

2. That the returns of 1818 give, as the number of day schools of all kinds, 19,230, attended by 674,883 scholars; of Sunday schools, 5,463, and Sunday school scholars, 425,533; the returns of 1833, 38,971 day schools, and 1,276,937 scholars, and 16,825 Sunday schools, and 1,548,890 scholars; the returns of 1851, 46,042 day schools, and 2,144,378 scholars, 23,514 Sunday schools, and 2,407,642 scholars.

3. That the population having increased during these two periods from 11,642,653 to 14,386,415 and 17,927,609, the proportion of the day scholars to the population in 1818 was 1-17.25, of Sunday scholars 1-24.40; in 1833 of day scholars 1-11.27, of Sunday scholars 1-9.28; in 1851 of day scholars 1-8.36, of Sunday scholars 1-7.45; showing a more rapid increase, but more especially of Sunday scholars in the first period than in the second, while the population has increased more rapidly during the second period, its increase being at the rate of 180,000 a-year during the first period, and 197,000 a-year during the second.

4. That there is reason to believe that the returns of 1818 are less than the truth, that those of 1833 have considerably greater omissions, and that those of 1851 approach much nearer the truth, whence it may reasonably be inferred that the increase during the first 15 years was greater than the returns show—that the increase during the last 18 years was less than the returns show—and that the increase proceeded during the last period at a rate more diminishing.

5. That before the year 1833 the increase was owing to the active exertions and liberal contributions of the different classes of the community, especially of the upper and middle classes, whether of the established church or of the Dissenters, the clergy of both church and sects bearing a large share in those pious and useful labors.

6. That in 1833 the plan was adopted which had been recommended by the Education Committee of the House of Commons in 1818, of assisting by grants and money in the planting of schools, but so as to furnish only the supplies which were required in the first instance, and to distribute those sums through the two school societies, the National and the British and Foreign.

7. That the grants of money have since been largely increased, and that in 1839 a committee of the Privy Council being formed to superintend their distribution, for increasing the number of schools, for the improvement of the instruction given, it has further applied them to the employment of inspectors and the training of teachers.

8. That of the poorer and working classes, assumed to be four-fifths of the population, the number of children between the ages of 3 and 15 are 3,600,000, and at the least require day schools for one-half as the number which may be expected to attend school, regard being had to the employment of a certain proportion in such labor as children can undergo; and that consequently schools for one-eighth of the working classes of the poor are the least that can be considered as required for the education of those classes.

9. That the means of education provided are still deficient; because, of the 2,144,378 day scholars now taught at the schools of all kinds, not more than about 1,550,000 are taught at public day schools, the remaining 500,000 being taught at private schools, and being, as well as about 50,000 of those taught at endowed public schools, children of persons in the upper and middling classes, so that little more than 1,500,000 of the day scholars are the children of the poor, or of persons in the working classes; and thus there are only schools for such children in the proportion of 1-96 of the numbers of the classes to which they belong instead of $\frac{1}{8}$, leaving a deficiency of 300,000, which must increase by 20,000 yearly according to the annual increase of the population.

10. That this deficiency is considerably greater in the large towns than in the other parts of the country, inasmuch as it amounts to 130,000 in the aggregate of the towns which have above 50,000 inhabitants, and is only 170,000 in the rest of the country; the schools in these great towns being only for 1-11.08 of the working classes, and in the rest of the country for 1-9.2 of these classes, deducting 50,000 taught at endowed schools.

11. That the deficiency in the number of the teachers is still greater than in the number of scholars, inasmuch as eight out of the largest towns appear to have public day schools, with 208 scholars on an average, the average of all England and Wales being 94 to a school; that there are assistant and pupil teachers in many of these schools, and paid masters in others; but that there is the greatest advantage in increasing the number of teachers, this being one of the chief benefits of Sunday schools, while the plan formerly adopted in the new schools of instructing by monitors among the scholars themselves is now properly allowed to fall into disuse.

12. That the education given at the greater number of the schools now established for the poorer classes of people is of a kind by no means sufficient for their instruction, being for the most part confined to reading, writing, and a little arithmetic; whereas, at no greater expense, and in the same time, children might easily be instructed in the elements of the more useful branches of knowledge, and thereby trained to sober, industrious habits.

13. That the number of infant schools is still exceedingly deficient, and especially in those great towns where they are most for improving the morals of the people and preventing the commission of crimes.

14. That, while it is expedient to do nothing which may relax the efforts of private beneficence in forming and supporting schools, or which may discourage the poorer classes of the people from contributing to the cost of educating their children, it is incumbent upon Parliament to aid in providing the actual means of instruction where these cannot otherwise be obtained for the people.

15. That it is incumbent on Parliament to encourage in like manner the establishment of infant schools, especially in larger towns.

16. That it is expedient to confer upon the town-councils of incorporated cities and boroughs the power of levying a rate for the establishment and support of schools under the authority of and in co-operation with the Education Committee of the Privy Council, care being taken as heretofore that the aid afforded shall only be given in cases of necessity, and so as to help and encourage, not displace, individual exertion.

17. That the permission to begin and to continue the levying of the rate shall in every case depend upon the schools founded or aided by such rate being open to the children of all parents, upon religious instruction being given, and the Scriptures being read in them, but not used as a school book, and upon allowing no compulsion either as to the attendance at religious instruction or at divine service in the case of children whose parents object thereto, and produce certificates of their attending other places of worship.

18. That the indifference which has been found of the parents in many places to obtain education for their children, and a reluctance to forego the advantages of their labor by withdrawing them from school, is mainly owing to the ignorance of their parents, and this can best be removed by the encouragement of a taste for reading, by the establishment of mechanics' institutions, apprentices' libraries, and reading rooms, and by the abolition of all taxes upon knowledge.

19. That in towns there have been established upwards of 1,200 of such institutions and reading rooms, with above 100,000 members, but that by far the greater number of these members are persons in the upper and middle classes, a very small proportion only belonging to the working classes; but it has been found in some parts of the country, particularly in Cumberland, that when the whole management of the affairs of the institutions is left in the hands of the working men themselves, a very great proportion of the attending members belong to that class, and, both by frequenting the rooms and taking out the books to read, show their desire of profiting by the institution.

20. That in every quarter—but more especially where there are no reading-rooms in the country districts—the great obstacle to diffusing useful knowledge among the people has been the newspaper stamp, which prevents papers containing local and other intelligence from being added to such works of instruction and entertainment as might at a low price be circulated among the working classes, and especially among the country people, along with that intelligence.

21. That the funds given by charitable and public-spirited individuals and bodies corporate for promoting education are of a very large amount—probably when the property is improved and the abuses in its management are corrected, not less than £500,000 a-year; and that it is expedient to give to the board formed under the Charitable Trusts Act of 1853 such additional powers as may better enable them, with the assent of trustees and special visitors (if any), to apply portions of the funds now lying useless to the education and improvement of the people.

GERMAN COLLEGE COMMENCEMENT.

The third of August, being the birth-day of the late lamented King of Prussia, is observed with peculiar regard, according to German custom, by the surviving members of the royal family. In the University too, which was founded by that monarch, Frederic William III., a festival is annually held upon the same day, to commemorate his life and virtues. Announcement was made of the approaching day in true scholastic latin, from the academic authorities, inviting all the high dignitaries of church and state to assemble "in aulis academicis," to hear a discourse from "His Magnificence," the Rector.