

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 7 & 8.

JULY & AUGUST, 1886.

VOL. VI.

**NOTABLE FEATURES OF THE ENGLISH SYSTEM OF
ELEMENTARY EDUCATION.**

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Systems of education are seldom established, developed, critically analyzed, and radically changed in a single generation. It is doubtless for this reason that men incline to a belief in the inherent immutability of any particular system in which they bear a part.

On account of this tendency to an exaggerated view of what should ever and always be regarded as a means to an end, it is well to study the characteristics of different systems, and especially of those that can be viewed in their entirety. Such an example is afforded by the English system of elementary education, which is just now approaching an important crisis in its history. The Education Act of 1870, the work of men distinguished as statesmen and as educators, was elaborated with special reference to problems of great moment, for which, as yet, no solution had been offered.

As expressed by Mr. Forster in the first debate upon the bill in the House of Commons, in the effort to cover the country with efficient schools, there was to be "consistently with the attain-