

the higher and middle classes from those who are unable to pay the whole or any part of the expense of a good education, and who must owe such an education wholly or partially to the care of the State, or the benevolence of individuals. The general result of the inquiries of the Royal Commissioners on popular education in England is that the whole expense of giving a good education to a child is about 30s. a year; and that little more than one third of that sum can be obtained from its parents and friends. The remainder must come from the liberality of individuals, or from the State. The manner and the extent to which the State ought to interfere in the education of the classes who are pecuniarily able to procure it wholly or partially themselves is a question, or rather a collection of questions, of great difficulty. But the question how it ought to deal with the education of paupers seems at first sight to be perfectly clear. A pauper is, by the definition of the word, a person who cannot provide for his children the necessaries of life. Those necessaries, therefore, must be supplied to them by the State. They are the children of the state. She stands to them *loco parentis*. Is education one of those necessaries? I firmly believe that you will agree with me that it is. I firmly believe that you will all agree that to starve a child's soul is as wicked as to starve its body. Far more wicked, indeed, because far more mischievous. Far more mischievous to the child, and far more mischievous to society. A child whose body has been starved to death is as if it had never existed. It is merely one human being the fewer. A child's soul cannot be starved to death, it can only be perverted. It must live a source of misery to itself and to every one else in this world. In a little work called *Suggestions on Popular Education* I had complained that under the existing law the protection of a child from ill-treatment by its parent is confined to its body; that he is allowed not merely to neglect its education, but even though a pauper—though by that supposition unable to educate it himself—to refuse to allow it to be educated by others.

STATE OF MIDDLE-CLASS EDUCATION IN ENGLAND.

Referring to middle-class education, Mr. Senior said that while Royal Commissions had sat on the Universities and public schools, and similar Commissions and Parliamentary committees had spent years in examining into the state of the schools of the lower orders, those of the middle classes had been completely neglected. He referred to the alleged incompetence of the teaching in these schools, and said that the first step towards a remedy for the lamentable state of things of which they had already got some evidence was to know accurately the amount and the causes of the evil. For that purpose he ventured to propose that the association petition the Crown to issue a Commission to inquire into the present state of the education of the middle classes in the British Islands, and to consider and report what measures, if any, are required for the extension of sound education to those classes. The middle classes bore the greater part of the taxation of the empire, and paid, therefore, the greater part of the public money expended on education. Would they long consent to an expenditure from which they alone received no benefit? Would the English farmer contentedly see his landlord's son educated at a richly endowed school and university, and his labourer's son educated, perhaps, still better, in a national school, while the farmer himself must put up with a far inferior school, and pay to it twenty times as much?

RECENT EDUCATIONAL SPEECHES IN CANADA.

Third Series, continued from page 22.

VI. REV. J. J. BOGERT, M.A., LOCAL SUPERINTENDENT.

WHAT ARE NOT, AND WHAT ARE THE OBJECTS OF OUR SCHOOL SYSTEM.

I would ask you to take a look with me at our system of public education as provided by the existing laws, and enquire if we are not by this system of education placed under obligations for the fulfilment of certain duties, and rendered responsible to a greater or less degree for any failure in attaining the ends which it might seem to promise. If the people of this country fancy that the framers of the present system of education have relieved them of the entire trouble of educating their youth—have invented and set in motion a sort of machine which will seize upon every child within its reach, and within a given time transform a brainless dunce into a finished scholar, or convert the veriest boor into the polished gentleman, and that all they have to do is to pay the taxes, which they may consider as the fuel necessary to keep the machine in motion, and watch the very wonderful and interesting transformation—if this be their idea of education, they are certainly laboring under a gross misapprehension of its true nature, and the sooner it is dispelled the sooner shall we have an improvement in the working of the system. And here let us ask, what are the advantages which our school system seems to promise to the people

at large, who keep it in operation? To the community at large, one of such advantages is the elevation in the scale of intelligence of all those, who, without such a system, would be debarred from obtaining an education even of the most elementary character. This in itself is the sole advantage looked for from the school system by a large class of the community—by those who pay school taxes and yet send no children to be educated at the common school. These may well feel satisfied if they find that their money has been an instrument in raising the mental calibre of the mass of those amongst whom they dwell—in facilitating the interchange of opinions on subjects of which the uneducated can have but very limited or very imperfect ideas—in banishing from their midst that prejudice and narrow-mindedness which are the almost inseparable companions of ignorance, and the curse of many a society—and in fine in raising their fellow-citizens to such a position that in an honest pride they may challenge the attention of all around them, and declare what their own position has verified, that

"He is a freeman whom the truth makes free,
And all are slaves beside."

But there is a large class of the community who look for other and more direct advantages. I allude to those parents, guardians, and others who have children to educate. The additional advantages which they look for are the means of obtaining for their children a good, sound, plain education—a thorough instruction in the ordinary branches of learning, and, in a word, such a store of learning as will fit them for entering any of the common avocations of life; or, should their inclination and their circumstances permit, for ascending another flight of steps in the Temple of learning. Such I conceive to be the advantages looked for in this system of education now under our consideration.

[Mr. Bogert proceeds to criticise the manners and conduct of the pupils of the common schools, as well as the nature and value of the elementary knowledge imparted to the pupils in the schools. He then refers to those whom the community hold responsible for the defects in our school system as follows:]

DIFFICULTIES OF LOCAL SUPERINTENDENTS AND TRUSTEES.

Now who is to blame for the defects already alluded to? I fancy I hear some one replying to my question, 'The fault lies with the local superintendent—it is his duty to see that all is going on well—that their teachers are competent for their duties, and that they perform them.' I am ready to admit the statement in part—nay, I am ready to admit that if the local superintendent neglect his duties, much evil may arise; but I cannot allow that all or the chief blame is to be attributed to him. If the defects we have spoken of arose solely from incompetency or neglect of the teacher—if the superintendent were always in the position to give a correct judgment concerning such incompetency or neglect, then of course he would be the one most deserving of blame; but I cannot admit either supposition. We turn to those who state that they consider the fault lies in the trustees. I suppose the trustees will all readily admit, as I did on behalf of the local superintendents, that if they neglect their duty, much of the blame would rest upon them. But even in those places where the trustees evidently take an interest in the management of the schools, giving an evidence thereof by their regular attendance at the meetings of the Board and by their frequent visits to the schools, you may still hear great complaints against them and often on totally different counts. In one place you may hear Mr. A. complaining that although the schools are called common, still, the trustees, by the high fees which they have imposed, have made the schools far too select, to the exclusion of the poorer classes. In another place Mr. B. complains, that since the trustees have made the school free (or the fees so low, as the case may be) the rooms have become packed with the riff raff of the place, and that it is utterly impossible for the teacher to pay proper attention to all the children. In another place Mr. C. finds fault with the trustees for giving such a high salary to one teacher, instead of dividing it amongst two or more. In another, Mr. D. declares it is disgraceful for the trustees to retain those two or three inferior teachers, when one good one would do so much better. Then Mr. E. cries out for better buildings, and Mr. F. cries out extravagance. Mr. G. says the trustees know nothing and I daresay we might find the Mr. H. whose complaint would be that they knew too much. I cannot undertake to look into all these charges, and enquire how far the respective trustees are blameworthy—I would rather reply to them in a general way. The great object of our school system is, to bring a liberal education within the reach of all, so that even the poorest can derive benefit from it, should he think fit. This, too, should be the great object of the trustees—avoiding extravagance on the one hand, lest the maintenance of schools be looked upon as a grievous burden; and a too strict parsimony on the other, lest you thereby entirely defeat the object in view. If these things were borne in mind by the