

more liberal than those offered now. Of late years, too, the system of encouraging and rewarding merit has been extended to an incredible degree. Oxford now says to a lad, who knows a little Latin and Greek, "Come to us, and you shall live for £40 a year;" but Oxford and Cambridge both said long ago to lads who knew something more,—“Come to us and you shall live for nothing.” Let a young man only show that he is qualified to rise in the world and better himself by the avenue of University distinction, and the University will provide for him altogether. He may obtain, even before commencing his residence, an Exhibition or Scholarship sufficient for his maintenance, and an open career is then before him. In fact, viewed in this aspect, the two old Universities are the real democratic institutions of this land. Through them and their endowments the poorest lad in a village may rise to take rank after Princes of the Blood. The only drawback to the unbounded liberality of the system is that not every poor lad has his proper chance to begin with, and this brings us to a conclusion which we are now preponderating for the first time—that University extension, to be really effectual, should begin in village schools.

If every lad, however humble in extraction, had the same opportunities of early education as are enjoyed by those who now win University honors, then the Universities would draw students of the best promise from every class of the nation, and become truly national institutions. At present, and owing to defects in the general system of education, many a youth of real talent and capacity is left without any chance of developing his gifts. It is thus that the endowments of the Universities do in a certain sense find their way to the rich instead of the poor, not by any fault of the dispensers of this patronage, but simply because such evidence of proficiency as they reasonably exact can only be given by the well-educated, and because to be well-educated means to be well to do. The lad who secures an Oxford residence free of charge, is a lad who has been taught and trained by good masters, and such teaching and training must be paid for. Here and there, as, for instance, at Christ's Hospital, it may happen that a boy is fortunate enough to obtain a cheap or gratuitous education from his earliest years, but as a rule the poor man's son is debarred from measuring his natural gifts against those of his betters, for want of the early discipline which they receive. The Universities say to the youth of the whole nation, "Come to us from any class, however humble; give us an assurance that you have the capacities for rising, and we will provide you with maintenance." No invitation could be more liberal or democratic, but, unfortunately, the humbler classes cannot turn it to account. Our correspondent, Mr. Kitchin, spoke of "a graduated and rising system of education, by which all the young ability of the country from every class of society may ascend from school to school, till at last it meets in a final trial of strength at the Universities." Exactly; that is the very consummation we should rejoice to witness, but we fail to see how it is promoted by the new "opening" at Oxford. That "opening" will merely admit men who, from want of training or talent, or both, are in arrears of their contemporaries, and who can never, except in rare instances, expect to overtake them. For these men the "final trial of strength," if, indeed, they attempt it, must, for the most part, result in failure, and it is in view of these conditions that we doubt, though we are very far from deprecating the material success of the experiment.

2. SUMMARY OF THE REPORT OF THE ENGLISH COMMITTEE OF COUNCIL ON EDUCATION FOR 1867-68

The Report begins by noticing that the number of schools or departments inspected, as compared with the previous year, was increased by 1005, and that of the children by 103,496, including 45,835 evening scholars. The number of certificated teachers was greater by 742, of assistant teachers, by 163, of pupil teachers, by 564. For the first time during the last five years, the number of pupil teachers has increased. The causes of the decline in the number of pupil teachers since the introduction of the Revised Code are stated thus:—a. The withdrawal of the direct payments made to them previously. b. The constant rise of wages in the class from which they are drawn, coupled with the fact that whereas the average payment per annum of a pupil teacher by the Committee of Council was £15 for male and female alike, the average under the Revised Code has been £13 9s. 9d. for a male, and £12 15s. 2d. for a female pupil teacher, and in the large majority of cases this payment has still been made annually and not more frequently, as it might easily have been. The increase of School fees is pointed out as one remedy for the lack of funds for paying pupil teachers, and this is noticed as being already in use.

The minute of February, 1867, has been another remedy, and its effect has been shown in the fact that out of the 564 new pupil teachers 392 belong to England and Wales, to which its operation

is confined. Inspectors' Reports are quoted to show that it has not yet produced its full effect. In a subsequent table made up to the end of the year, the total increase in the number of pupil teachers is shown to be 715. By a second table brought down to the same period, the number of assistant teachers is shown to have decreased, so that it would seem that during the last part of the year school managers have been replacing assistants by new pupil teachers. Still my Lords point out that pupil teachers are not the only source from which the Training Colleges should be filled; and suggest that such persons as voluntary teachers in Sunday schools, or persons engaged in occupations implying a certain degree of instruction, would form excellent candidates for training. It is thought that without lowering any further the standard for admission, a very moderate amount of aid from a certificated teacher, or from a clergyman would supply their educational deficiencies. The request to lower the standard of admission into the Training Colleges, which has been strongly urged upon my Lords, they refuse to grant, on the ground that the Training Colleges are not elementary schools, and that the stay in a Training College should be employed in mastering and digesting, rather than in acquiring knowledge.

Training Colleges are next noticed. They are capable of accommodating 3,205 students, and of supplying at least 1,500 trained teachers yearly, which number is enough to maintain a body (if once created), of 21,400 teachers, and these again, allowing the present rate of 85·8 day scholars for each certificated teacher, are equal to the instruction of an annual average number of 1,836,120 day scholars, or (adding one third for the difference between the annual average number present, and the number of scholars on the register), 2,448,160 children receiving more or less of daily instruction. But actually only 922 male students and 1,335 females are in these colleges. So that instead of maintaining a body of 21,400 teachers, they can only maintain 14,600.

This, which is regarded as a question of the utmost gravity, arises from the want, not of funds, but of suitable candidates. This deficiency of candidates does not arise from a deficiency in the demand for trained teachers, but rather from the fact that the remuneration offered, though gradually increasing, is not sufficiently attractive compared with that of other occupations. The average income of a master was, in 1867, £88 18s. 5d., of an infant mistress £53 11s. 3d., of other mistresses £55 11s. Rather more than one half have also a home or lodging rent free in addition. Though some few of the best paid masters may, in towns, receive larger incomes, and even as much as £250 or £300 a year, yet a man of average ability cannot, under ordinary circumstances, expect more than £100 per annum. There is, practically, little hope of any advancement.

Uncertificated masters in unaided schools have an average income of £52 14s. 9d. Mistresses in Infant Schools receive £29; and other mistresses £32 17s. 1d.

In 1867, 149 acting male teachers, and 123 acting female teachers were certificated; and 19 male and 76 female pupil teachers were provisionally certificated.

The work of such teachers is well reported of, when engaged in schools of suitable size and character.

Mixed Schools, in which boys and girls are taught together, are shown to have increased, from 1864 to 1867, in the proportion of 26·84 per cent.: although a portion of this increase is due to the different forms in which returns are made to the office, and not only to the consolidation of departments. This increase of mixed schools is not considered desirable. The employment of mistresses rather than masters is on the increase throughout England and Wales, though slowly.

In 1863 the per centage of male and female teachers was 55 and 45 respectively. In 1867, it was 52·4 and 47·6. This is in a great degree, owing to the employment of women in small rural schools, when economy demands it. To avoid the injurious effects of having infants and girls taught in one room, under one teacher, my Lords suggest that an increased grant should be made for infants under 40 in number, when the Inspector reports that they are taught by a certificated or probationary teacher, in a separate room, and are under seven years of age.

Schools under simple inspection are uniformly ill reported of. There are still a large number of schools not reached by inspection at all.

The number of children in average daily attendance in aided schools in England and Wales is 911,681. This is about 4·2 per cent. of the population. Therefore, of every 11 children of the labouring classes at school, the average number of those attending aided schools last year was about 4. This estimate does not include workhouse and reformatory schools. Of these scholars 708,468 were qualified for examination. The number examined was 592,005. Of these 364,523 were under 10 years of age.