considerable increase in the number of scholars on the registers of the Sunday schools belonging to the Primitive Methodists. When Mr. Horace Mann tabulated the returns from their schools he found the number of scholars to be 98,294. The more recent returns made to the Education Commission show that in the Primitive Methodists' Sunday schools there are 136,929 scholars. With respect to the Unitarian Sunday schools there seems to be a trifling decrease in the number of scholars as shown by the returns made from each school direct to the office of the Commission. In 1851 the Unitarian week-day schools contained 4,306 scholars; the returns tabulated by Mr. John Flint, registrar of the Commission, show a total of 4,088 scholars. In 1851 the Unitarian Sunday schools contained 15,279 scholars; the last returns give a total of 13,142 scholars.

A few facts respecting the private adventure week-day schools in England and Wales are deserving of attention. It might have been supposed that the impetus given to education in the public schools belonging to religious bodies would have been the means of reducing the number of scholars in private adventure schools; and there can be no doubt, after an inspection of a table in the last section of chapter 2 of Mr. Flint's statistical report, arranged to show the progress of education in agricultural, metropolitan, manufacturing, mining, and maritime districts in different parts of England and Wales, that in certain places the public schools have driven the private adventure schools out of the market. In other parts, however, the private adventure schools have not only held their ground, but the proportion of scholars in them has actually increased since 1851. On the whole, however, the proportion of scholars in private schools to the total number of week-day scholars remains much the same as it was in 1818, 1833, and 1851. It would seem that among our mechanics, small shopkeepers, and artisans, there is a strong feeling of independence and allowable pride which indisposes them to seek in public schools an education for their children, which is, to a great extent, eleemosynary. In ten specimen districts in various parts of England and Wales, comprising an eighth of the total population of the country, the percentage of scholars in

private adventure week-day schools, as compared with the total number in week-day schools both public and private, was 35.1 in 1851, and 33.9 in 1858. Great care was taken by the Education Commission to obtain a complete return of every private as well as public school in the ten districts. The Assistant-Commissioners, either personally or by means of their clerks, assisted in many cases in filling up the forms. Every school was visited, and in town districts every street was traversed again and again. While this minute inquiry in the specimen districts was being carried on, a general statistical inquiry was made through the medium of the societies connected with education, through the religious bodies, and through the departments of the State. The special inquiry checked and completed the general inquiry. Returns of the fees paid in private schools charging less than £1 per quarter were obtained, and from these it appeared that in 20.76 per cent. of such schools, containing 17.69 of the scholars, the highest weekly fee was 2d. In 22.54 per cent. of the schools, containing 21.42 per cent. of the scholars, the highest weekly fee was 3d. In 13.06 of the schools, containing 14.55 of the scholars, the highest fee was 6d. per week. The commonest fee in private schools which charge less than £1 per quarter is 3d. As many as 20.4 per cent. of the teachers receive an annual income from their schools of only £12, only 13 per cent. receive an annual income of £25. The tables prove that a large proportion of such teachers must either add to their incomes in other ways, or that they are in a state little short of starvation. Widows, cripples, broken-down tradesmen, the infirm, and the consumptive, start small schools which appear this week, and the next are struck, like the Arab's tents, and disappear, to be immediately succeeded by others. In the metropolitan districts, especially, this change is constantly going on.

With respect to the teachers in public week-day schools, it appears that 66.5 have been teachers more than three years, and 33.5 less than three years; also that 40.5 have been trained in Normal Colleges, while 59.5 have not been trained.

The most elaborate tables in the report are those which relate to the income and expenditure of public week-day schools. The schools are classified, according to their character, as Church schools inspected and uninspected; British schools inspected and uninspected; Denominational schools inspected and uninspected, &c. The tables show what proportion of every £1 of income, also what proportion of income per scholar in average daily attendance, is derived from the Government grant, from school fees, from subscription, from endowments, and from other sources. In Church schools inspected by the Government, it appears that, exclusive of the Committee of Council's grants on account of pupil-teachers, the proportions of every £1 of income derived from various sources, are as follows:—4s. 6½d. from Government grant; 5s. 10½d. from school fees paid by the scholars; 5s. 3½d. from subscriptions; 1s. 9½d. from endowments, and 2s. 5½d. from other sources. In British inspected schools the proportion derived from school fees is 8s. 1d., and in British uninspected it is 9s. 11d. In the inspected schools belonging to the Dissenters the proportion derived from fees is 9s. 3½d., while in the same class of schools which are not inspected the proportion from fees is 12s. 1½d.

The statistical Report consists of something less than 130 pages octavo, and forms Part VI. of the Commissioners' Report on the State of Popular Education in England and Wales. In addition to the general statistics relating to the number of schools and scholars in the country there are tables containing proportions and averages relating to almost every branch of the wide subject of popular education. The inquiry which the Education Commission set on foot in the ten specimen districts was much more favourable to the obtaining of minute statistics than a general inquiry like the census would have been. The Commissioners obtained their broad facts or general enumeration through the medium of Societies and State departments and the religious bodies, but for their more minute or detailed proportions and averages they depended upon the returns made to them in the specimen districts. The report mentions a fact which proves the accuracy of the two branches of the statistical inquiry, which is that while the returns obtained by the general inquiry show a proportion of 1 scholar in week-day schools in England and Wales to 7.7 of the estimated population of the whole country, those obtained in the specimen districts by the special inquiry show a proportion of 1 week-day scholar to 7.83 of the estimated population of those districts.

It remains to add that the Statistical Report which the Commissioners have caused to be prepared is written on the principle of blending explanations and tables. It is usual for statistical tables to follow the letter-press and to stand alone. In the report under notice the tables are connected by a slender thread of letter-press, which is intended to carry the attention of the reader forward, and to serve as a running commentary on the tables which it connects. The report, moreover, is divided into chapters and sections.—*London Times.*