

1 : 7 ; in modern history, 1 : 5 ; in law, 1 : 15. 5. Estimating the average annual income of a college lecturer or tutor at £500, we find that £75,000 is the sum required to pay at this rate for 150 such persons. This sum is exactly what the scholarship fund (£40,000), plus 140 fellowships of £250 each, amounts to ; so that, practically, the teaching in Oxford colleges is paid for, not by the parents of undergraduates, but by a portion of the collegiate endowments—to wit, the scholarship fund and two-fifths of the fellowship fund.

The Basingstoke fagging case, which has lately been advertised in the Queen's Bench, will recall a somewhat similar case at Winchester, which furnished a subject of discussion during the Long Vacation of 1872, but was not honoured by an appeal to the law. How far it is desirable, if at all, that one boy should possess the delegated power of ordering as a fag, or of inflicting corporal chastisement upon, another ? This is a question which may best be examined by some analysis of the systems in vogue at various leading schools of the kingdom, both as regards fagging generally and prefectorial power in particular. Firstly as regards fagging in all public schools—anyhow at Eton, Rugby, Harrow, Clifton, Rossall, Marlborough, Wellington, Haileybury, Westminster, Lancing, Shrewsbury, and Winchester—this power is still recognised. At all of these, power is distinctly delegated by the head master to senior boys—or, at all events, recognised as not being an abuse—that they shall be privileged to call upon junior boys to render them small services, such as to fetch and carry, field at cricket, &c. ; menial duties, such as shoe blacking, are, we believe, obsolete for fags in all schools, old and new alike. The distribution of the power varies. In some schools, only prefects can fag ; in others, certain upper forms can fag certain lower forms. In some cases, certain middle forms are neutral, being exempt from being fagged, but not being privileged to fag others. In most cases the sixth form are *ex officio* prefects ; in many schools other prefects exist in addition, selected for good conduct and capacity from the next forms. These officers have all the power of punishment. Impositions and the cane are the staple penalties ; but at Marlborough there is also a power of “gating,” or confining to limited bounds. The powers of using the cane vary. At Winchester any prefect can, (or, till recently, could) “tund” a boy on his own responsibility, even for offences committed against himself. At most other schools there is, we believe, a special proviso against the prosecuting prefect being the judge of the case, when caning is at issue. At Wellington, though otherwise a prefect may cane on his own judgment, he must, if the aggrieved party, lay the case before the head-boy. At several other schools this difficulty never occurs, for the reason that no prefect canes upon his own single judgment, but only after conference with one or more of his *confrères*. At Clifton, Rossall, Radley, and Haileybury, all offences requiring caning are, we believe, brought before three or four monitors at least, and all such canings must be at once entered in the monitor's “black book.” At Lancing, a prefect may cane upon his own single judgment, and so may he at Harrow ; at this latter school all serious offences are adjudicated upon by the whole body of monitors. At Marlborough, two prefects must be present at a caning, and the culprit must first have his option of being reported to the head master. At Westminster, the prefect must consult his *confrères*, (“foundationers” or “non-foundationers”) before using the cane ; and, if the aggrieved party, must not be the executioner. The number of strokes is limited by law of the several schools. At Rossall eight is the maximum. At most others, twelve (which are seldom inflicted in full). At Wellington the limit is six strokes. In every one of these schools, we believe we are quite correct in saying that appeal lies to the head master, if the culprit prefer to exercise it before being punished by his schoolfellows.

The extension of examinations to the higher class of commercial appointments, as clerkships in banks, and in railway and other public companies, has often been advocated. A beginning has been made in this direction by the Directors of the London and County Bank, who have issued a detailed scheme of examination for applicants for situations in that establishment. The subjects of examination comprise :—1. Orthography, including spelling and punctuation, as tested by dictation. 2. English composition, as tested by a letter or essay on a given subject ; and 3. Arithmetic, including vulgar and decimal fractions. These subjects will be “obligatory,” and candidates will be expected to take up, in addition to these, two or more of the following subjects :—Algebra to quadratic equations ; Euclid, Books I. and II. ; French, German, and Latin. The minimum of marks for passing will be 175, of which 115 must be gained on the three obligatory subjects ; and every candidate obtaining 275 marks will be entitled to a certificate of “extra merit” ; candidates will be exempted from examination in the “obligatory” subjects who produce certificates of having passed the College of Preceptors second class, or the Oxford or Cambridge

“junior” examinations, each of which will entitle him to count 225 marks to his credit. Every candidate on passing a specified period of “probation” in the bank will, if reported by the manager to be an “efficient and satisfactory junior clerk,” be received on the permanent staff, with an addition of £5 to his salary, more than he would otherwise have received ; and he will receive an addition of £10 if he has passed either of the following examinations :—1. University of London Matriculation. 2. Oxford and Cambridge Schools Examination Board. 3. Oxford Senior Local. 4. Cambridge Senior Local. 5. College of Preceptors First Class. It is believed that there will be between fifty and sixty situations open in the Bank and its various branches throughout the country every year.—*English Educational Times*.

(2) ON THE ORGANISATION OF A TEACHING PROFESSION.¹

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A main object of the Teachers' Association is to improve the education of the country by raising the qualifications of teachers. In other words, it is desired to convert the vocation of teachers into a recognised profession, depending upon learning and science for its efficient practice. How is it that teachers have not already obtained the dignity and security of an organised profession ? The craft of teaching and the craft of medicine have gone through similar experiences, though they have not reached the same end. In Great Britain teachers and doctors were developed in a like way from the professed religious classes. Perhaps they were offshoots of secular activities from the spiritual passivities of the monastery. This connection of teaching with holy orders, though very ancient, still survives in many modern schools. Even among the ancient Britons it prevailed, if our scanty records of the Druids are to be trusted ; for we are told that large numbers of the people used to go to the Druids for instruction, sometimes spending twenty years under their educational system. But if the teacher's craft were thus early formed, it suffered by the disturbed and warlike ages which succeeded. In the middle ages, when chivalry led to deeds of daring, the doctor's art came more into prominence, while the teacher's art was neglected. In the stories of the knights of the round table, it is still always the hermits and priests who, with the aid of lady nurses, cure the heroes of their wounds. When King Alfred tried to educate his nobles, he had to deplore the fact that English teachers did not exist, and that he was obliged to import them from France. That foreign importation of teachers long continued. In the middle-age romance of Guy of Warwick, Felice, the daughter of the Earl of Warwick, had to send to Toulouse to get wise masters, hoary with learning, to teach her the seven arts. In course of time there arose excellent monastery schools, such as the schools in York, the curriculum of which has been handed down to us by Alcuin. These schools, however, were few in number, and between 1500 and 1530 they ceased to be in fashion with the upper classes, while grammar schools began slowly to grow. After the Reformation even they fell into bad odour, notwithstanding the fact that some of our most important foundations then came into existence.

The monastery schools frequently educated poor men, and sent them as “poor scholars” to the universities, but a general education of the masses was an idea unknown to our forefathers. When King Alfred founded schools, he thought of the nobles only ; and when James IV. of Scotland passed the first compulsory law for education, the compulsion was confined to the nobility. The English and Scotch churches, however, had wider views, and opened schools for the people. Though the State began to help them with paltry subscriptions in 1833, and with more liberality and method in 1839, yet it was not till 1870 that a really national system of education was established in England.

I recall these facts merely to explain why it is that doctors have advanced so far beyond teachers in the organization of their profession, although both started from a common origin. All men live, become ill, and die ; but all men do not obtain learning. There has been a continuous demand for the physician's art in all periods of history ; but that for the teacher's art has often been fluctuating and scanty. Medical men have organised themselves into a well-recognised and powerful profession in this country. They have nineteen incorporated colleges, empowered to grant licenses to practise after an examination of fitness. The number and position of these colleges have produced an *esprit de corps* throughout the whole body of medical practitioners, and now their voice is potent in Parliament on subjects involving the interests of their profession.

Teachers who form a far more numerous body than medical men,

(1) Presidential Address to the Conference of Teachers, 12th January, 1877.