

attend the deliberations of the Council, yet he claims and exercises an unqualified veto on their resolutions; he insists that he alone is authorized to carry on the correspondence of the College, and he draws it up without any communication with the Council. The Vice-President and his colleagues have embodied their complaint in a memorial to the Queen; and they allege that the dispute for authority endangers the institution itself.—Mr. Mortimer, an American, has gone to Australia, and carries out with him an assortment of books and periodicals, and particularly school books. He will establish himself at Melbourne, where he hopes to introduce the New York and New England system of common schools.—The Rev. T. K. Arnold, A. M., the well known editor of so many school editions of the Greek and Latin Classics, died on the 9th of March.—The Tutor's Association of Oxford, have begun to publish a series of pamphlets criticising the recent reports of the Royal Commissioners, and suggesting reforms of their own.

HISTORY OF POPULAR EDUCATION IN ENGLAND.—In introducing a bill recently for the promotion of Education in England, Lord John Russell thus addressed the House: "I will begin by stating what has been the course with respect to the education of the poorer classes in this country from the commencement of the establishment of public day-schools. These day-schools were generally commenced in the beginning of the present century. Two persons who had given much attention to education, Mr. Lancaster and Dr. Bell, were instrumental in introducing large establishments of day-schools for the education of the poorer classes. Both proceeded upon the system of having a monitor in the schools chosen from the boys, by whom lessons should be given to the boys not sufficiently advanced to obtain entire attention from the masters. It was believed, that by means of these monitors a large number of children could be educated cheaply, than by the method of having a great number of schools, each presided over by separate masters. But no doubt that system was exceedingly defective, for it only existed by the instrumentality of those persons who themselves were little advanced in learning, who had no peculiar aptitude for teaching, and who could not give instruction in that rapid and intelligent manner which persons who had devoted themselves to the subject were able to do. There was also a difference upon a topic of most exciting interest, The system of Mr. Lancaster, adopted by a society established in 1805, called the British and Foreign School Society, proceeded on the principle of teaching the Bible to all the children in the day-schools. That was the distinctive feature of that system. King George the Third gave an immediate and liberal patronage to this plan. Many persons who were anxious for the education of the poorer classes—my father, the Duke of Bedford, and others, among the number—combined in placing themselves at the head of an institution of this kind.—Lord Brougham, Sir Samuel Romilly, and many others, aided it by their ability and patronage. While those schools were thus promoted, there arose an objection on the part of the Established Church, that, although the Bible was taught to the children, they received no instruction in the formularies of the Church of England. Accordingly, about the year 1811, a society called the National Society, was formed, to give instruction, not only in the Bible, but in the Catechism; and at the same time a rule was established that the children attending the schools should attend Church on Sundays. There was, of course, seeing those difference, almost immediately a contest with respect to the principles on which the schools should be conducted. Into the merits of that controversy I shall not enter, further than to state that its efforts are felt even up to the present day, and that while each society contributed in a large degree to the promotion of education, the feelings produced in the course of the contest made it difficult, if not wholly impossible, to unite the poorer classes in any general system of education. On the one hand the National Society, connected with the Established Church, insisted on the children learning the Catechism and attending Church, an arrangement to which the Dissenters conscientiously objected; on the other hand, the Dissenters pressed, as it were, into opposition on this subject, called together great bodies for the purpose of education, formed schools on their own principles, and were thus organised in a manner which enabled them to bring considerable power to bear against any plan of education of which they did not approve. The education, however, which was carried on by these two societies, produced many schools in the country, and a great increase in the means of education. About 1831 or 1832, it was proposed for the first time by the government of Earl Grey that the state should aid the education of the poorer classes, and that the sum of £10,000 each should be given to the two societies for the purpose of promoting their operations. These propositions were agreed to, and the plan continued until the year 1839. The Treasury contributed the aid according to the rules which it was incumbent on them to adopt; namely, they gave the grants according to the sums vol-

untarily subscribed, and taking no note or regard of the kind of education to which they were applied. In 1839, Lord Melbourne's government proposed a change in that system. They proposed that a Committee of Council should be formed, which Committee of Council should take a more enlarged and more discriminating view of the business of education. Holding, as I then did, the office of Secretary of State for the Home Department, I wrote a letter to Lord Lansdowne, which letter, together with the answer, was laid before parliament as the groundwork of the proceedings then taken by the government. It was intimated in that letter, by command of Her Majesty, that it was the wish of the Queen, that the youth of the kingdom should be religiously brought up, and at the same time that the rights of conscience should be strictly regarded. Among other proposals for increasing the means of education, and furthering this object, it was proposed to found normal or training schools, and that persons of different religious persuasions should be educated in those schools, while at the same time the chaplain of the Church of England should instruct those belonging to that religion. This proposal excited considerable apprehension and alarm. After much opposition it was withdrawn, but the proposal to obtain the grant for distribution by the Committee of Council was persevered in, and was sanctioned by a narrow majority of the House of Commons. In the year 1846 a further step was taken, of considerable importance. That step was an endeavour to improve the quality of education. In stating in the year 1839 the views which the government took of the subject of education, I expressed an opinion that the main object to be kept in view was, to improve the character, knowledge, and condition of the schoolmaster—that as the schoolmaster was, so would be the school. The plan agreed to in 1846 was afterwards the foundation of grants proposed to this house. These had been carried into effect, and I do not know that since that time there has any great change taken place in the system. The house will, therefore, perceive that the education of the poorer classes was conducted mainly by the voluntary efforts of the great religious bodies which existed in this country; that they have had assistance from the state partly to increase the quantity of education, but more particularly to refine its quality; but that the state has not materially interfered with the nature of the education given.

STATISTICS OF POPULAR EDUCATION IN ENGLAND.

Day-scholars in England and Wales, according to Lord Brougham's Returns, 1818.

Scholars in New Schools.....	150,642
Ditto in Ordinary Schools.....	524,241

Total..... 674,883

The next official returns of day-scholars were obtained by Lord Kerry's Committee in 1833; and they were divided as follows:—

Day-scholars in England and Wales, according to Lord Kerry's Returns, 1833.

Public Schools.	Scholars.	Scholars.
Supported by Endowment.....	153,764	..
" " Subscription.....	178,517	..
" " Subscription and payments from scholars private schools, }	212,217	544,498
Supported by Payments from Scholars.....		732,449

Total of Day-scholars.....1,276,947

This shows an enormous advance on the education of 1818.

We have now just obtained the returns of the Census of 1851; and we may therefore compare the returns of 1818, 1833, and 1851, adding the population in the respective years, with the proportion of scholars to population:

Day-scholars in England and Wales, in 1818, 1833, and 1851, with the Population:

	Day-scholars.	Population.	Proportion of Day-scholars to Population.
In 1818.....	674,883	11,398,167	1 to 17
1833.....	1,276,947	14,417,110	1 to 11½
1851.....	2,108,473	17,922,768	1 to 8½

Increase of Population from 1818 to 1851, 57 per cent.

Increase of Day Scholars from 1818 to 1851, 212 per cent.

Such are the official returns. But we have always expressed our opinion that the returns both for 1818 and 1833 were probably defective. It is not unlikely that even the returns for 1851 will not be perfect; but those for 1833 were no doubt less perfect, and those for 1818 would be still more defective.