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SCHOOLS INQUIRY COMMISSION.

Vol. II.

MISCELLANEOUS PAPERS ;

VIZ.,

Commissioners' Circular, and Answers thereto ;	Correspondence ;
Instructions to Assistant Commissioners ;	Report of a Committee of the British Association ;
Questions addressed to Schools, &c.	Analysis of Oral Evidence.

Presented to both Houses of Parliament by Command of Her Majesty.



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SCHOOLS INQUIRY COMMISSION.

(CIRCULAR.)

2, Victoria Street, Westminster,
28th May 1866.

THE Royal Commissioners for inquiring into schools are instructed to report on the education now given to the great bulk of the population above the rank of those that make use of the National or British Schools, with especial reference to the endowments now applied or applicable to this purpose. They are further instructed to report on any measures that seem likely to improve this education.

I have the honour to request you to favour the Commissioners with anything that you may have to say or to suggest on the subject thus referred to them.

The Commissioners are of opinion that the four following points are of special importance, upon any of which they would be glad to have your opinion:—

1. The best use to be made of endowments.
2. The best mode of providing for their future management and preventing them from relapsing into inefficiency.
3. The possibility of securing for purposes of education endowments that are now wasted.
4. The best mode of securing, or at least encouraging a due supply of qualified teachers.

1. The most important question under the first head is the expediency of continuing to give gratuitous education to the scholars and fixed incomes to the masters. It is urged that the education is in consequence not good, and the masters indifferent to their own success; and that it would be wiser to employ the endowment in giving exhibitions to deserving boys, and in some cases pensions to retiring masters.

2. To improve the machinery for the management of endowments, it has been suggested that the endowed schools should be grouped together in districts, and that a local board should be formed to manage the endowments in each district, subject to a central authority in London. It is important to decide whether this is the best machinery for the purpose; and if so, how the boards should be formed, and with what powers they should be entrusted.

3. It is said that there are many endowments now wasted that might well be applied to educational purposes. It is important to point out how the fact could in each case be ascertained, and what authority should be entrusted with the duty of dealing with such cases.

4. To supply a sufficient number of teachers, it has been suggested by some that training schools should be set up for the purpose; by others that certificates should be granted after examination either by the Universities or by the Government; by others that the frequent restriction of the office of schoolmaster to persons in holy orders should be abolished. And it is expedient to know whether any of these suggestions are supported by weighty authority.

The Commissioners will not trouble you, in writing either on these points or on others that may seem to you of importance, to enter into full discussion, but, would rather request you to confine your answer within such narrow limits as may be consistent with clearness of statement.

I have, &c.

TAUNTON,

Chairman.

LIST of Persons to whom the foregoing Circular Letter was sent:—

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Sir John Acton, Bart. (no answer received).		Rev. W. C. Lake - - -	43
Right Hon. C. B. Adderley, M.P. (enclosing answers from Right Hon. T. Sotheron Estcourt)	3	Geo. Leeman, Esq., M.P. (no answer received.)	
Rev. H. Allon, Editor of the British Quarterly Review (no answer received).		Sir J. G. Shaw Lefevre - - -	47
Rev. Dr. Angus - - - -	61	Very Rev. Henry Liddell, D.D., Dean of Christ Church - - -	48
Prof. Bernard, Oxford - - -	81	Rev. James Martineau - - -	51
Rev. Canon Blakesley - - -	12	Rev. F. D. Maurice - - -	53
Isaac Brown, Esq., Master of the Flounder's Institute (no answer received).		Edward Miall, Esq. - - -	56
Right Hon. H. A. Bruce, M.P. (no answer received).		J. S. Mill, Esq., M.P. - - -	61
Rev. Derwent Coleridge - - -	15	S. Morley, Esq. - - -	66
Right Hon. Sir J. T. Coleridge -	23	Rev. Dr. Newman - - -	68
Very Rev. Richard Dawes, M.A., Dean of Hereford - - -	23	Very Rev. Dr. Northcote (no answer received).	
M. E. Grant Duff, Esq., M.P. (no answer received).		Sir Thomas Phillips, Kt. (no answer received).	
Prof. Fawcett, M.P. (no answer received).		Lord Redesdale - - - -	68
Rev. Dr. Fraser, Airedale College, Bradford (no answer received).		The Duke of Richmond, K.G. -	69
Very Rev. E. M. Goulburn, D.D., Dean of Norwich - - -	27	Rev. Prof. Rogers, Oxford -	69
Very Rev. H. P. Hamilton, Dean of Salisbury - - -	27	Alfred Rooker, Esq., Plymouth (no answer received).	
Right Hon. J. W. Henley, M.P. -	31	Scott N. Stokes, Esq., H. M. Inspector of Schools - - -	74
A. J. Beresford Hope, Esq., M.P.	32	Right Rev. Connop Thirlwall, D.D., Lord Bishop of St. David's -	75
Right Rev. John Jackson, D.D., Lord Bishop of Lincoln - -	34	Hon. E. Twisleton - - -	77
Right Rev. Francis Jeune, D.C.L., Lord Bishop of Peterborough -	40	Rev. Dr. Unwin (no answer received).	
W. Johnson, Esq., Eton College -	40	Rev. Dr. Vaughan (no answer received for publication).	
		Right Rev. Samuel Wilberforce, D.D., Lord Bishop of Oxford (no answer received).	
		E. D. J. Wilks, Esq., Secretary to the British and Foreign School Society (no answer received).	

ANSWERS TO CIRCULAR LETTER.

RIGHT HON. C. B. ADDERLEY, M.P.

MY LORD,

Stoneleigh Abbey, Kenilworth.

I have written and send enclosed a summary of the conclusions I come to on the points on which you have done me the honour to ask my opinion.

I venture to send you also a letter from Mr. Sotheron Estcourt in reply to my request to him to give me any observations on the paper I am sending you.

I am, &c.

June 23, 1866.

C. B. ADDERLEY.

My first suggestion is prompted by the success of the few attempts which have been made; and the desire now

evinced by enlightened landowners to get their tenants' sons into such free schools as there are, however distant.

In Warwickshire several of the principal landowners are talking of subscribing 500*l.* apiece for a new foundation similar to that in Suffolk. The few good grammar schools are in towns like Coventry and Warwick, and are used exclusively by the townspeople, who also elect the trustees from among themselves.

New foundations would more easily draw into themselves the old ones than the old ones would combine, or consent to improvement.

Offer inducements to landowners, and large employers to subscribe for new middle school foundations, into which small neighbouring endowments might merge.

Small grammar school endowments should be combined, under joint trusts—by schemes through the Charity Commission—inducements being held out to trustees to consent.

Such accumulated funds for middle class education ;

And the larger endowments for the same purpose, after providing *good school buildings*,

(Borrowing and selling for this object, if necessary) ;

And *small salaries* to start with ;

And *fees per head* of scholars ;

the rest to be distributed in exhibitions, open to all children of the class intended, who can pass admission examinations.

Equal terms to all.

Thus, no neglect engendered of preparatory education by parents, nor encouragement to masters' indolence, nor undue advantage against the competition of private enterprise ; endowments being used only to supply the want of a first demand, and to start a master in the undertaking.

In my neighbourhood I have known of school endowments simply going into the pockets of so-called masters who employ themselves in other ways.

And where the trustees are small local people, nominated by local interest, or self-elected, the schools are generally worthless, and all the appointments jobbed.

Now that the State undertakes to aid voluntary efforts to educate the children of the working class, I think that the numerous small endowments for that purpose in half the parishes throughout England, and for clothing school children, and even for doles not specifically educational if, without offence, might (instead of being taken by the Treasury in its own relief, as by recent Council Minutes) be used in the way of small exhibitions to grammar schools for the more promising labourers' children, to be obtained by competitive examination.

And the deeds of such endowments would generally include the children of small tradesmen and farmers among the legitimate claimants of their benefits.

Special education, in agriculture, &c., should be distinct and subsequent ; say commencing at 15 or 16.

I think middle schools should not attempt more of a classical education than the study of Latin grammar and easy reading books. Some exhibitions might be provided from their endowments to higher schools, and even to the Universities for the more promising of the middle class, or of any of their pupils.

The cost of education at endowed middle schools need not exceed 10% a year, and 30% including board, even in the dearer parts of the country.

Numerous small exhibitions would enable the poorest of the class intended, to pay this amount, and in a way which would not impede private competition.

All absolutely gratuitous education of the middle class on foundations should be abolished, and uniform fees in all cases made leviable.

Masters should only be eligible, to the recognised and improved endowed middle schools, possessed of some testamur, either from the Universities or from training colleges. I think the latter the best.

All such schools should be inspected,—

Either by Privy Council inspectors, who might have sufficient time, economised by the assistance of sub-examiners of primary schools;

Or by the Universities in connexion with the A.A. examinations, when the competitive examinations for exhibitions might also be conducted.

No exhibitions should be allowable to uninspected schools.

I am against all local or central boards, or one head in London, thinking they would attempt too rigid a system of uniformity, and would lose local spirit and adaptation.

The kind of trustees into whose hands many of these endowments fall should be open to correction by the Charity Commissioners, whose powers should be extended beyond authorizing dismissal of masters, and made more operative.

I think Mr. Estcourt's suggestion of official trustees in all cases a good one.

C. B. ADDERLEY.

RIGHT HON. T. SOTHERON ESTCOURT.

1 and 2. Power should be taken to introduce into the managing authority of every endowment some trustee, appointed by the board if endowments are grouped;

By the Charity Commissioners if they are kept separate, or by the local justices.

Also some central authority to which an appeal may be made by this trustee, if he is outvoted or thwarted by local jobbing.

I believe such a provision being made, *i.e.*, of an independent trustee, who must be consulted, and who has a central authority to back him, all the rest would be accomplished in time, for the real reason why small trusts are jobbed is, that it is no man's business to interfere.

But in order to render this provision adequate to the emergency, it ought to be applied without exception in every endowment of a value under (say) 100*l.* a year.

I agree with Mr. A. that the payment of the master irrespective of results, and gratuitous education of the child independent of proficiency, ought to be done away with; but you must have official inspection, in order to ascertain these two points. How will you defray the costs of this?

4. I am entirely opposed to normal training in Government schools or institutions as a means of supplying teachers. Open the trade, and the demand will ensure the supply required; but I should think well of a provision that no man should be capable of accepting the post of teacher who has not obtained a certificate of competency at a Government examination somewhere.

3. I should make out a list of these endowments said to be wasted, and postpone all action on the subject until after an improved system has been established, for any movements in this particular will be watched with great jealousy.

T. S. E.

22nd June 1866.

REV. JOSEPH ANGUS, D.D., President of the College, Regent's Park, and Examiner in the University of London.

College, Regent's Park, N.W.,

December 3, 1866.

MY LORD,

WHEN I received your lordship's letter of the 28th May my impression was that I could easily supply information on the subjects which have been referred to the Schools Inquiry Commission. Further thought has not confirmed that impression: the field is so wide, I find it difficult to select; nor can I be sure that the points on which I may touch have not already been sufficiently illustrated and enforced in the evidence laid before you. I will however state, though it must be somewhat at random, what seem to me first principles in relation to some of the questions on which you wish for opinions.

1.—Gratuitous education ought in no case to be given. True of National and British Schools, this principle seems specially applicable when the education is of a higher kind. If there are endowments, let them be used, first, to cheapen the education generally, and then, secondly, to found a large number of small scholarships (from 10*l.* to 20*l.* a year), available for deserving boys, not for acceptance, but for acquisition. This is, I believe, the plan adopted in the City of London school; and it is obviously fitted to secure the best results with the least mischief.

2.—As a matter of *fairness*, the master's income should vary, with his success, if by success be meant numbers and progress in learning taken together. I think it unwise to treat diminished income as of necessity a penalty on neglect, or increased income as a reward of greater conscientiousness: for the penalty would often as penalty be undeserved, and the most conscientious teacher would often object to receive extra pay for what he

probably felt to be only his duty. But let it be understood that a salary represents work done—an average number of boys with average results in an examination, and then, in fairness, more will be paid as the numbers increase and as the success is greater; for there must have been more work, as with lessened numbers and diminished efficiency there must have been less.

3.—Exhibitions and scholarships available for boys on leaving school should be made available for other places besides the older Universities, and for other studies besides those that are pursued there. Within the last hundred years the conditions of education have been greatly changed: there are schools of mines, schools of art, lectures on law, medical schools, both provincial and metropolitan; there are also the Universities of London and Durham. Why might not a clever boy go to any of these, according to his aptitudes and preferences? Grammar schools would be much more popular if they were the common entrance to them all.

4.—The system adopted in all schools should be such as to encourage all classes to use them. From the use made of scholarships, and from the fact that the masters of endowed schools are practically required to be clergymen, there is a wide-spread feeling that none can use such schools but members of the Church of England. This feeling is not owing so much to illiberality on the part of masters as to the system. The result I believe to be mischievous to the Church of England, to Dissent, and especially to the interests of education itself. The Commission would probably be surprised to learn how few of the educated Dissenters of England owe anything to the endowed schools of the country.

5.—I deem it important that the master should be a man of earnest religious feeling and living under the influence of the truths held in common by most of our religious parties. Such qualifications are (speaking generally) essential to secure public confidence and to complete the real efficiency of the master himself. Whether he be in fact a clergyman is not material either way, but it is most unwise to make it essential that he should be; such an arrangement, excluding by law all besides, implies that he is there *inter alia* to teach and defend what is peculiar to the English Church. It puts him, if he is a large-hearted man, in a false position, and if he is disposed to narrowness it seems to justify his tendency.

6.—Higher education for girls is in England lamentably defective. Can nothing be done by the wise use of existing endowments to promote it?

7.—If from local or other circumstances any school cease to do the work for which it has been endowed the endowments should be used for other schools in the vicinity, or, if necessary, elsewhere. I have known this rule work well.

8.—There is great need in all quarters of efficient teachers for superior schools. Where the blame lies it would not be easy to say; but the fact is undoubted. Separate institutions for training such are not in my judgment the best means of supplying

this need; but scholarships might be given as the reward of teaching ability, and masterships might be made open to all competent teachers.

9.—From what I have seen of the Charity Commissioners I should recommend a somewhat similar board for purposes of education, to act promptly, authoritatively, and economically within certain well-defined principles. I know of several cases in which old educational endowments have been modified, so as to meet altered circumstances, in a month or two, and with no other expense than the cost of the advertisement of the new scheme. Under such a board with more than permissive powers, municipal bodies might with advantage be used to regulate local schools. I attach great importance to the combination of a central board and local management, and, if possible, elective management. Of course the master would be left supreme (though responsible for results) within his own province.

Most of these suggestions I am prepared to sustain by argument and facts; but these I understand are not required.

I may add that my remarks are intended to apply only to those endowments with which trustees or chancery or Parliament have the right to deal.

I am, &c.

JOSEPH ANGUS, D.D.,
President, College, Regent's Park, and Examiner
in the University of London.

The Lord Taunton,
&c. &c.

MOUNTAGUE BERNARD, Esq., Chichele Professor of International
Law, Oxford.

1. *a.* Assistance given directly to children or their parents may, no doubt, be more profitably given in the form of exhibitions for merit than indiscriminately. Given as exhibitions, it finds out for itself fit recipients, if not the very fittest—those who work successfully for it will, as a rule, be those who both want it and will turn it to account; it stimulates, as well as assists, those who get it; it stimulates also those who do not get it; it tends to raise, continually and progressively, the standard of instruction in the school. Gratuitous instruction given indiscriminately not only misses these advantages, but has a positive tendency to keep the standard low.

I do not enter (as I am only answering a question) into the qualifications which I might think necessary if I had to defend my opinion, or to apply it practically. The point is, whether the principle of awarding assistance by merit has sufficient claims to be adopted as the governing principle on the whole. I am satisfied that it has, and that it is a principle of the utmost importance. May I add that the two propositions which in my view lie at the root of the whole matter are these,—first, that education depends mainly on the amount and direction of the

mental effort elicited; and, secondly, that the education of a country or a class can only be effectually raised by raising, in that country or class, the sense of the value of education.

b. The question whether it is well to give fixed incomes to masters out of foundation funds is a wholly different one. It is clearly good that the schoolmaster's emolument should, in some degree, depend on his success as a teacher; and it is a positive evil that the income of a foundation should be so applied as to destroy this incentive to exertion. It does not follow that he should depend for his subsistence altogether on his success. That is a question of circumstances. If you want to establish, in a particular place, a teacher of a higher order than the profits of schooling in that place will purchase in the market, you must pay him something extra. This was the common state of things when most of the existing endowed schools were founded. It is the case generally with primary schools, as they now exist—day-schools, designed each for a small area, and for the poorest class. Schools of a superior class, situated in large towns or taking boarders, ought, I conceive, if well placed and well managed, to support their own staff without aid from foundation funds: and large schools have so many advantages over small ones that the multiplication of them is an object to be aimed at. Permanent and absolute appropriations of foundation funds to stipends seem to me unwise. The practical effect of them, in a great number of cases, has been to put small additional sums of money into the pockets of masters who were really paid, and paid enough, out of the profits of their respective schools; in many others, to keep up sinecure masterhips, with empty schools, in places either not wanting schools or wanting schools of another kind. I am aware that the prosperity of schools is liable to great fluctuations; that even the best and largest schools complain much of want of means for improved and extended teaching; that a small foundation stipend has sometimes kept alive schools which have subsequently recovered and become useful; that such stipends are often prized by masters beyond their pecuniary value. But to the latter consideration I cannot attach much importance; the others are arguments rather for allowing to the governing body an ample discretion in the disposal of foundation revenues than for fixed permanent appropriations of them.

2. I can hardly say whether, supposing the schools themselves to remain as they are, economy and care in the management of the endowments would be better secured by entrusting them to a district board (say, of magistrates, or of magistrates and others—it is not a ratepayer's question), which would probably employ one solicitor, than by leaving them to separate bodies of trustees. Probably they would. Endowments in many places, I believe, have been lost by neglect, the blame of which it might be difficult to bring home to anybody. But I should anticipate that the schools will not be left as they are, but will, sooner or later, be made (by amalgamation of endowments or otherwise) to serve, at least in a great number of cases, larger areas than they

now do. And the widening of the area served by the school is of course a reason for widening the area of management, as respects both the school and its endowments. An interest in the district or class the school is to serve, with a sufficiently high standard of intelligence, and securities against jobbing, are the conditions ordinarily necessary for good management. But, without a thorough consideration of the whole subject and a general plan, it would be of no use to attempt suggestions in detail as to the constitution and powers of district boards. As to a central authority, in London, I should do without it, if, and as far as, I could. Interferences, and subordinations of responsibility, are to be avoided as much as possible, especially in dealing with unpaid office-holders, who are naturally jealous of interference and with whom the sense of power and responsibility constitutes the chief incentive to take trouble. If I could secure (1) the periodical publication of accounts of income and expenditure; (2) periodical examinations of the schools by independent and thoroughly competent examiners, and publication of their reports; (3) a suitable and not expensive machinery for the alteration of trusts and statutes when necessary—I think I should be satisfied.

3. The Charity Commissioners to lay before the Secretary of State for the Home Department, from time to time, statements of such charitable trusts as may in their judgment require revision; to institute, in all cases approved by the Home Secretary, inquiries, conducted locally and open to the public, and, upon such inquiries, to frame schemes. Schemes so framed to be laid before Her Majesty in Council for approval. Power for the Queen in Council, on petition, to direct cases to be heard before a Committee of Council, and to reject or alter schemes. Schemes approved by the Queen in Council not to take effect until the expiration of 40 days after they shall have been laid before both Houses of Parliament.

I have put down what occurs to me, though quite aware how crude it is. The question in fact belongs to the subject of charitable trusts, rather than to that of education. And in what is done there ought, I think, to be nothing which might warrant the notion of a design to augment educational charities at the expense of other legitimate and beneficial, though possibly less beneficial, charities. Practically, there is no doubt that money diverted from trusts which had ceased to be beneficial would flow, mainly at least, into educational channels. But such inquiries should not be in the hands of persons officially interested in promoting education. I am travelling perhaps beyond the bounds of the question when I add that there ought to be a public record of all perpetual dispositions of land or money; and further that, in justice to founders of charities as well as for the protection of the public interests, there ought to be a clearer understanding than there is as to the power of the State to control, revise, and alter such dispositions. They are exceptions—though, under some conditions and limitations, legitimate and useful exceptions—to an established and im-

portant principle of public policy. But the conditions and limitations need to be more distinct and better understood than they are.

I am aware of the objections to accumulating work on the Privy Council. But considering the quantity and variety of business, administrative, judicial, and quasi-judicial, which has already accumulated on that body, I suppose it is destined before long to receive somewhat more of a definite organization than it now has.

4. Training schools seem to me, I own, to be, if and where they are necessary, necessary evils. Especially I should dislike (deeming, as I do, freedom from uniform control to be a thing wholesome and important for the progress of education) training schools supported by the State and controlled by a government department. If we had good middle-class schools, they would supply in great measure what is wanted,—viz., they would supply well-taught boys, and also inducements for a fair number of those boys to qualify themselves for masters. The average limit of age, however, in middle-class schools will always be low, and boys educated at them have at present, in England, practically no access to universities. I am unable to see any immediate means of supplying the want to which the question refers. But I hope to see, among the results of this Commission, large middle-class schools, at which boys educating for schoolmasters might outstay the average age, and get higher teaching. I hope also sooner or later to see such boys enabled to find their way to the universities as unattached students or otherwise. And I should hope further to see a good many exhibitions for the assistance of such boys established either out of foundation funds or by private benefactions. On the other two points suggested in the question I have nothing definite to say. The large examining power possessed by the three universities of Oxford, Cambridge and London certainly might, and I hope will, by concerted arrangements, be brought to bear on middle-class education far more effectively than it has hitherto done. Abolish, by all means, the qualification of Holy Orders where it has become clearly unsuitable to the character of the school. But it need hardly be added that where a founder has made provision, expressly or by implication—that is, by words, or by acts tantamount to words—that a school shall have a definite religious character and religious teaching, this ought not to be altered by a change made *alio intuitu*. This, if done, should be done of express purpose, and on appropriate grounds.

As the Commissioners have done me the honour to send these questions to me, I have written what I could. But having little specific information on the subject, I attach (I ought to say) little weight to my opinions on it.

MOUNTAGUE BERNARD.

28th September 1866.

REV. J. W. BLAKESLEY, B.D., Canon of Canterbury, Vicar of Ware.

I TAKE the Circular issued by the Schools Inquiry Commissioners of the date of May 28th, to have reference more or less to *all* schools suited for the education of the classes which are comprised between journeymen mechanics, and such as propose to follow some one of the learned professions. Sons of small tradesmen in country towns, may be taken as the lower limit, sons of clergymen, lawyers, and medical men, not being destined for the Universities, as the higher.

It is obvious that this class admits of extensive subdivision, and that it would be inexpedient to adopt any one type of school for all neighbourhoods. Certain general principles may, however, be laid down applicable to all cases.

(a.) Reading, writing, arithmetic (including a familiarity with the use of decimals), the elements of geography and of English history, outline drawing, and an acquaintance with the inflexions and the vocabulary of the Latin language should, in my opinion, be required in *all* schools for the middle classes. So should English grammar based upon the Latin nomenclature, and the composition of correct English prose. To these might be added if possible, vocal music.

(b.) A higher type of school than the one above described, would add to the subjects just mentioned, the first book of Euclid, algebra so far as to include the solution of simple equations, the *use* of logarithmic tables, the translation of easy French prose, and Latin carried to the extent of translating some one work of an easy prose author. That would of course involve the carrying on Latin grammar to the inclusion of syntax, and it would admit of the development of a taste for philology (if it existed in any scholar) through the etymological comparison of English, French, and Latin forms.

(c.) A yet higher type of school, would carry on instruction in mathematics to the extent of including the first four and the sixth books of Euclid, algebra to quadratic equations, and plane trigonometry to the solution of triangles (both inclusive). Mensuration (practical) and geometrical drawing would likewise form a part of the course. An elementary knowledge of hydrostatics, mechanics, and British geology might be also added, and so might the speaking and writing of the French language.

(d.) A still higher type of school would add to the subjects of the last, a thorough acquaintance with some of the English classics, both prose and verse, and the history of the English language; would extend the study of Latin so far as to secure the mastery of at least one book of Cæsar, one oration of Cicero, one play of Terence, one book of Virgil's *Æneid*, and a few odes of Horace, and even the power of writing a few sentences of Latin prose without manifest grammatical faults. To these attainments might be added the elements of Greek grammar, and a moderate Greek vocabulary; but I should not recommend any translation of Greek beyond a few chapters of one of the gospels, or selections

from the Septuagint proverbs. The main object of introducing Greek at all, would be to furnish a key to the nomenclature of English scientific language, by the knowledge of the method of compounding Greek words. The elements of chemistry and of animal and vegetable physiology, might appropriately enter into the cycle of instruction in schools of this type. And the proper study of any author implies some fair acquaintance both with the literary and political history of the country to which he belongs.

It is not supposed that the four types above mentioned are exhaustive, or that to each of them additions of other subjects might not in many cases be advantageously made. The Italian, Spanish, and German languages, for instance, might properly in some localities be added to French, or even substituted for it. But for the great majority of cases, it is believed that the scheme shadowed out would answer extremely well, and that an education both *useful* and *civilizing* (after its kind) would be supplied by it to almost every member of the great middle class.

With these preliminary remarks, I proceed to say a few words on each of the topics proposed by the Commissioners.

1. The best use to be made of any endowments, which may be available, appears to me to be to secure the existence within convenient distance of a school, corresponding to some one of the four types above suggested. Which should be selected must depend upon the nature of the locality and the amount of available funds. Types (*a*) and (*b*) are adapted to the sons of country tradesmen; type (*c*) to boys who are intended to become land surveyors or agriculturists, and to the lower grade of civil engineers; type (*d*) to future medical men, solicitors, merchants, the higher grade of civil engineers, miners, and manufacturers.

In the education of the middle classes, a great deal must be left to private enterprise. It is not to be supposed that existing endowments are adequate to the furnishing anything like a sufficient number of schools for their instruction; but probably they are quite enough to secure the existence within every circle of 10 or 12 miles, of *one* really good school, which will furnish both a model and a criterion for others.

Endowments should supply, if possible, such a nucleus of a good middle school, as to give a skilful master, if appointed, a decided advantage, but it does not seem at all necessary that they should do more than this. A good dwelling house fit for boarders and school buildings (kept in repair and the taxes paid), good school grounds together with a small pecuniary endowment would constitute, in my opinion, sufficient advantages to secure an able middle class schoolmaster. In return for these advantages the governors should be allowed to fix the terms on which both day boys and boarders should be received. These would vary with the type of school, and with other circumstances. Type (*a*), for instance, might be maintained at a charge of no more than about 1*l.* 10*s.* per quarter to day boys, and 10*l.* or 12*l.*

per quarter to boarders. For type (d), double that amount would not be too much.

Gratuitous education to scholars should, in my opinion, be afforded to very few. Where it is given at all, it should be the reward of proficiency, and might be bestowed in the form of an exhibition, equal in value to the cost of the education furnished. My opinion with regard to fixed stipends to masters, appears from what I have said above.

2. The massing together of inadequate endowments appears to me to be a matter highly deserving of attention. It would be a necessary preliminary to the establishment of District Schools, such as I have described above. An inadequate endowment is almost sure to be wasted in jobbery; but unfortunately opposition to any plan for consolidation and redistribution is likely to be most violent in the very localities where the waste is most scandalous. The formation of Local Boards is an exceedingly difficult question. In country districts the magistrates and the clergy, or rather representatives of both, would probably form the best material for trustees and managers. In large towns the great employers of labour would probably take the place of the magistracy. In any case it would be desirable that they should act by representatives. No school council ought to be a large one; and if elective, it should be so constructed that only a part of its members should vacate office annually. With a policy constantly changing, the success of schools under its management would be impossible; under any circumstances, its powers should be strictly limited, and an appeal to a London Central Board in all cases of dispute with the masters, and of change in the character of the school, should be provided.

3. The amount of charities now wasted on useless or prejudicial objects would probably be best learnt from the Charity Commissioners; and I should deem them (with the addition perhaps of Special Commissioners acquainted with the subject of education) an adequate authority for dealing with each case after receiving a written statement (verified on oath if necessary) from all parties interested, or supposing themselves to be so.

4. I do not think the difficulty of obtaining good masters for District Schools would be great. The trade of a private schoolmaster is by no means a bad one even now; and the plan suggested above would add considerable advantages to the prospects of a clever and energetic man. Masters of schools of the types (a) and (b) would be furnished by the *best pupils* of the existing Training Colleges for elementary schoolmasters. Further security for the qualifications of these might be obtained by requiring certificates from the Society of Arts examiners, or the Middle Class examiners which of late have been furnished by Oxford and Cambridge. For schools of the types (c) and (d) a degree of either Oxford, Cambridge, or London University might form a necessary qualification of a master. It would be, I think, impossible, and if possible, undesirable, to confine the post of master of a District School to persons in holy orders. The

religious instruction to be given in each school would naturally be determined by the Local Councils, controlled by the Central Board so far as to guarantee respect for the religious scruples of the population of each locality.

It may, perhaps, occasion some surprise to the Commissioners that I have recommended the Latin language to form a part, however differing in amount, of the cycle of instruction in every Middle School, from the lowest to the highest. My reasons for doing this are, first, that the Latin element enters so largely into the English language, that without some knowledge of Latin it is impossible to obtain a command of English for the purposes of writing and speaking well, or even to adequately appreciate the style of a cultivated English writer. Secondly, the Latin element in English is the portion of the language which embodies delicacy of sentiment, refinement of thought, courtesy of feeling, and the popularized generalizations of philosophical speculation. It is thus by virtue of its Latin element that English literature *civilizes*. Regarding, then, education as the social bridge which unites all the classes of society in England above the mere day-labourer, I believe the cement of this to be furnished, directly or indirectly, by the Latin language. Greek is a much more powerful language than Latin, and Greek thought is infinitely subtler than Latin thought. But quite irrespectively of the enormous time which is required for acquiring even a moderate knowledge of Greek, it is not a language of general utility for the purposes of civilization. It carries the cultivated man into a yet higher region, but it is not a fit engine for converting the uncultivated man into a cultivated one.

J. W. BLAKESLEY.

The REV. DERWENT COLERIDGE, Rector of Hanwell, late Principal of St. Mark's Training College, Chelsea.

MY LORD,

Hanwell Rectory, Oct. 22, 1866.

THE circumstances of my life qualify me rather to direct the course of education to be pursued in this or that class of schools than to suggest legislative measures. I am of opinion, however, that the subjects may be dealt with both more efficiency and more economically as a whole than in separate and distinct portions. The school education required for the different classes of society agrees in many more points than it differs; the most important point, the elementary ground-work, being nearly the same throughout. It would not, indeed, be either desirable or practicable to bring together in the same school pupils widely differing in social position; but I think that there should be no gaps in the scale. The education given in one class of schools should lead fully up to, if not overlap, that offered in the class immediately above it; the National school thus leading up to the lower middle-class school, the lower to the upper middle school, and so forth. Thus the Government, or other extraneous machi-

nery required for assisting and regulating the one class, might serve, with some modification and extension, for the additional need which is now pressing. I may, perhaps, be permitted to make one further remark on the general bearing. However desirable it may be that the schools should be adapted to the special requirements and destinations of the scholars, its proper business is to train the man rather than the mechanic or tradesman; to prepare the pupil for the business of life, not so much in the way of a specific apprenticeship for this or that particular calling, as by providing that which is alike necessary for him in every calling, and which may both help and correct the teaching of his after life. The education given in a middle school will be regulated by this principle, all the more because from the pressure of life the tendency is now in the other direction. I believe that both objects are perfectly compatible if only the first be duly considered. Of course there will be some special modification. I now proceed to answer the questions of the Commission seriatim:

Educational
endowments,
how they are to
be appropriated.

1. Educational endowments will be dealt with differently, according to their amounts and the localities in which they are found. The intentions of the donors may be considered on the principle of *cy près*, but altered circumstances require and justify a large discretion in this respect.

Supposing the school buildings to be sufficient, the first object in every case is to secure the services of a good master. Within certain limits the superiority of the master will be proportionate to the remuneration offered, whether immediate or prospective. This should depend, in the main, upon his own exertions, and vary with his success; but, on the other hand, it must be borne in mind that young men of the required ability, and willing to undertake the office, have rarely any capital or private means. They neither can nor will enter upon a school without some certain provision; and again, the work in some districts has to be carried on under such disadvantages that the proceeds of the school need to be supplemented.

In my own case, I conducted for many years an ancient grammar school with a merely nominal endowment, to which, however, a boarding house was added. The school, which was in utter decay, rose to considerable prosperity, and was accounted useful both to the town and neighbourhood; but I could not have made the attempt if the right of sending free scholars had not been waived, and if the curacy of the place had not, in the first instance, been joined with the school—an incompatible office which I resigned as soon as I could. I have since been instrumental in providing masters for schools of every class below the highest, and have seen many opportunities lost of setting up middle schools where they were much required, for want of a start, not merely a *plant*, educational buildings, &c., but a certain immediate provision for the support of the master.

I suggest then, that where the endowment is small, under 50*l.* or in certain cases 100*l.* a year, it should be assigned to the

master, but that a quarterly payment should in every case be exacted from the scholars, of which a certain proportion should also be allotted to the master; and that when the number of day-scholars is not likely to be very large, he should, on every account, be permitted, and, if possible, enabled to take boarders. After providing a good head master, the next great need is a sufficient staff of assistants. The master must not be permitted or tempted to add to his revenue by undertaking to teach without aid more than a certain number of boys. Schools of every class suffer from this liability, and in many cases without the master's fault. He must either limit his numbers or take more than he can teach. When the school is very flourishing the requisite teaching power may be provided, as it is wanted, out of the increased profits; but it frequently happens that the additional numbers go far to swamp the school, and yet where the payments are low, are insufficient to provide proportionate assistance. It is, in my judgment, the great business of legislation to meet this difficulty in national schools, where it is most pressing. In the case of endowed schools, I think that a portion of the fund, when sufficiently large, should be set aside for a second, or it may be a third, master. If any number of free scholarships can also be provided they should be regarded as prizes, and given upon examination.

2. I am not competent to offer an opinion on the particular point suggested by the Commissioners under the second head. Considerable freedom of local regulation is essential, which, however, may be properly controlled by a central authority, or by legislative enactments, but I own that I maintain considerable distrust of a district board, the members of which would, I suppose, be unpaid and consequently irresponsible. The composition of such boards would also present some difficulty. To prevent jealousy they must often consist of very uncongenial elements, and might sometimes come to represent the feelings of a class little enlightened on the subject of education. But something might surely be done by legislation, in connexion with the general question, to prevent mismanagement. The election of the master is often in improper hands, and becomes a matter of low patronage, swayed by local interest. Again, the appointment is virtually irreversible. Both these evils might be remedied, whether by a modification of the charter or by establishing a concurrent authority, not local; by requiring a test of fitness in the master; and by making him removeable by a suitable and guarded process.

Government inspection preferable to local boards.

Charters to be revised.

3. I am not aware how far the reports of the Charity Commissioners furnish evidence on the third point, but a letter to the clergyman of each parish, and also to the churchwardens, would I think procure the required information, with sufficient exactness upon the whole. It will, I believe, be found that the clergyman and his churchwarden are in favour of turning the endowments in their parish from charitable doles and other easements (the best of which is the payment of apprentice fees)

Endowments sometimes wasted.

to educational purposes, but that they are opposed by the interests of the recipients, or the prejudices of the class immediately above them. Almshouses and the like could not, of course, be diverted from their original purpose, without doing serious violence to the feelings of the people; and in every case it may be taken for granted that local endowments will be preserved to their own locality or the surrounding neighbourhood, and will neither be actually nor virtually confiscated. *Cæteris paribus*, it is, I think, an advantage that a schoolmaster should be in holy orders. It is a warrant of respectability, but I do not apprehend any mischievous consequences from the removal of this or any other restriction, as regards the free selection of a master. A competent clergyman will always be a likely candidate for any school appointment which it is worth his while to accept.

The restriction to masters in holy orders.

Supervision and encouragement by the Government most desirable.

4. Upon the whole, however, the relief to be expected from the better administration of educational or other endowments must be very partial and unevenly distributed. I have long been of opinion that the education of the classes immediately above that for which assistance is now given in National schools—clerks, tradesmen, and farmers of small means, with the higher mechanics,—calls for the attention of the Government; whether shown in the way of temporary assistance or a regulated supervision; and indeed as regards supervision and encouragement, I think it might well be afforded whenever it should be solicited. I have further been convinced by the observations and experience of the last five and twenty years that this might be effected simply by an extension and modification of existing arrangements, much to the advantage both of the lower and the higher class of schools. It would lead me much beyond my limits to enter into details. Following the lead of the Commissioners I may observe that the aid of Government might be rendered, first, by facilitating the supply of good masters, and, secondly, by periodical examinations and the bestowal of honorary rewards.

Examinations.

Training of masters.

As regards the supply of masters, it stands on evidence, that a special training is, as a rule, both necessary and effective. The highest class of schools are conducted by picked men, whose education, both at school and college, amounts to a training more or less specific, for teaching the particular subjects in which they have themselves been drilled, and from which they seldom deviate; but for schools which have to deal with a wider range of subjects, where the course must be more rapid and more elementary, and which must be content with masters whose antecedents have been less brilliant, no such preparation exists. The men are not to be found, as a rule, except where they are made. By the extension of the term of residence to three years, to be enforced only in the case of young men intended for the middle schools, and by a corresponding enlargement of the scheme of instruction, with other slight modifications, I think that the existing training colleges might serve, till more were required, for this additional use, not only without injury, but with much

Existing training schools.

advantage to their present functions. All that would be required would be to grant a certificate to the masters of middle schools, in the same manner, and with the same payment to the college in which they have been trained, as to National schoolmasters. I think this would be preferable to the establishment of new colleges, not only as far more economical, but as likely to be more effectual. It would afford a larger field for selection. None would be drafted out of the training school to middle schools but such as were specially qualified. The elementary character, both of the instruction and of the practice, which is afforded in the colleges would in itself be an advantage. The colleges would be more readily recruited, and with a better class of pupils; and the difficult question of their maintenance would be solved. The colleges might be left to recoup themselves for the additional expense of the third year's training; indeed the increased certainty of this compensation would more than counterbalance the diminished amount. That the same college might supply both middle school and National schoolmasters is proved by the fact. Many of the best middle school masters have actually been so trained, and many have served in both capacities.

But then these schools must be officially examined; enlightened, encouraged, and sometimes warned by official reports, and stimulated by honorary rewards and acknowledgements. With the utmost respect for the part taken by the Universities in this great work, it may be doubted whether they either could, or would, or ought (having regard to their own proper object) to undertake so large a field of additional and costly duty. Centres of examination would not suffice. These can affect directly only the best boys in the best schools; and though the indirect influence is doubtless considerable, yet much neglect and inefficiency may be left unnoticed, and no encouragement afforded to schools labouring under special difficulties, which yet may be amongst the most useful and the most urgently required. An examination of each particular school would meet every requirement.

The schools must be examined individually and in loco.

On the part of the Government nothing more would be required than a gradual increase in the number of inspectors, and additional machinery, with perhaps some change of regulations in the Council Office; but this is a question into which I do not presume to enter.

I am by no means insensible to the force of the argument which may be used on the other side. A centralized force is doubtless made to bear upon the education of an important class of the community, so guarded however by the voluntary nature of the engagement, in each case, which of course is presumed, that if controlled by suitable legislation the measure here proposed may, I think, be safely recommended, under the necessities of the case. The inspection of training colleges and national schools has produced far more good than evil; the good might readily be retained, and the evil corrected.

Safeguards.

Freedom of management.

It is in the first place indispensable that the course of instruction and the methods of management should be left absolutely free. The inspector may refuse the master's certificate, if a certain number of elementary subjects be not perfectly taught; this may be made a *sine quâ non*, but he must examine all that he finds, and record his estimate with entire impartiality; otherwise the subjects left without notice will be practically excluded, and the result will be a low standard and a lower average; not to mention the injurious restraint put upon the freedom and genius of the master, who will never work well in shackles. All that is wanted in the way of control or direction may well be afforded by the report of the inspector who must "do his spiriting gently."

The examination must be complete and inclusive.

Course of instruction.

No question has been asked as to the sort of instruction which it is desirable to encourage, and I therefore refrain from enlarging upon this point. It forms, however, a most important part of the inquiry. The instruction given must be at once sound and compendious—both generally and specially useful. If any one of these requisites be omitted it will either be insufficient or impracticable, for the time is short. But the best road is the shortest. The ground-work is nearly the same in every school. A well-taught boy in any good school will be very well prepared for any other. His further progress is mainly a question of time. Certain subjects of instruction will be omitted in a lower school, and the time allotted to each will be differently proportioned. This is the main difference. Greek, if required, must be postponed to a later period, and confined to the few; but Latin should be taught, without verse-making, indeed, and to a limited extent, but *thoroughly well*. A good master will teach Latin in connexion with English and French, orally to some extent, and with the help of the black-board; but written exercises, and committal to memory, must not be neglected. The attempt to substitute conscious intelligence for the stores of memory, and the instinct by which they are gradually assimilated, is a delusion. The teaching of Latin in this way is not only to be recommended on educational principles, but makes the school respectable, and generally popular. Much has been said about the teaching of English; the substitution of the English for the Latin classics. Well and good. It must, however, be borne in mind that, to teach English as a study, is a far more rare and difficult accomplishment than to teach Latin; and that for one man who can take a play of Shakspeare, or the *Paradise Lost*, as a class-book, there are ten who can carry boys very respectably through *Cæsar* and *Virgil*, whether regard be had to the language or the subject matter. A practical view must be taken of the question. The English classics must be read, and will help of themselves to educate the reader; but a *scholarly* acquaintance with the English language, of the humblest kind, can be most quickly as well as more thoroughly gained through the medium of Latin. A little

Latin.

English.

Latin may suffice if soundly taught; which again is a help to the learning of French. English reading and composition, English and Latin grammar, arithmetic, history and geography, with penmanship, must form the groundwork; and if these be taught well it will be much; but even in a lower middle school an opportunity should be given of learning French, with the elements of algebra and mensuration, book-keeping, and land surveying, and the principles of natural science. Under proper management such a school, besides its immediate objects, will form a suitable preparation for those boys whose talents and opportunities may lead them to professional pursuits. This, while it enlarges its sphere of usefulness, will improve the general tone. It is a mistake to make a sharp distinction between conterminous classes where there is no dividing line, and which cannot be treated separately in small places. This is indeed the most common case. The problem is, how in a small school to combine the education proper for the larger number, who must leave early, with the further requirements of those who are in training for the professions, &c.; medicine and the law may be particularly specified. The answer appears to me to be very simple. A fully competent master having been secured, by training or otherwise, the best general elementary course will be, as I have said, if not the best, yet a very good preparation for anything which may be further required. I believe, indeed, that such a course will do more for the full and ultimate education of the subject than any system of "special grinding." Nothing more is wanted than that the *whole* course should be recognized, supervised, and encouraged by honorary rewards, and acknowledgment. The particular methods may well be left to the master. It will do no harm if the upper part of the course be regarded as more or less voluntary, and carried on to some extent by writing. The examination of a few additional exercises of a higher character need not interfere injuriously with the time of the master. As a rule the boys who will profit by this are precisely those for whom such extended instruction is expedient, and who ought to be trained in habits of self-dependence and independent study under proper directions.

The great difficulty is commonly in the first establishment. Building grants. If the Government were to take this department of education under its fostering care, it may be questioned whether building grants, of limited amount, might be made to meet local subscriptions, and in some cases, temporary assistance be afforded towards the maintenance. Help will generally be required to float the vessel. Great public schools of this class have been provided by public benevolence; but the different towns and districts require schools of their own, chiefly for day-boys.

In conclusion, I would urge these familiar truths, that there is no royal road to knowledge; that too much must not be expected from any school however conducted; that much will depend upon the locality; that in every school there will be many dull, and some neglected boys, who may get on very well in life, but

will never shine at a school examination ; that no prescribed methods will dispense with the tact and individual faculty of the master ; and that when all is done, the school is but a co-efficient in producing the effects which are expected from popular education.

I have, &c.

DERWENT COLERIDGE.

The Right Hon. Lord Taunton.

PRACTICAL SUGGESTIONS by the REV. DERWENT COLERIDGE,
to accompany the above letter.

1. Good schoolmasters must be attracted by the prospect of sufficient remuneration, depending, however, mainly on their own exertions and success.

But a certain amount of fixed income is desirable, if not necessary, to induce young men of ability to undertake a new or decadent school, and to combat with special difficulties.

Educational endowments to the extent of 50*l.*, or in some cases 100*l.* a year, may be assigned to this purpose. Assistant masterships, when required, and where the fund is sufficient, may be provided from the same source. But the freehold must not be vested in the master ; he must be removable by proper authority.

The right of free admission should be exchanged for small quarterly payments, varying from 10*s.* to 2*l.*, to be divided between the master and the remaining expenditure. The privilege of taking boarders may be conceded where the day school is not very large ; it is an advantage to the school. Retiring pensions are very desirable. Free exhibitions or other prizes may be given to merit where they can be afforded.

The annual outlay should as far as possible be met by the proceeds. The endowment should be reserved for fixed expenses, and should confer *additional* advantages, of which a superior master and good school buildings are the chief. The cost of the *plant* must also be considered.

2. The charters under which educational endowments are held require revision. The election of the masters may rest with unsuitable trustees. Some certificate of competency should at any rate be required. The regulated supervision of a central authority would, I think, be more effectual than that of a district board, however constituted ; but this forms part of a much larger question.

3. I think that a separate inquiry addressed to the clergymen and churchwardens would elicit the requisite information ; but I have no opinion to offer as to the means of dealing with it.

4. This question opens out such large issues that it can hardly be answered briefly. It involves the principle of Government aid which implies supervision, and brings with it a certain amount of virtual direction, which must be strictly limited and guarded. It also leads the way to a considerable expenditure of public

funds. But it offers by far the quickest and most effectual remedy to the existing want.

A well regulated registration may exclude mere pretenders, but a supply of good masters can only be secured by training. I have no doubt, however, that the existing colleges might be so arranged as to supply masters both for National and British schools, and for the class immediately above, with much advantage to both. To extend the utility of the old rather than to introduce a new machinery, would be less expensive, less cumbersome, less hazardous, and would lead the way to further extension and modification when required, and as it may be required. The reasons which have led me to this conclusion are briefly stated in my letter.

A public inspection and examination, with honorary rewards, is most desirable. Centres of examination confer only a partial benefit.

DERWENT COLERIDGE.

The RIGHT HON. SIR J. T. COLERIDGE.

6, Southwick Crescent,

Dec. 11, 1866.

MY LORD,

I HAVE many apologies to make for having accidentally delayed so long to answer your lordship's letter of the 28th May last, and now, in compliance with your request, I must limit myself to stating the conclusions I have come to, not always with great confidence, without assigning the reasons in any detail.

1st. This question I cannot answer without distinguishing between the character and value of endowments, and sometimes the situation of the school to which they are given.

If the endowment be a school-house and grounds for amusement and gardening, I would let them remain as they are; if money to a small amount, I would devote it to the purposes of the school—such as a prize fund, or the purchase of globes, an orrery, chemical apparatus, telescope, &c. These are things permanent, which it is hard to call on the master of the day to supply, and which parents often grumble if called on to contribute to. These objects might be procured gradually and in succession.

If the endowment be of considerable value (anything beyond 100*l.* per annum) exclusive of the house and grounds, and supposing no general scheme be adopted for a county or district, I would devote it to such objects as the following,—the payment of an inspector to examine twice a year, to what the school-room itself may from time to time require in the way of improvement for sanitary or educational purposes, to exhibitions for the advancement of pupils at the Universities or *elsewhere*; these last to be gained by competitive examination, with a large number of marks to be given for good conduct and temper.

I would in no case give the master anything beyond the house and grounds rent free; there needs *some advantage secured to*

induce good men from the University to take a country school, and this could never, I think, make one indifferent to the success of the school.

2nd. I think the schools should be inspected twice a year by an inspector appointed by some authority extraneous to the school. The small local boards of trustees or managers must be put an end to, and a board for the county created, in whom should vest the powers of appointing and removing the master and the inspectors. I feel the delicacy of the power of removal, and that it ought to be so guarded, that a really good master and good inspector should feel as secure as in a freehold. With a good master and good inspector I should feel easy as to the efficiency of the school.

If the school required assistants their appointment and removal must be with the master; but if the endowment permitted it, he might, at the discretion of the board, be *helped* towards the payment of their salaries.

3rd. I think it only just, as much as possible, to consider, first, the local wants of a local charity; this, both as regards the school itself, a great portion of the benefit of which is lost if it does not afford the parents *in the neighbourhood*, whose incomes may be small, the means of educating their children well, either for the public schools, for Universities, or for professions, at comparatively small cost. I would first in every case try whether the educational endowments now wasted could not be so applied. If not, it would be so invidious to turn them over to the purposes of a school in an adjoining parish that I would rather place them in the hands of the board for the general educational purposes of the district. Anything of this sort must be done by legislation of course, and the evidence should be clear, not merely of occasional, but permanent, incurable uselessness.

4th. To encourage a due supply of qualified teachers you must consider what are ordinarily the cogent motives to young men of some distinction and ambition, who have a desire also for competence, early settlement, and security, and yet even for these will not wholly sacrifice all hopes founded on, or encouraged by, the two former. You must make the appointment honourable in its mode of being acquired, and in the way in which the holder is afterwards to be treated and regarded. I would not make University honours (*perhaps* not even a University education, though this may be very doubtful as to the higher class of schools) indispensable, nor would I insist on a competitive examination; indeed I would not fetter the appointers, whoever they may be, in any way. Everything almost would depend on *who* these should be. If a board be established, which I should hope for, the number should be small: I think a president and four men of some station, acquaintance with literature and education, and leisure enough to be able to attend meetings with a good deal of regularity. They should be unpaid, and act for a considerable district, but not so large as to make attendance very inconvenient; seldom, if ever, exceeding a county. Such a

board ought in return to have the appointment of the masters, and be the general court of management and appeal.

I am aware of the difficulties in detail as to appointments, finance, &c. attendant on such a scheme; but I should only be wasting your lordship's time by giving you my crude thoughts on these. I may just add that the most obvious mode of settling these would be by referring them finally to an executive Parliamentary Commission.

I may also add that it should be open to proprietary schools, or share schools, to place themselves for such purposes as were open to them (inspection for example) under the board, and that from these certainly, and probably from all endowed schools, a small annual payment towards the general expenses, might be required.

Apologizing for the length to which I have inconsiderately run,

I remain,

My Lord,

The Lord Taunton,
&c. &c. &c.

Your Lordship's obedient servant,
J. T. COLERIDGE.

From the VERY REV. RICHARD DAWES, M.A., Dean of Hereford,
through Rev. JOHN WOOLLAM,

Cathedral School, Hereford,

DEAR SIR,

December 4, 1866.

THE Dean of Hereford, who is far from well, has requested me to acknowledge, with his thanks, your letter of 30th ultimo, and at the same time to draw up answers to the principal questions recently proposed for his consideration by the Schools Inquiry Commissioners; and, having perused them, he has desired me to forward them to you, with a view especially of informing the Commissioners of the present position and working of the Hereford Cathedral School.

I would therefore, in accordance with his wishes, solicit you to take an opportunity of laying the accompanying document before the Commissioners.

And, have, &c.

JOHN WOOLLAM,

Head Master of the Hereford
Cathedral School.

H. J. Roby, Esq.

ANSWERS to QUESTIONS recently (28th May 1866) proposed by
School Inquiry Commissioners.

(These answers are made with especial reference to the Hereford Cathedral School.)

(1.) Under the first head it may be stated that the education given to the pupils at the Cathedral School (with the exception of the choristers) is not gratuitous, the tuition fee being 10 guineas per annum. There is virtually no endowment for the

masters, the old statutable stipend of 20*l.* per annum, dating back to the time of the Caroline statutes, being still the limit of remuneration. The aggregate of education fees is quite inadequate to the maintenance of an efficient staff of masters, whose stipends therefore very mainly depend on the number of boarders in the head master's house. This arrangement is evidently unsatisfactory. A combination of the two plans of educational fees and fixed stipends for the masters appears desirable. The present fees should thus be retained and the stipend of the head master augmented to 250*l.* per annum and of the second master to 150*l.* Such augmentation might fairly be expected to be made by the Ecclesiastical Commissioners, who derive a very considerable income from surplus chapter funds, and who (by the Bill of last Session) have the power of increasing such official stipends. This plan would provide a secure and sound basis for the supply of the educational wants of the town, while leaving quite a sufficient scope and motive for the personal exertions of the masters.

The endowments of the school in the way of exhibitions and scholarships at the universities have lately been modified under authority of the University Commission, and do not require material alteration.

(2 and 3.) There are several other middle-class educational endowments in Herefordshire, but these would require an especial and particular investigation and modification. There is also a middle-class proprietary school in Hereford, unendowed and virtually self-supporting, designed to meet the wants of the lower middle class. This distinction of schools, one for the upper and the other for the lower middle class, seems to be absolutely necessary for the educational requirements of Hereford and its district, and indeed for any similar district and school centre.

The question whether such schools should be actually separated or combined in one general institution might admit of further discussion, but the real distinction exists and must be fully recognized. The management of the Cathedral School would naturally be left in the hands of that body with whom it has been from time immemorial vested, viz., the Dean and Chapter of Hereford.

A local board for the management of the examination of the schools of the district might with advantage be established. Of late years the principle of such a system has, in fact, been adopted in connexion with the examination of the Hereford Cathedral and Ludlow Grammar Schools.

(4.) A central and soundly established institution for the registration and examination of the qualifications of assistant teachers and masters, and especially of foreign masters, is in every point of view desirable.

JOHN WOOLLAM, M.A.,
Head Master of the Cathedral
School, Hereford.

November 1866.

VERY REV. E. M. GOULBURN, D.D., Dean of Norwich.

1. I think that gratuitous education given to some scholars on the principle "*detur pauperioribus*" is an immense boon, and a provision which it would be very unwise to forego. Nor do I think the payment of the masters out of the endowment, for the education of foundation boys, at all objectionable, unless it should be on a very high scale, so as to supersede the desire for a better income. As all masters want a stimulus, it should be open to them to make considerable addition to their incomes by attracting to their school and boarding houses boys not on the foundation.

To confiscate the present endowments for the purpose of instituting Scholarships and Exhibitions for deserving boys would surely be to convert the school, which ought to be the trainer and benefactor of all, into a nursery for a few boys of ability,—hardly a sound principle. Of course it cannot be denied that competition is a valuable help in the working of a school; but I think it were greatly to be deplored, if competition were the main feature of school work.

Pensions to retiring masters should be, if possible, liberal. A man who has spent the best part of his life in keeping school has not usually much spirit or capacity (if a clergyman) for parish work; and if he does not fall back upon a parish, what has he to support him but his earnings as a schoolmaster?

2. I do not think any centralization of the management of endowments would in this country succeed. I do not know any much better system of government for a school than by a body of trustees under a visitor, who should not merely be a referee, but make a periodical inspection of the affairs (financial and educational) of the school. *The great danger is the undue interference of the trustees with the master.* If the school is in a town, the trustees should have as few local ties *in the town* as possible.

3.

4. I have been speaking only of our public schools (for of *middle* schools I know nothing); and I am not aware that for these any other supply of teachers is necessary than that which is annually furnished by the graduates in honours at our Universities.

EDWARD MEYRICK GOULBURN.

The VERY REV. H. P. HAMILTON, Dean of Salisbury.

MY LORD,

Deanery, Salisbury,

July 24, 1866.

I HAVE the honour to submit the following answers to the queries contained in your Lordship's letter of May 28th last.

1. The first of these relates to the best use to be made of endowments.

Under this head the most important question to which attention is directed is the expediency of continuing to give gratuitous education to the scholars, and fixed incomes to the masters.

1st. As to gratuitous education to the scholars.

A school fee of small amount, and proportioned to the means of the parent, serves to keep alive in him a sense of duty towards his children, to give him an interest in their progress, and to foster in him a feeling of honest independence. Her Majesty's Inspectors of Schools are nearly unanimous in testifying that the higher, within reasonable limits, the school fee—especially when paid monthly or quarterly, in advance, instead of weekly—the better is the attendance of the children, and the greater the value set upon their instruction by the parents.* It will, I believe, be found that managers and teachers of elementary schools for the poor are alike opposed to gratuitous teaching, from its inevitable tendency to produce carelessness, and irregularity of attendance.

What is true as to schools of this class applies still more strongly to those of a higher grade, where the parents can well afford to pay a moderate sum for the education of their children.† In reply, therefore, to the first question, I am clearly of opinion that education ought not to be gratuitous, except in the case of poor and deserving scholars, elected after competitive examination, from elementary schools; a system which is carried out with great success in King Edward's school, Birmingham.‡

2ndly. As to fixed income to the masters.

Endowments, unless judiciously administered, have a tendency to discourage local liberality, to generate indolence in the master, rendering him indifferent to the success or failure of his school, and, as a necessary consequence, to lower the standard of education. The efficiency of a school will, generally speaking, be best secured when the income of the master is not wholly, or even principally, derived from endowment, but made to depend, in a great measure, on his practical skill and his personal exertions. There can, I think, be no doubt that, for the reason just stated, the unendowed are superior to the endowed schools.§ I would suggest, therefore, that, after securing to the master a moderate fixed stipend, he should be left to supplement his income by the fees of day scholars and by boarders. The remainder of the endowment would be beneficially applied in maintaining the school buildings, in providing school apparatus, and in founding exhibitions for the most deserving scholars.

2. The second query relates to the best mode of providing for

* See a remarkable instance of the good effect of raising the school fee in Mr. Chester's evidence.—Report of Education Commissioners, vol. vi. p. 113.

† The case of the Free Grammar School at Bath, under its late lamented master, Mr. Maclean, strongly exemplifies the expediency of charging a fee from the scholars.—See Report of Education Commissioners, where this case is repeatedly mentioned.

‡ This forms one of the provisions in M. Guizot's Law of Primary Instruction, see Article xiv.

§ See evidence of Mr. Martin.—Report of Education Commissioners.

the future management of endowments, and preventing them from lapsing into inefficiency.

I believe that the best reply I can make to this question will be to quote the words of the Chief Commissioner of the Charity Commission, as given in his evidence before the Education Commissioners.

“My own impression,” says Mr. Erle, “is that facilities for the removal and appointment of trustees, and for establishing schemes for the government of charities, and for the removal of school-masters are the three greatest wants connected with endowed charities; if there were increased facilities for these purposes, their benefits would be greatly increased.”*

If, as has been suggested, it be found practicable to group together endowed schools in districts, then, I think, it will be expedient that the local boards which may be appointed for the management of the endowments, in each district, should be subject to the controlling power of a central authority in London; either that of the Privy Council or of the Charity Commissioners.

It is very desirable that a registry should be established for the preservation of deeds and other documents relating to endowments.

3. I proceed to the third query. The possibility of securing for purposes of education endowments that are now wasted.

The greater number of small charitable endowments are bequeathed directly for “education,” or indirectly for “the use and benefit of the poor,” or for “pious and charitable uses.” As regards the last two of these, the Court of Chancery has decided that charities left for the poor, in general terms, may be applied to educational purposes.†

That grievous abuses exist in the administration of the smaller charitable endowments is unhappily a notorious fact. The first question under this third head is how the fact, in each case, is to be ascertained. In reply to this, I beg to refer to Mr. Hare’s description of the mode of procedure which is adopted, when the Charity Commissioners order an inquiry to be instituted into the state of the charities in any parish or borough.‡ It appears that, whether the attention of the Commissioners has been expressly called to the subject or not, they have the necessary machinery for conducting such an inquiry.§ When an abuse, however, has been detected, there exists, at present, no effectual mode of correcting it; the Charity Commissioners having no power to enforce changes, but only to suggest or approve them ;||

* See Report of Evidence before Education Commissioners, vol. vi. qu. 3837, p. 449.

† See Sir J. K. Shuttleworth’s *Public Education*, chap. iv. p. 187.

‡ See Mr. Hare’s evidence, qu. 3888, 3977, pp. 454 and 466, vol. vi., Report of Education Commissioners.

§ *Ibid.*, qu. 4001.

|| As an illustration of the mode in which general charities for the poor are proposed to be applied to educational purposes, I beg to refer to Mr. Hare’s comprehensive scheme for the future administration of the charities of Salisbury, appended to his letter to the mayor of that city.—Report of Education Commissioners, vol. vi. p. 473.

the Court of Chancery, irrespective of the enormous expense of applying to it, being incompetent, from the nature of its jurisdiction, to originate any improvement; and an appeal to Parliament being all but hopeless, in cases where there is any local opposition.* Where, then, are we to seek for a remedy? This brings me to the second question under this head, "What authority should be intrusted with the duty of dealing with such cases?"

As regards this question, I cannot pretend to do more than to state the opinion I have formed, after having endeavoured to make myself acquainted with the plans which have been proposed for effecting this object.† It appears to me, then, expedient that a department of public charities should be constituted, by connecting the Charity Commissioners with the Privy Council.‡ Assuming such a connexion to be formed, two modes of administering charitable endowments have been proposed. The one, analogous to a plan adopted by the Inclosure Commissioners, was recommended by the late Duke of Newcastle.§ The other was suggested by Mr. Hare, as the only effectual way, in his judgment, of dealing with the subject. It is to this effect: that the Commissioners, in their annual report to Parliament, should submit for approval, not each separate scheme, but the principle which governs them all; the schemes being placed in a schedule, and numbered 1, 2, 3, &c., it would be open to any member of either House to object to any particular scheme, and to move its rejection. If no opposition were made, the provisions contained in the report would tacitly become law.|| Mr. Hare gives the preference to this plan over the former one, and for reasons which seem to me satisfactory.

4. The fourth query relates to the best mode of securing, or at least encouraging, a due supply of qualified teachers.

The superiority of trained over untrained teachers is so generally admitted, that it would doubtless be highly desirable if the means of normal training could be provided for the masters of endowed schools. But there are great difficulties in the way of this being done. The existing training schools were built, and are supported, with the aid of the public money, for the express purpose of preparing teachers for the elementary schools of the poor. It is not to be supposed that Parliament would give its sanction to extending the benefits of these institutions to classes which are able to pay for the education of their children. In

* See evidence of Mr. Erle, qu. 3819 and 3820, p. 445; also Mr. Cumin's Report on Educational Charities, p. 355.

† My sources of information were the evidence given before the Education Commission by the chief commissioner and two of the inspectors of charities; the report on educational charities by Mr. Cumin; and more especially the valuable chapter on charitable trusts in Sir J. Kay Shuttleworth's work on public education.

‡ Mr. Cumin suggests, as a mode of establishing this connexion, that one of the Charity Commissioners should be an Education Commissioner, appointed specifically for that subject.—Report, p. 368. Sir J. K. Shuttleworth's plan is more elaborate.—Public Education, p. 204.

§ Chairman of the Education Commission.—See Question 4002.

|| Ibid., qu. 4002 and following.

point of fact, however, it is known that many trained and certified teachers are now conducting middle and grammar schools.* Nor can any class of men be better qualified for such an office, when they shall have added to the ordinary branches of normal instruction some knowledge of the Latin tongue, of French, and of elementary mathematics. Meanwhile in the absence of middle class normal colleges, the only mode of testing the qualifications of teachers must be by examination; open, as such a test is, to the objection that examination can, at best, ascertain only the attainments of the candidate, but not his moral fitness for the office of teacher.

May I be permitted in conclusion to specify the conditions which, in my judgment, are necessary to the thorough efficiency of an endowed school.

1st. That the mastership should not be a freehold, but that the trustees should be empowered, with the approval of a central authority, to remove any immoral or incompetent master.

2nd. That the income of the master should depend mainly upon his own energy and skill.

3rd. That the system of nomination should be abolished, and the benefits of the school thrown open to the best scholars.

4th. That the school should be subject to periodical inspection and examination.

The Lord Taunton.

I have, &c.

H. P. HAMILTON.

RIGHT HON. J. W. HENLEY, M.P.

MY LORD,

Waterferry, Oxford, January 2.

IN compliance with the request in your letter of the 31st ult., received this morning, to answer the four questions contained therein, within such narrow limits as may be consistent with clearness of statement, I have the honour to send the opinion I have written on the other side.

I have, &c.

J. W. HENLEY.

Right Hon. Lord Taunton.

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1. The will or directions of the founder, or *cy près*.
 2. Appoint proper trustees.
 3. As the term "wasted" is not defined, I do not know to what cases this question applies.
 4. Pay them well, and let the trustees see they do their duty.

* It is mentioned by Mr. Cowie that of the teachers trained at St. Mark's, 99 are, at present, so employed.—Report of Committee of Council on Education, 1864-65, p. 333.

FROM A. J. BERESFORD HOPE, Esq., M.P.

[*Mr. Hope requested that the following letter, relating specially to Goudhurst School, might be taken as expressing his opinion of the use to which small endowments might in some cases be advantageously put.*]

Arklow House, Connaught Place,

June 8, 1865.

SIR,

I BEG, as one of the trustees of the grammar school at Goudhurst, in the weald of Kent, to acknowledge the queries which you have sent on behalf of the Grammar Schools Commission to that school. Under the peculiar circumstances which I shall have to state, I shall better reply to the Commissioners by a succinct narrative than by filling up the papers. I am writing in London away from documents, so I cannot be certain as to precise dates, but the Commissioners may rely on the substantial accuracy of my facts.

Goudhurst is a purely agricultural village in the weald, with a population (including a new district) in 1861 of 2,778; my house is the principal place in it. In the reign of Charles II. a John Horsemomen, a substantial yeoman, founded by will a school, which was among other things to teach Latin, placing the government of it under 12 local trustees, and directing that the master should be a member of the Church of England. By way of endowment he unfortunately did not leave an estate, which would of course have gone on improving; but he left a rentcharge of 35% on his land,* which has ever since remained at the same nominal amount. A grammar school was not really needed at the time in a place then so remote and thinly populated, particularly as there was a Queen Elizabeth's school in the adjacent market town of Cranbrook, and so the institution shared the fate of many others during the last century. I have heard a rumour that it was at one time filled by a master who signed his name with a cross. Early, however, in this century it had recovered under a master who was a clergyman, and who took boarders; and at some date in the first quarter of the century a new scheme for its government was sanctioned by the Vice-Chancellor. Unfortunately the chief novelty in this was a change which was no way for the better, viz., making the election of a clergyman as master obligatory, if any should be in the field. Certain regulations were also made as to the fees payable by the native boys, which were kept low. However, about 20 years since means were found to keep on a lay master for some time with advantage. I may say that after his resignation the school has never flourished.

A blow to its prosperity was dealt before my connexion with it, by the singular tactics of the then trustees. The Dean

* I may explain that I am *not* possessed of this land.

and Chapter of Rochester (patrons of the living, which has, however, always been in the Diocese of Canterbury) had for a long period let a house—not a good one, it must be owned,—and a small plot of ground to the school at a nominal rent upon a renewable lease. The trustees, however, allowed the lease to run out; and then the Dean and Chapter would only take them as annual tenants at 10*l.*, thus mulcting the school of a considerable portion of its scanty pittance.

I have been a trustee some twelve years, and the history of the school during that period has been one of collapse, without master or scholars, with occasional spasmodic efforts to revive it. Twice have we been forced to elect clergymen, in both cases highly estimable men, who took the post in the vain hope of eking out a subsistence by boarders and Sunday duty in neighbouring churches, and in each case the gentleman has been absolutely starved out. On two occasions no clergyman offered himself; we put in an average schoolmaster, who endeavoured to work it as a local day “commercial” school, but after a time they also left. I must explain that during the long interregnum the revenue was carefully saved, and devoted either to pay off some liabilities or given as bonus to the incoming man. At present there is neither master nor scholar, nor house, and I am far from willing to see an election proceeded with under our constitution, for it would only lead to fresh failure. I must add that the house for which we paid so high has been within these few years given up.

What I should propose would be to appropriate the 35*l.* to any two exhibitions to be held by Goudhurst boys of the lower middle class at some good public middle class school, to be elected by the trustees. I should propose the lower middle class school at Ardingley, in Sussex, in connexion with St. Nicholas College, Lancing. At its rate of fees 35*l.* would just keep two boys. They would be of the class whom our founder meant to benefit, and his provision of their learning Latin could be fulfilled. I may note in recommendation of this that more than one boy from the parish has been educated with distinction at the analogous but dearer school at Hurstpierpoint, so I think the scheme would not be unpopular. I once thought that the money might be given to the master of the national school, on condition of his opening a middle-class division, but I have come to the opinion that the former plan would be more simple and useful. If the scheme is revised, I trust the law which forbids a fresh election till the trustees have gone down from twelve to six may be altered; it has proved very inconvenient in its working,

I have, &c.

Henry J. Roby, Esq.

A. J. B. BERESFORD HOPE.

The RIGHT REVEREND JOHN JACKSON, D.D., Lord Bishop of
Lincoln.

Riseholme, Lincoln,

June 16, 1866.

MY LORD,

I WILL endeavour to answer as briefly as possible the questions which your Lordship has been good enough to submit to me on behalf of the Schools Inquiry Commission, so far as they relate to subjects on which I have been led to form any opinion.

1. I believe it is a misuse of endowments to give an education entirely gratuitous to the children of any class of society. Experience shows that education which costs nothing is usually undervalued and carelessly accepted; nor is there any reason why parents should be relieved at the public cost of the responsibility which belongs to them as parents, of educating their children by the fruits of their own self-denial. On the other hand, it is a legitimate use of endowments to *diminish* the cost of education, and thus to place within the reach of parents of the middle classes the same opportunity which is given to the labouring class by the voluntary contributions and Government grants which mainly maintain primary schools, of procuring for their children a better education than their own means can fairly afford.

Again, an endowment is mischievous when it provides the master with a sufficient income altogether independent of his exertions and success; but *some* fixed income should always be secured from the endowment, in order to attract competent masters, who will not risk their fortunes in life altogether on the uncertainty of success; and also in order to enable the cost of the education given to be *pro tanto* diminished. The worst organized endowed school, therefore, will be that in which the pupils pay nothing and the masters receive an ample fixed income. The best will be that in which the masters receive the minimum fixed income, which will secure good men, with the opportunity of increasing it considerably by their own exertions, and in which the pupils pay fees which materially contribute to the masters' incomes, but which are low enough to put within their reach a better education than their parents' means, without some assistance, could obtain.

At Moulton School in Lincolnshire, which has a rental of 600*l.*, 150*l.* is paid to the head master, and has been found sufficient to secure an able man, who makes by his portion of the school fees and by boarders, a comfortable maintenance; while an excellent commercial and general education is given to the pupils at a payment of from 1*l.* to 1*l.* 5*s.* per quarter.

The above two points being secured, any surplus income may be well employed—1, in a fund for pensioning retired masters; 2, in founding a few exhibitions to be held, according to the character of the school in which they are founded, either at a superior grammar school or at one of the universities; or,

3rdly, if the system of grouping should be found practicable, in improving ill-endowed schools in the group.

2. If I understand rightly the proposal to group endowed schools, it is to treat a certain district, say a county, as a whole for educational purposes, and to endeavour to provide by the existing endowments within it for the educational wants of the various classes of society, as nearly as may be in proportion to the number in each class, and with the view of placing within easy distance of each family a school of the character which it requires. In every such district there would be—1, grammar schools, to prepare for the universities, for the learned professions, and the civil service; 2, upper class commercial schools, the course of which would include Latin, French, and perhaps German, as well as mathematics and drawing; 3, lower class commercial schools without languages, but teaching mathematics, mensuration and book-keeping; 4, a few schools with small endowments would have to be treated as primary schools, that is as good national schools. Such an organization would, I think, if practicable, be very beneficial; and I have endeavoured, in a separate enclosure, to sketch such an arrangement of the endowed schools in Lincolnshire, which is unusually rich in such foundations, dating from a time when population and property were distributed very differently from the proportions in which we find them now.

To carry out any such system of grouping, it would be necessary to obtain powers from the Legislature: 1, to modify the provisions of trust deeds and schemes in Chancery; 2, to alter in some cases the qualification of trustees or governors as well as of the masters; 3, to prescribe the character of the education to be given, and the subjects to be taught; 4, to alter in some cases exhibitions tenable at the Universities to exhibitions tenable at superior grammar schools; and 5, perhaps to assist ill-endowed schools out of the surplus income of other schools in the same group. Whether such powers should be entrusted to a local board, is a question on which I do not feel myself competent to give an opinion. In a district containing few resident gentry it would be very difficult to form an efficient board, which would have to be composed either of a few official persons such as the Lord Lieutenant, the chairman of quarter sessions, the Bishop and Archdeacons without the leisure necessary for duties which would require much attention; or of a larger number of persons each closely interested in their own immediate neighbourhoods, and therefore perhaps not so well qualified to administer a whole district judiciously and harmoniously. I am inclined to think (but I speak diffidently) that it would be better in the first instance to settle the trusts and scheme of the several schools carefully by a commission appointed under an Act of Parliament, and then to leave the working to the trustees, subject to the control of some central authority, that, for example, of the Charity Trust Commissioners.

3. There are, no doubt, many charitable endowments worse than wasted in doles of bread or money, which call for inquiry and alteration ; but as these were intended for the poorest classes they should still be made available for their benefit, and could not be justly employed for grammar schools or middle class education.

4. I believe that the existing training schools for masters which are in excess of the requirements of primary schools, could easily be made to supply efficient masters for the third class of schools mentioned above and partially for the second. Head masters for some of the second class schools and for all of the first class would be still sought from the Universities. It would be necessary to allow trained masters to obtain their certificates in these commercial schools as well as in primary schools, and the training schools to receive their grants accordingly. I would retain the qualifications of a university degree and of holy orders for the head masters of grammar schools (class 1), but not for the masters of commercial schools.

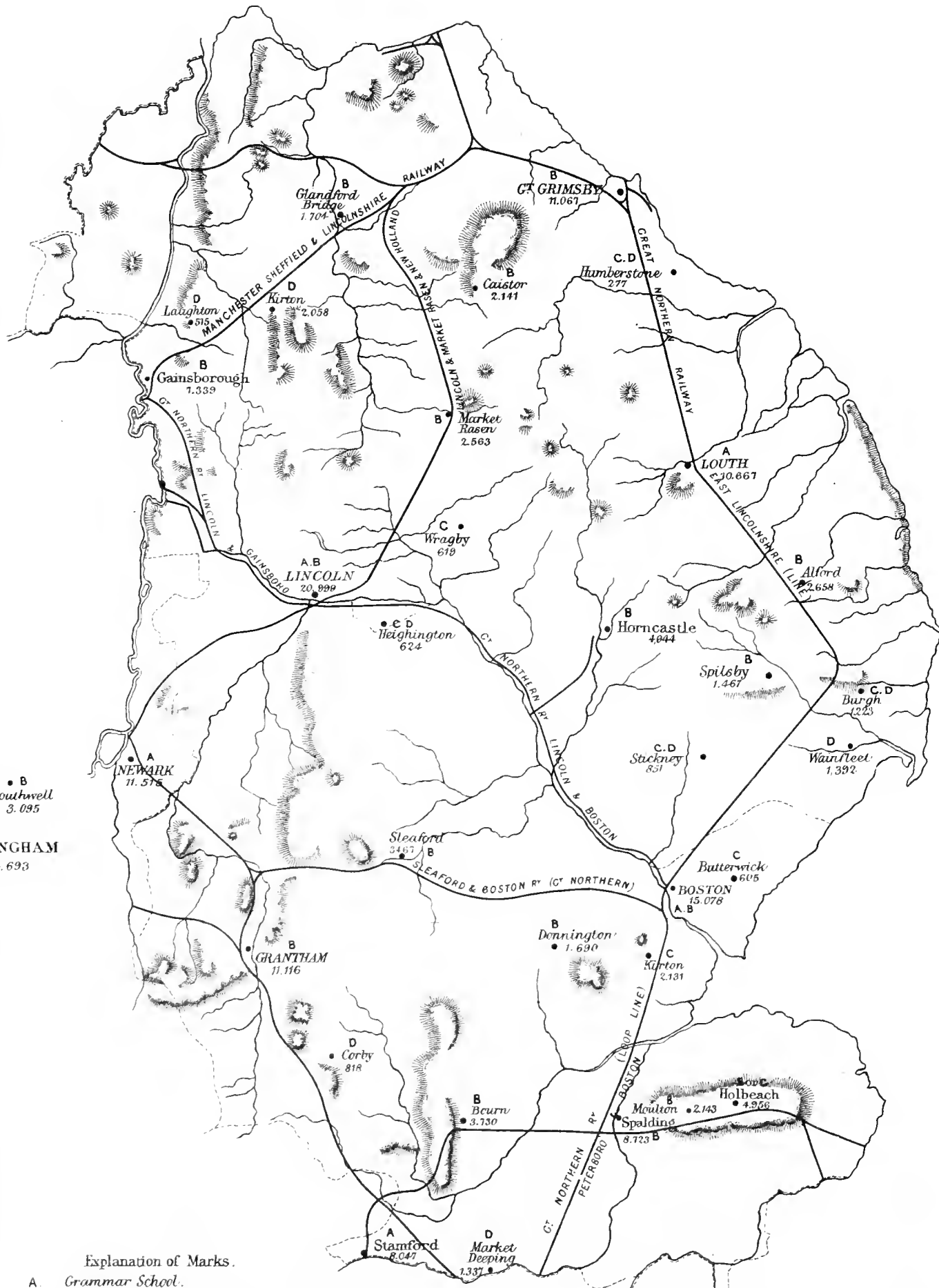
I may here be permitted to express my conviction that (with the exception of those few schools which are exposed by their eminence to the full force of public opinion) it is essential in order to secure the efficiency of grammar schools and middle schools, to subject them to systematic and searching examination or inspection. This principle has long been admitted by the Court of Chancery which in almost all schemes for the management of endowed schools has provided for an annual examination and has enabled the trustees to pay for it. But partly from the inadequacy of the payment allowed to remunerate for a very laborious duty, partly because the trustees do not know where to apply for examiners, the examinations are as a matter of fact frequently undertaken by some friend of the master as an act of kindness to him, and carried on as the examiner *pro hac vice* thinks best. There is no system nor uniformity; the reports, if made in writing at all, are not always communicated to the trustees, still more rarely to the visitor; they have little weight with the masters, and give no information to the parents.

I would suggest that there should be a certain number of examiners of endowed grammar and commercial schools (who might be elected under definite regulations by the two Universities), whose duties should be to inspect annually every endowed school within their respective districts, and to report the results to the trustees, the visitor (if any), and the central authority. They should also be allowed to examine and report upon unendowed schools at the request of the masters or proprietors, on payment of a certain fee. Part of the stipend of the examiners might fairly be charged upon the income of the schools inspected, but it would have to be supplemented, it is to be feared, out of the educational grant or some other public source.

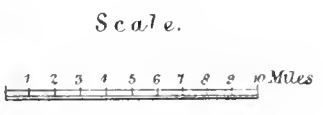
The trustees or governors of endowed schools should, in all

MAP OF LINCOLNSHIRE, SHOWING THE ENDOWED GRAMMAR SCHOOLS WITH THE CLASSIFICATION PROPOSED BY THE BISHOP OF LINCOLN.

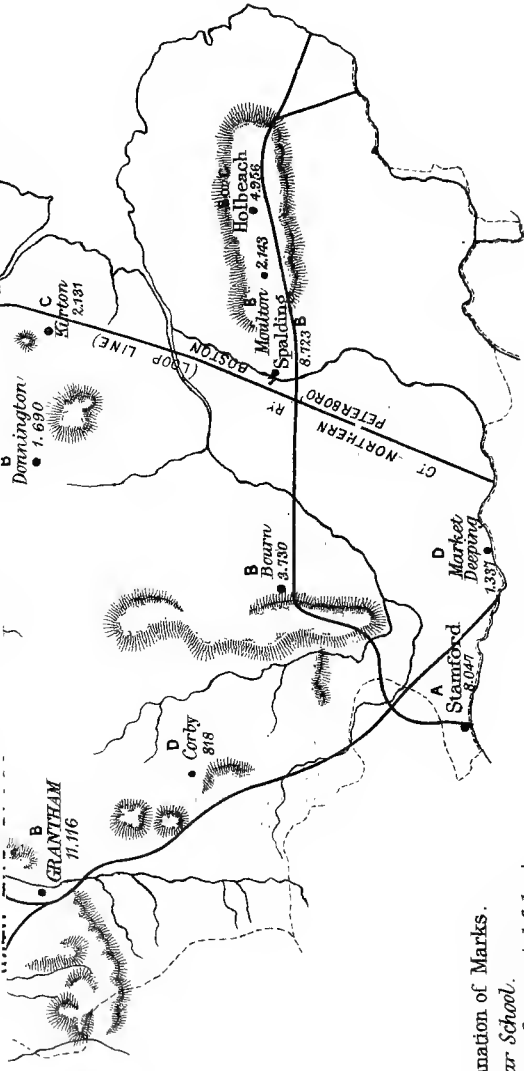
(To accompany the Bishop of Lincoln's Paper.)



- Explanation of Marks.
- A. Grammar School.
 - B. Upper Class Commercial School.
 - C. Lower Class Commercial School.
 - D. Primary School.
 - A. B. Combined in two departments under the same head master.
 - C. D. A Primary School with an upper department at a higher rate of payment.



MAP OF LINCOLNSHIRE, SHOWING THE ENDOWED GRAMMAR SCHOOLS



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Scale.



cases, have power to dismiss the master or masters with the consent of the visitor, or central authority, or both.

Apologizing for this necessarily hasty reply to the questions of the Commission,

I have, &c.
(Signed) J. LINCOLN.

The Right Hon. Lord Taunton.

The following table, with accompanying map, is a rough attempt at "grouping" the endowed schools in Lincolnshire. The scheme is governed not solely by the educational wants of the several neighbourhoods, but partly by the existing endowments, buildings and efficiency of the various schools; and is therefore not so systematic and complete as it might be made if it were possible or expedient to organize the schools *de novo*.

Exception may easily be taken to the classification, and alterations might have to be made; *e.g.*, Horncastle school might perhaps be made useful as a grammar school, A.; while Stamford, which, considered as part of the Lincolnshire group, ought certainly, from its situation and the value of its endowment, to have its grammar school, may be thought not to require it when its vicinity to Oakham and Uppingham is taken into account.

I append a list of the few endowed grammar schools in Notts.

Explanation of Marks.

A. *Grammar School*.—To prepare for the universities, learned professions, and civil service.

B. *Upper Class Commercial School*.—Including Latin, French, and perhaps German.

C. *Lower Class Commercial School*.—No Latin, but mathematics, surveying, and book keeping.

D. *Primary School*.—A good National School.

A.B.—Combined in two departments under the same head master.

C.D. A *Primary School* with an upper department at a higher rate of payment.

GRAMMAR SCHOOLS.

[*Information chiefly from Lincoln Diocesan Calendar.*]

LINCOLNSHIRE.

B. *Alford*.—Founded 1565, by Mr. Francis Spanning, and augmented by successive benefactors. There are two scholarships, and a fellowship tenable for five years at Magdalene College, Cambridge, founded by Mr. John Spendluffe, appropriated to scholars from this school. Head master—Rev. Chas. U. Dasent, M.A., of Trin. College, Cambridge.

A. B. *Boston*.—Founded 1554. Visitor—The Bishop of Lincoln. Head master—Rev. G. E. Pattenden, B.D., St. Peter's Coll., Camb. Second master—Thos. Wm. Dunn, B.A., Fellow of St. Peter's Coll., Camb. Third master—Mr. John Francis Baylinton. Fourth master—Mr. William Clark. French, German, and drawing—Mons. Louis Hötsch. There will be two exhibitions of 40*l.* a year each on the death of the late head master. Present number of boys 100.

B. *Bourn*.—Trollope's gift. Endowment, 30*l.*; capitation, 100*l.* Latin, Greek, and commercial.

B. *Brigg*.—Founded 1674, by Sir John Nelthorpe, for the maintenance of a master, to teach Latin, Greek, and Hebrew, to the children of the inhabitants of certain parishes, and of a second master, to teach reading, writing, and arithmetic, from any other part of the kingdom. Head master—Rev. C. Cotterill. Second master—Mr. Wm. Barrett.

C. D. *Burgh*.—Palmer's Free School. Endowment, 70*l.* Under Government inspection.

C. *Butterwick*.—Founded 1665, by Anthony Pinchbeck. Income—298*l.* Head master—Rev. J. Jackson, M.A.

B. *Caistor*.—Founded 1631, by Francis Rawlinson. Head master—Rev. A. Bower, M.A. Second master—Mr. Robert Thomas. Founded principally for boys of Caistor, but open to any boys from whatever quarter. The upper is chiefly classical; the lower, commercial.

D. *Corby*.—Founded 1669, by Charles Reed, Esq. Master—Mr. Thomas Hall.

B. *Donington*.—Founded 1748, by Thomas Cowley, Esq. Head master—Rev. J. R. Constable, M.A.

B. *Gainsborough*.—Founded by Queen Elizabeth, 1559. Head master—Rev. R. H. Charters, B.A., late scholar of St. John's Coll., Camb. Second master—Mr. A. A. Dorrell.

B. *Grantham*.—Founded by Richard Fox, Bishop of Winchester, 1528. There are two exhibitions of 30*l.* a year. The school has a prior claim to an exhibition of 40*l.* a year at St. John's Coll., Camb., founded by Dr. Newcombe. It has also claims on two exhibitions at Sidney Sussex Coll., Camb., for sons of clergymen intending to take Holy Orders. Head master—R. D. Beasley, M.A., late Fellow of St. John's Coll., Camb. Second master—Rev. F. H. Jones, late Scholar of Emman. Coll., Camb.

B. *Great Grimsby*.—Head master—Mr. W. T. Lundie. Assistant master—Mr. R. Topham. *Restricted to the sons of the resident freemen of the borough.*

C. D. *Heighington*.—Head master—Rev. F. Day. Number of scholars, 90.

B. or C. *Holbeach*.—Founded by George Farmer, Esq., 1669. Income of estates in 1865, 235*l.* The late head master, the Rev. T. W. Richards, resigned in 1862, since which time no master has been appointed. The inhabitants of Holbeach have memorialised the Charity Commissioners on the matter, and an inspector has been sent to make inquiries. Second master, Mr. C. Webb.

? B. *Horncastle*.—Head master—Rev. S. Lodge. Second master—Rev. J. Carter Brown.

C. D. *Humberstone*.—Founded in 1709, by Matthew Humberstone. Head master—Rev. Chas. Wildbore, M.A. Second master—Rev. R. W. Wilson, B.A.

C. *Kirton in Holland*.—Endowment, 144*l.* Latin, French, mathematics, surveying, &c.

D. *Kirton in Lindsey*.—Founded by Lady Wray, in the reign of Queen Elizabeth. Master—Mr. R. Askew.

D. *Laughton*.—This school was founded by Roger Dallison, D.D., Precentor of Lincoln Cathedral, in May, 1566, and endowed with 20*l.* per annum, for the maintenance of an upper and under master. The latter office was abolished soon after, as one was found sufficient. At present the head master—the foundation master—is R. Heathcote, Esq. (of the Manor Hall, Hatfield, near Doncaster), the agent to H. C. M. Ingram, Esq., the landlord of the parish—the acting master being an usher appointed by him, and receiving the stipend in full. The name of the present master is Mr. Joseph Adams.

A. B. *Lincoln*.—Head master—Rev. John Fowler, M.A. Assistant masters—C. Yeld, Esq., B.A., St. John's College, Cambridge; R. B. Sankey, Esq., M.A., Mns. B., Madg. Hall, Oxford. Master of lower school—Mr. J. Gordon, of London University. Chemistry lecturer—Mr. W. Stead. German—Herr F. L. Heinrichs. Drawing—Mr. Cubley. Singing—Mr. Barraclough. Number of pupils, Michaelmas, 1865, 130. This grammar school is the representative of two schools, the cathedral school and that of the corporation. These were united Jan. 18, 1583. The stipends of the masters are paid partly by the dean and chapter and corporation, partly from the funds of the Mere

Charity, and from school fees. The school is divided into two parts, the upper and lower. The upper school is the grammar school proper—classical and mathematical. The lower, English and commercial.

A. *Louth*.—Founded by King Edward VI., 1551. Head master—Rev. G. C. Hodgkinson, M.A., Trin. Coll., Camb. Second master—Rev. W. W. Hopwood, M.A., Pemb. Coll., Oxford. Assistant masters—M. Fasnacht, Mr. Page. Latin and Greek are taught gratuitously to all scholars. Fee for English, mathematics, and modern languages, 10s. to 20s. per quarter, according to age.

B. *Market Rasen*.—D'Aston school. Head master—Rev. F. R. Pentreath.

D. *Market Deeping*.—30l.

B. *Moulton*.—Founded 1561. Head master—Rev. J. W. Johnson, M.A., Trin. Coll., Camb. Second master—Mr. W. Allen.

B. *Steaiford*.—Founded by Robert Carre, 1604. Head master—Rev. H. Manton, B.A.

B. *Spalding*.—Founded by Mr. John Blanche and Mr. Gamlyn, about 1588. Head master—Rev. Edward Moore, M.A. Assistant master—Rev. M. Sisson.

B. *Spilsby*.—Head master—Rev. G. C. Ridley.

A. *Stamford*.—Founded 1548. Head master—Rev. F. E. Gretton, B.D. Master in lower school—Mr. W. Smith. Exhibitions: Two, 50l. each, tenable for four years at either university; one, 20l., at St. John's Coll., Camb., in the nomination of the Marquis of Exeter. Scholars, Michaelmas, 1864, 74.

C. D. *Stickney*.—Endowment, 113l. Latin, bookkeeping, surveying, &c. The rector is head master.

D. *Wainfleet*.—1484. Master—Mr. W. S. Wilcox.

C. *Wragby*.—Founded by Wm. Hansard, 1632. Master—Mr. John Turney.

NOTTINGHAMSHIRE.

A. B. *Mansfield*.—Founded 1561. The property being in Chancery, no masters have been appointed for years.

A. *Newark*.—Founded 1529, by Thomas Magnus, D.D., Priest-Archdeacon of the East Riding, "to teach them not only good literature, gramer, rhetorique, and other vertuous doctrines, but also good maners." It is now provided that the scholars shall receive instruction in English grammar, writing, and arithmetic. Head master—Rev. Herbert Plater, M.A., Merton Coll., Oxford. Assistant masters—Henry Anderson, Esq., B.A., Magd. Coll., Oxford; Alan Buttress, Esq., B.A., Pemb. Coll., Camb. Choragus—Mr. W. Caparn. Writing—Mr. Brooks. Drawing—Mr. Cubley. Drill—Sergt. Clarke. German—Mr. Klemm.

A. *Nottingham*.—Founded by Dame Agnes Mellors, 1513. Governors—The Nottingham Charitable Trustees. Master—The Rev. F. T. Cusins, M.A. Usher—Mr. C. Bray. Master of English department—Mr. W. Hall. Second master of do.—Mr. H. Seyinour. Number of boys, classical department, 50. Number of boys, English department, 43.

B. *East Retford*.—Founded temp. Edw. VI. Head master—Rev. J. P. Clayton, M.A., Caius Coll., Camb. Second master—Rev. E. S. Sanderson, M.A., C.C.C., Camb. English master—Mr. W. Hindley. Drawing master—E. P. Turner, Esq., of the School of Design, Sheffield. Number of scholars, 64.

B. *Southwell*.—Original founder, unknown. Re-founded by Henry VIII. The appointment of the master is in the hands of the chapter of Southwell. Visitor—Bishop of Lincoln. Master—Rev. J. D. Cargill, B.D., St. John's Coll., Camb. For some years previous to the appointment of the present master, the school had been in a low state and even closed. The present number of scholars is 34.

D. *Tuxford*.—Founded 1671. Master—Mr. James Wood.

D. *Wilford*.—Founded 1736. Master—Mr. George Moore.

The RIGHT REV. FRANCIS JEUNE, D.C.L., Lord Bishop of
Peterborough.

MY LORD,

27, Upper Harley Street, June 11, 1866.

I HAVE the honour to state, briefly as you desire, my opinion on the points laid before me on behalf of the Schools Inquiry Commission.

1. All scholars in middle and grammar schools, should pay reasonable fees; and the emoluments of masters should depend partly on a fixed salary, partly on a share in the fees, varying with their amount in every case. Provision should be made for the retirement of masters; and I prefer the payment of a sum in gross to a pension. A sum should be set aside for each master every year to accumulate with this object.

2. A county board consisting of the Lord Lieutenant, the Bishop, the members, a selection of magistrates, and a selection of clergy, would be a good body under a central authority, to elect head masters, and remove them, to approve and remove other masters, to administer the funds, and to make statutes.

3. Charities now useless or mischievous might be diverted with advantage to middle class education. Small grammar schools might be consolidated. In every county there should be one superior school at least, and one or more middle schools.

4. I do not think training schools necessary. The head masters could be obtained at Oxford and Cambridge; so too the superior assistants. Other masters would be furnished by the diocesan colleges and other places of education.

5. I prefer clergymen as head masters. The public would have more confidence in them. I take it for granted that it is not intended to secularize such schools or to substitute for the teaching of a definite Christianity a vague religionism.

6. There should be a body of examiners, composed of men of eminence, whose reports should be annually published. The testing of the schools should extend to all the forms. Such examiners must be liberally paid; but a small per-centage on the revenue and capitation fees of each school would suffice for this.

I am, my Lord,

The Lord Taunton.

F. PETERBOROUGH.

From WILLIAM JOHNSON, Esq., M.A., Eton College.

I KNOW nothing of the schools subject to the inquiry of the present Commission, but I have one or two notions, based on very little evidence, yet not hastily formed, which may perhaps be worth uttering.

I doubt whether it is expedient to spend much on buildings for the reception of boys as boarders. I understand that it costs 100*l.* a head to build a collegiate school complete even in the country. I imagine that 10*l.* a head would supply schoolrooms, library, residence for teachers, and a small playground. The experience of Scotland seems to show that a sufficient education is obtained

by day boys; and it has been held that Scotch boys love their parents better than English boys love theirs. We have heard a great deal about the moral effect of collegiate discipline and of preaching expressly directed to boys; without disparaging all this I would venture to suggest that boys may be kept in order by the police out of doors, by ordinary householders indoors, and by parochial ministers in church addressing them as ordinary Christians. Much that is done by schoolmasters in the way of coercion could very easily be done by magistrates; much that is taught by schoolmasters might be taught by regular clergymen and by mothers and sisters. Country boys brought to big towns for education might in many cases board with tradesmen of the town, whether related to them or not. I have known a boy of 16 boarding with an uncle at 20*l.* a year near London, and getting his lessons at the Academy of Music, and I cannot imagine its being managed more cheaply or satisfactorily in any other way. I should think that in a town like Exeter or Norwich there must be a considerable number of householders who would be glad to take boarders from rural families, whether acquainted with them or not, having attics to let at a cheap rate and giving a more frugal board than could be contrived in a schoolmaster's boarding-house or in a college like Hurstpierpoint. I believe that in almost all cathedral towns there are, since the reduction of chapters, several vacant houses. It seems to me a pity that these extremely valuable sites should be wasted. I do not see why lawyers and other strangers should take up room in cathedral closes. I can see no reason why such schools as Ely and Canterbury should not be allowed ample room for schoolrooms, libraries, and dignified residences for teachers; but I certainly would not allow any boys to board within the closes. I should like to see canons' houses occupied by men of the rank of college fellows, bearing honourable titles, such as the title of professor; treated as equals by the canons, retaining their college fellowships, whether married or not, so long as they were engaged in teaching; rewarded, if clergymen, for efficient service by being appointed on retirement to chapter livings; discharged of all the low cares and worry of watching over boys at their meals and managing their bills; and enjoying, like the Scottish professors, very long unbroken summer vacations, which would leave them free to enjoy a residence elsewhere. I would save a great deal of expense to the pupils by dividing the year, as they do in Scotland, into one school time and one vacation; this would save, as compared with our existing schools and colleges, four journeys a year. Upon the plan suggested we should make the waste sites of cathedrals and the waste fellowships of Oxford and Cambridge available for day schools and colleges of the Scotch pattern. Perhaps it would be as well to keep cathedral closes generally for the higher colleges, but there are already schools at Ely and Canterbury, and these I would expand greatly by abolishing the boarding house system and by giving far more space for schoolrooms.

I have more than once mentioned libraries. I am firmly convinced, and here I may speak with confidence as a schoolmaster of 21 years' standing, that it is of the greatest advantage to give boys the run of really good libraries with books of all kinds, only you must have an efficient man to protect the books. Countless biographies prove to me that the men who are the salt of the earth owe nearly everything to the books they fall in with in early life, and I am persuaded that we cannot overcome the frivolity and stupidity of our fellow countrymen unless we take care to give boys in all towns free access to good books. In this there should be no stint, no niggardly fear of waste; let the books be torn and lost rather than inaccessible; if you keep them out of a boy's reach till he is demure enough to be trusted with them you will wait till he is past the age for reading. The money spent on school chapels is enormous, and the boys can go with much more advantage to family pews or to the chairs in a cathedral nave; but on libraries we have not spent a hundredth part of what might be spent with advantage.

In building schoolrooms I would insist particularly on including large and airy and well-lighted rooms for drawing and remote garrets for the practice of instrumental music. Give every boy a chance of learning to draw and to fiddle, and you will make England a much happier country than it is.

I would not teach Latin except as an extra to a few boys who may be thought fit for the prolonged classical training.

I have a right to an opinion on this subject, and I say positively that not more than one boy in fifty is so constituted by nature as to learn Latin well enough by his sixteenth birthday to make any independent literary use of his knowledge afterwards.

I say literary use, because it may be conceded that if you leave off Latin at 16, having been well grounded, and in after-life wish to teach your son the elements, you will perhaps be able to carry him safely through the *Delectus*; but you will not be able to read any Latin author worth reading, or to write any Latin fit to look at. If a boy is to go to the counter at 16 let him learn no Latin at all.

Let him give all the language time to French.

If he leaves off lessons at 16 he will be able, if intelligent, to read any French book, except the hardest; he will be able to enjoy modern French books, reviews, and newspapers; he will be able to write a French letter of business; he will be twice as efficient for European purposes. The study of French, controlled by teachers of classical method, is quite enough to give a boy grammatical perceptions and habits, and a quasi-philosophical insight into his own language. But if you leave the teaching of French to such foreigners as are now employed at our schools generally, you may as well profess to teach alchemy. I propose to substitute the study of French for the study of Latin, only on the understanding that it is to be conducted on the approved

classical system, and conducted by Englishmen who have been themselves trained in Paris and have brought away certificates of competency, if not Bachelors' degrees.

WILLIAM JOHNSON,
Fellow of King's College, Cambridge,
and Assistant Master at Eton.

REV. W. C. LAKE, M.A., one of the Royal Commissioners
appointed (in 1858) to inquire into Popular Education.

MY LORD,

IN attempting to answer the questions contained in the letter which I have had the honour to receive from the Commissioners of Middle-Class Education, I will follow the order you have indicated, and consider, FIRST, "the best use to be made of " Endowments " for the benefit both of the masters and the scholars. Speaking generally, I would not give gratuitous education, or even partially gratuitous, to any boys in the middle classes, excepting those who may gain it in the shape of a scholarship as the reward of diligence and ability. I do not think that such complete support will often be needed; and experience seems to show that if you admit a large class of boys to a gratuitous education on the ground of poverty alone, it is a boon peculiarly liable to abuse (as I believe is found in the case of Christ's Hospital), and of very doubtful advantage to the boys themselves. Of course there may be a few exceptional cases: and supposing a board or boards of trustees to be appointed for the supervision of schools, I see no objection to reserving a certain number of exhibitions to be given to boys whose parents can prove a case of exceptional poverty; but their number should be small, and I would subject such boys to a reasonably strict examination on entrance. But as a rule such cases are likely to be sufficiently provided for by private kindness and charity. In saying this I do not mean to suggest that all schools should be equalized, or reduced to anything like one common form in this respect. Many small grammar schools possess foundations, which enable them to offer a very cheap education, just as among public schools, Rugby is able to do to its foundationers. In such cases, and wherever there is no extravagant disproportion between the funds and the number of boys educated, I should not touch this, as I conceive that the locality is entitled to the advantage of the public spirit of its benefactors, and that seriously to diminish this advantage would withdraw a great stimulus to future liberality. But in cases like those of Sutton Coldfield and Mancetter (quoted in the Education Report of 1861, p. 486) a considerable sum might be withdrawn from a comparatively useless school, and contributed to some new local institution more likely to carry out the original objects of the founder.

2. I should seldom give a large *fixed* income to the head master; he ought to be made chiefly dependent on his own successful exertions. A *part* of the stipend should, however, be

always fixed. There may be some cases, if you are founding large middle-class schools, where a considerable income is required to draw a really able man, nor is it desirable to leave him entirely to the caprice of fashion in education; and again, even in smaller schools, the certainty of *something*, however small, to fall back upon will often induce a man to accept what he otherwise would not have done. I have in my view a small grammar school in this neighbourhood, in which, owing to this consideration, an able man has been secured as head master, and the school is improving in consequence. It may be doubted whether he would have been induced to take it with no secure payment, as a pure speculation. It must be added that such security gives a certain respectability to a position, which is not unimportant in educational appointments.

Subject to these limitations it is very desirable to devote some of the funds of a foundation to pensions for retiring masters. And you should always have some means for compelling the retirement of an inefficient master, as well as for facilitating that of one whose time for work is passed. Only it may be doubted whether the prospect of a pension acts so much to gain able men in the first instance as the certainty of an income.

II. "The best mode of providing for the future management of endowments" would be, in my opinion, by the establishment of a local board, the area for which in most instances should be the county. As to "how such a board should be formed," I would venture to suggest something of the following kind. Four or five members might be elected by the Court of Quarter Sessions, and one by the Town Council of *each* town possessing educational endowments of a certain value. This body should themselves elect an equal number of persons believed to be experienced in education. And it would be desirable to add to them two inspectors; one to be appointed for a period by the board, the other an inspector of the central authority in London, appointed for the special purpose of middle-class school inspection. This board might be appointed for five years; but at the end of three years one-half or one-third should retire, the persons so retiring to be fixed by lot, but to be capable of re-election. Such a board would consist of 15 or 16 members, a number which would not be too large for its extensive functions. It might be expected to contain many of the most influential persons in the county, and of those most interested in education; for instance, both the Lord Lieutenant and the bishop, or dean, would naturally be members of it; and the importance of its labours would be a greater security for its working well than in the case of similar boards for the education of the lower classes.

As to "the powers with which such a board should be entrusted," they should have the appointment, and in case of necessity the dismissal, of the head masters; an annual report of the finances of the school should be made to them; and some of them should be present, at least annually, at the examination, which should be conducted by one or both the inspectors, or by

some one from the University in conjunction with them. The report should be published in the county newspapers, and made to the Privy Council. The original adjustment or re-distribution of the funds of different grammar schools would be best placed in the hands of the central board in London, to whom of course the local boards might offer suggestions on the subject. The central board might also be empowered to direct an inquiry in case of complaint of the maladministration of a school; but I do not see any other points on which it would be desirable to invest it with authority, and it would be well to keep its powers distinct from those of the local board.

III. "As to the possibility of securing for purposes of education endowments that are now wasted," I have partly stated my opinion in the answer to the last question. The Central Board of Education in London would probably be the best body for this purpose. The special business of this office is education; its attention is devoted solely to that subject; it has large experience, and is more likely to understand the wants of education throughout the country, and to deal with them in a comprehensive manner than any other body. The only other body comparable for this purpose is the Charity Commission; but its powers are unfortunately small, and the Education Commission of 1861 was assured by one of the chief Charity Commissioners that it had great difficulties in applying them to the improvement of schools. Besides this, what is equally important, the *educational* charities being only a part of the whole, neither the commissioners nor the inspectors are appointed with a special view to education, and they are perhaps therefore a body less adapted for dealing with what is really a very large branch of the education of the country. I need not, however, add that if so large an addition were to be made to the already great labours of the Privy Council of Education, the office would require considerable extension.

IV. The question as to the best mode to be adopted for obtaining teachers both in sufficient numbers, and of the kind desirable for middle-class education, seems to me more difficult than it would at first appear. In many, perhaps in most, schools of this kind you want men with an University culture, and yet not with exactly an University education, or at least men who are to give an education in some important respects different from what they have received at the University. You do not, I presume, want them to teach Greek; and as to Latin it ought not, in my opinion at least, to be the staple work of the school compared with arithmetic, some mathematics, modern languages, and history, and the principles of some important branches of physical science. Even as regards Latin, I have great doubts of the expediency of making it an important part of middle-class education. Nine-tenths of the boys will never make any progress at all in it; and as to its being the best means of teaching grammar I question whether, given an able teacher, he could not teach grammar quite as well from French or English works. The

chief argument for it is that some, at least, of the boys may wish to go to the Universities; and this I admit is very forcible as regards its retention under certain conditions. But if in other respects and for most of the pupils you are to revolutionize, as I think you ought, the present system of teaching in grammar schools, how are you to make a beginning, where are you to get your teachers? For the larger schools you want men of that cultivation which an University education but imparts, and yet it will be extremely difficult at present to find University men in sufficient numbers who can throw themselves into a very different and more modern system of teaching. Moreover, this difficulty (if it be such) is not one which will gradually right itself; if middle-class education *begins* by continuing the old system of semi-classical teaching, it will be very long indeed before it gets out of it; and it is therefore above all things important that from its very commencement it should take another direction.

On these grounds I think that a training school, which would give a high education of the kind above indicated, would be a very valuable institution. Such a school must, I presume, be founded out of the funds of the charities or by the Government, for it would not appeal to charity or to other motives for its support, such as those which have founded our existing training colleges. I should at the same time institute an examination, such as is now given by the London University to the pupils of any school who might choose to present themselves, and should give a certificate to successful candidates. It is probable that on this subject some valuable hints might be gained from the French and German systems. One such institution, and that not a large one, would I think be sufficient, at all events, to begin with. And I should not in the least regard it as *the only* seminary for masters of middle-class schools, likely to be, or as ultimately the best; but simply as a means of beginning the kind of teaching which will be found most suitable for the average of schools of this description.

It would be quite in the power of the Universities, and a very desirable thing, to institute at the same time examinations, such as they might think expedient for this purpose. But I should very much desire to give a fair trial to a kind of teaching such as I think (owing to an exclusive addiction to classical teaching) has never been fairly tried in England, and which seems to be by far the best suited to a real and lasting cultivation of (what I may call) the lower middle-classes, the farmers and shopkeepers. A certain number of able masters of this description would soon, I believe, powerfully impel middle-class education in what appears to me the right direction; and the better adaptation of their leading to the wants of the middle classes would compel others to modify a teaching too exclusively classical. In the end, I believe, we should have quite as many University men at the head of such schools, but teaching them differently.

The enforced restriction of having none but clergymen for

head masters I should wish to see entirely abolished. I do not, indeed, desire to see fewer of the clergy undertaking the direction of these schools, and in fact any increase of middle-class education, if the new schools are large and good, is sure to increase the number of clergy thus employed; for surely with an accidental exception here and there, the middle class would prefer, *ceteris paribus*, to have their sons educated by a clergyman rather than by any one else, because, as Dr. Arnold has expressed it, "his profession affords to a great extent an "evidence of moral as well as intellectual fitness." It is one of the weak points of our present middle-class education, that the schools, excepting some of the town grammar schools, are in fact hardly ever in the hands of clergymen, but of men of a much lower position. Still there may be many cases, especially in the smaller grammar schools, where a layman would suit the position better, and I do not see the advantage of having any limitation on the choice of trustees or boards, especially when the original reasons, which made such limitations wise, have in great measure ceased to exist.

I have the honour to be, &c.

The Lord Taunton.

W. C. LAKE.

SIR J. G. SHAW LEFEVRE, K.C.B.

I. 1.—I THINK that the education to be given in endowed schools should not be entirely gratuitous. I believe it to be generally admitted that education in such schools is better and more highly appreciated by parents when moderate part-payments are required.

It is also desirable to stimulate the master's exertions by making his remuneration in part depend on the number of his scholars.

I. 2.—All endowments applicable to education should, except as respects school buildings, masters' houses, playgrounds, and gardens, be converted into money, and vested in the Funds.

If they should continue to be invested in landed property, the management is expensive, and as the aggregate of such property would be large, the evils of a non-resident proprietary and other incidental disadvantages analogous to those which arise from mortmain would be considerable.

If the endowments be thus realized no local board for the management of the property would be necessary.

I see difficulties and expense in the management of groups of schools by provincial boards. I had rather leave the management in the existing bodies, and that the Committee of Privy Council should have power to inspect and report, and possibly to audit the accounts.

I. 3.—There is little doubt that there exist many charitable endowments, especially small ones, which are wasted (may I not add injurious). I would not venture, even if I could, to offer

any suggestion as to ascertaining and dealing with such cases, knowing that the Commission has in its own body the best advice (Mr. Erle's).

As to Question I. generally.—I conceive that the endowments of a school should be applied in the following order :—

- a. To provide a good schoolroom and its appliances, including a playground.
- b. A house for the master, but *not* such as to be calculated to receive boarders, except two or three apprentices, in the nature of pupil teachers.
- c. A moderate fixed remuneration for the master, such as with the probable school fees may tend to secure a competent person.
- d. Prizes for industry combined with good conduct.
- e. Exhibitions for those who, having shown superior intelligence and industry, are going to higher schools.
- f. Pensions to retiring masters.

In deciding on the amount to be allotted to any retiring master regard should be had to the practical result of his labours, as exhibited in the progress in life of his scholars.

The stimulus of prizes and exhibitions should be applied with caution, especially at the early age of schoolboys. It is useless as regards boys below the average of intellect, and these are they who require most teaching.

Qs. II. and III.—I have already said what I have to say on them in my replies to I. 2 and I. 3.

IV.—To secure a proper supply of teachers I would depend mainly on examinations and certificates granted thereon, leaving parties to qualify themselves as best they may. Pædagogick should be an important subject in these examinations.

I would encourage schoolmasters to take two or three apprentices. I certainly would, as far as practicable, abolish the restriction, where it exists, of the office of schoolmaster to persons in holy orders.

November 1866.

JOHN GEORGE SHAW LEFEVRE.

The VERY REV. HENRY LIDDELL, D.D., Dean of Christ Church.

MY LORD,

June 30, 1866.

In answer to the important questions which you did me the honour to send me in your letter of the 28th May, I beg leave to offer the following remarks :—

I. Respecting endowments.

It is suggested that, where fixed incomes are given to the masters and free instruction to the scholars, the education is apt to become bad, and the masters to become indifferent to success; and it is asked whether the endowments may not be better employed in giving exhibitions to deserving boys and retiring pensions to worn-out masters.

Pensions to retiring masters are, I think, very much to be desired; and probably they will be found more requisite than

hitherto, if, according to a suggestion made in a later portion of your letter, more schoolmasters than hitherto are taken from the laity. For many clerical schoolmasters at least ecclesiastical preferment serves to provide a kind of retiring pension.

I should be loth, however, to see the masters of endowed schools left without any fixed income. It appears to me that a fixed income of a certain amount is useful to *secure* the services of able and intelligent men. The income need not be large; but if there be no such income, good men may well prefer to try their fortune in independent schools, which they can manage as they please, without being subject to the control of any board or council.

But to regard the fixed income as payment for the instruction of free scholars seems to me extremely likely to produce the ill consequences indicated above. I should think the endowment could not be better employed than if part of it were assigned to pay for the education of deserving boys who stand in need of such help, either by granting them exhibitions or by paying their school fees, those fees being made, if possible, of the same amount as the fees paid by other boys. The master will then have (so far as payment goes) no conceivable motive for neglecting one class of boys in favour of another class; and since the amount of his income will depend on the gross number of boys in the school, free or not free, he will have every motive to stimulate him to continued exertion.

II. Respecting the government of endowed schools.

Where there are a number of such schools with inconsiderable revenues respectively, it seems probable that a better and more intelligent government would be obtained by grouping such schools in districts.

My own experience of local boards has taught me that the chief problem to be solved is—to get a board sufficiently interested in the work to give it proper attention, and sufficiently disinterested to be free from all suspicion of favouritism.

To solve this problem in the present case seems to me very difficult. Supposing there existed in each district an adequate number of intelligent men, willing to take the necessary trouble, how are these persons to be selected and appointed? Election is a rough and dubious method, unless the electors also are intelligent and willing. Appointment by a central authority would be apt to create suspicions and jealousies.

But I have no doubt that this difficulty can be got over in a more or less satisfactory manner.

When the board has been constituted its powers ought to be carefully limited. The masters ought not to be interfered with in their teaching and government of the boys, excepting on the report of the examiners or inspectors, officers who would (I take it for granted) be employed periodically in every school.

And if (as is suggested), the local board be made subject to the control of a central authority, this authority ought to be as circumspect in using its powers over the board, as the board in

using its powers over the masters. Able and independent men will not act as masters if subject to constant interference; nor will able and independent men act as governors under the same conditions.

On the whole, I am of opinion that the best mode of keeping the endowments active and beneficial will be, to frame (so far as may be) a self-acting system, requiring as little control and interference as possible.

Such a system I look for in the use of endowments which I venture to suggest, viz., in providing such fixed incomes as may be sufficient to attract good men, and in furnishing instruction wholly or partially free for those boys who deserve and have a claim upon the funds of the endowment.

III. Respecting the application to educational purposes of endowments now wasted, I possess too little information to enable me to speak.

IV. Respecting the supply of teachers.

I am inclined to think that the proposal to grant certificates after examination would be more effective than a system of training schools. Is it not the case that young men brought up at training schools are apt to carry their wares to better markets than can be found in school teaching? Pledges might be exacted; but an unwilling master is sure to be a bad master; of all professions, none more than that of schoolmaster requires a man to have his heart in his work. Is it not more likely that this end will be attained by appointing young men who have deliberately chosen their profession after arriving at years of discretion, and whose capacities have been tested by a well considered scheme of examination, than by endeavouring to train up boys who are too young to choose wisely their future course of life?

If this argument appears worth anything, I think that arrangements could without difficulty be made with the Universities for conducting such examinations and granting the required certificates.

V. Respecting the restriction of the office of schoolmaster to persons in holy orders.

Generally, one would wish to see all restrictions removed, unless they have been found necessary or beneficial; and I apprehend that the supply of able men to act as schoolmasters is not so great as to make any needless restriction unimportant.

In favour of the restriction it is urged (I believe) that holy orders offer a security for good conduct and character, and that it has been found of great benefit that a master should be able to give religious teaching to his boys, not only in school but from the pulpit.

There may be something in these reasons. But I think that a large proportion of schoolmasters will always seek to be admitted to holy orders, partly because their training and education will commonly lead them in this direction, and partly because ecclesiastical preferment offers the best chance of retiring from duties that after a time at least are sure to become irksome. Even if

a system of retiring pensions were adopted, the pensions would not be considerable enough to supersede this hope.

As to security for good character, this (I think) may be obtained as well from laymen at the present day as from clergymen. In former days it was probably not so. But if the appointments are placed in proper hands, it would be very unjust to lay much stress on this argument.

The advantage of being able to address boys from the pulpit is no doubt considerable, when the master is an earnest man and a good preacher. When he is so, he will probably have been ordained. But if not, he will have many means, by exhortation, by precept, by example, of influencing his boys. I will only add, that if this restriction had been in force at the grammar school at Manchester, that school would have lost the services of one of the best schoolmasters now existing.

I have, &c.

The Lord Taunton,
&c. &c. &c.

HENRY G. LIDDELL,
Dean of Christchurch, Oxford.

REV. JAMES MARTINEAU.

10, Gordon Street, W.C.,

June 20, 1866.

MY LORD,

ON some of the important questions proposed to the Royal Commissioners for inquiring into schools I have the honour, in obedience to your Lordship's request of the 28th May, to submit a statement of such opinions as I have been able clearly to form.

I. The best use of endowments. It may be taken for granted that where the founder has prescribed a particular use, which has not become obsolete or at variance with his benevolent intent, it should retain its authority as against any experimental application of the fund; and that when the question of some new disposal of it is fairly opened by failure of the old one, it should be determined, on the legal principle of *cy-près*, with an approximate regard to the original design. Supposing a choice to be left within these limits, the support of masters out of fixed salaries would appear to be the least eligible of all applications of income. Provided, however, the responsible head of a school has a predominant dependence on its known efficiency, a moderate basis of secured income is not necessarily, perhaps, an evil. Whilst inadequate as a temptation to idleness, it may sustain the master against the pressure of a popular opinion lower than his own; and as it gives him the power, may carry with it the obligation, to provide a sufficient number of under masters. By a similar mixed system it seems to me possible to save the independence and self-reliance of the poor scholar, without unconditionally withdrawing the opportunities of gratuitous education. So long as scholarships are awarded only on examination, and their continuance is made conditional on progress periodically tested, they may confer great benefits, without any countervailing abuse, in cases of orphanage, or of exceptional ability in straitened families.

They then become, in fact, "exhibitions to deserving boys;" and might, at their later stage, assume the form of "University "scholarships," enabling such boys to carry on their education till they take an academical degree.

The pensioning of retiring schoolmasters appears to me a very questionable application of school endowments; difficult to manage without relaxing the motive to exertion; superfluous where meritorious work has had its fair recompense; convenient only for getting rid of incompetency.

2. The management of endowments. For this purpose the great desideratum is to secure, through well-connected administrative links, adequate responsibility to a competent tribunal. The necessary judicial authority exists in the Charity Commissioners. But to bring cases before the Commissioners, a machinery of administrative scrutiny is required, the head of which would naturally be a minister of education, responsible to Parliament, and invested with the functions of the present chiefs of the Education Committee of Privy Council. The difficulty would be to give to this central authority suitable provincial ramifications; and I doubt the possibility of forming local boards sufficiently free from prejudice and party-habit to serve the State well in this matter. Nor, on the other hand, would a mere staff of inspectors sent from the head office suffice; for it is not the instruction merely, but the management of property, that requires supervision; and *that* by some one on the spot, who has power to call for accounts and be present at meetings of managers. The end would seem to be most simply gained by appointing, on behalf of the public interests, *an official trustee*, who might take his place with the ordinary trustees of a school at any of their meetings, and who might be appointed to as many of these trusts as he could fairly attend to. The county court judge is the kind of person most fit, perhaps, to be entrusted with such functions. Where his duties, recently increased by equity business, are too numerous, a second judge or assessor might divide the work with him. To be the medium of communication between the central authority and the particular trustees some officer is needed, who shall be locally resident without being locally connected, and who shall be able, with sufficient authority, to call for accounts and reports, and exercise or direct visitatorial functions.

3. How to get at neglected endowments. Perhaps the most effectual method would be to establish, in connexion with the Charity Commissioners' jurisdiction, a registration of trusts, with provincial branches; and to render registration by a certain date imperative, under suitable penalties of personal responsibility of trustees for every subsequent act. With such a provision, and an official trustee resident in each district, few endowments would escape discovery and supervision.

4. How to secure a supply of qualified masters. Wherever the condition exists that the master shall be a person in holy orders, and has no justification in the special character of the school, it would surely be desirable to substitute the condition of a Univer-

sity degree in arts, science, or literature (to include the new degrees of the University of London). There seems no reason for instituting a separate system of certificates by the Universities or by the Government, unless, through the establishment of a central training and model school, opportunities were given of testing and attesting the qualities of the teacher in the direct exercise of his profession. If such a school could be constituted, and, becoming the receptacle of every improvement, be kept near to an ideal standard, scarcely any cost would be excessive that might be required for its maintenance. But whether, even if realized for a time, it could be secured against that decay into decorous routine which befalls almost every favoured institution, may be reasonably doubted.

I have, &c.

The Right Hon. Lord Taunton.

JAMES MARTINEAU.

REV. F. D. MAURICE, M.A., Professor of Moral Philosophy in the University of Cambridge.

MY LORDS AND GENTLEMEN, London, June 1, 1866.

I PRESUME that Her Majesty's Commissioners wish me to consider the questions on which they have done me the honour to ask my opinion, specially in reference to the circumstances of our middle class education.

1. The temptation to say that all endowments are bad which secure gratuitous education to boys or a fixed income to masters is particularly strong when those endowments are intended for the benefit of this class. They contradict all the notions and habits which prevail in it, all those with which it has leavened and is leavening the rest of English society. That nothing can be so efficient as a competition for prizes in securing the industry of scholars, that nothing can be so efficient as the fear of losing customers in securing the fidelity of masters, is that tenet of our time which the middle class holds with the most fervent faith and inculcates with the greatest vehemence. Some members of the academical class, many professional men, numbers of working men may dissent from it; but by the body of those who send their children to commercial schools it is adopted as an axiom which it is mere folly to dispute. When endowments are found in schools supported mainly by those who are imbued with this feeling, it is scarcely possible that they should not have a tendency to become fictitious and useless. The masters will almost claim a natural right to be indolent; if there are boys whose parents pay for them they will be almost certain to despise those who do not pay. Under such circumstances there is great plausibility in the proposition that the endowments should be turned from their original purpose and should be used to strengthen the competitive principle which is opposed to them.

But I cannot think that this plausible opinion is a true one. I cannot find that the experience of those commercial schools in which the competition among boys and the dependence of the

master upon the parents are most complete, offers the least ground for supposing that a wholesome and manly education will be obtained by the methods which they follow. And it must be remembered that these methods by their very nature prohibit any change in the teaching except that which the opinion of the neighbourhood authorizes and requires. I imagine that the notorious failure of these schools was a main reason for instituting the inquiries of the Royal Commissioners which are likely to be so beneficial. If these inquiries have led to the discovery that there are endowed schools which are doing even less than the unendowed, which are manifestly turning their revenues to no account or to a bad account, such a result appears, for the reason I have given already, a very natural one. No other could be looked for. Yet it may be an argument for retaining and strengthening the old application of the endowments rather than for accommodating them to the maxims of the class which they ought to elevate. Endowments suggest the thought that education has some relation to the past and the future; the tendency of the middle class is to confine it altogether by the judgments and demands of the present time. Endowments proclaim that money may be made subservient to the promotion of ends which are above itself; the tendency of the middle class is to make it the main motive and reward of education and of every other work in which human beings are engaged.

∴ Whilst there is a feeling of contempt for "charity" boys in those whose parents pay, it may be a serious question whether the latter class should not be excluded from the endowed schools (of course I speak only of those with which the Royal Commissioners are now occupied); whether the master shall ever be tempted to weigh the claims of one against those of the other. This change would, it seems to me, be a far more beneficial one than that which has been suggested of turning funds which were meant to provide for the education of a number of boys into prizes for stimulating the ambition of a few. If that course is adopted I should fear that the endowed schools would become feeble imitations of the ordinary commercial schools, cultivating all the habits which they cultivate, reducing education to their standard. If the other course is chosen the unendowed schools might become models after which the unendowed would be gradually reformed. For then it would be possible to bring them under the kind of control and superintendence which is hinted at in the second question.

2. The importance of the suggestion respecting the grouping of the schools as well as of that respecting their government can scarcely, it seems to me, be overrated. I do not know what local or sectarian difficulties might interfere with the process of grouping; but if it could be accomplished, the advantage of communication between the masters respecting their different experiences and methods, and of their encouragements and warning which one might give to another would surely be very great.

I do not quite perceive what local bodies could be trusted with the direction of the schools. If such could be constituted it would still be desirable, I think, that an ultimate Court of Appeal should be found somewhere. It has occurred to me that the schools might be placed in connexion with the Universities of Oxford or Cambridge, or London; each group, if not each school, being allowed to exercise its discretion to which of the three it should be affiliated; and that these Universities should periodically send visitors to whom powers of inspection and rectification, ample but carefully defined, should be committed. Such visitors would, it strikes me, inspire more confidence and awaken less suspicion of jobbing than any local board could. The plan might require much modification; in the case of non-conformist or Roman Catholic schools it might be necessary to provide some persons besides those appointed by the University for the examination and direction of certain parts of the teaching. But some organization of this kind would tend to invigorate the schools, to keep them in mind of the objects for which they exist, to suggest practical improvements, and restrain the appetite for wilful novelties.

3. On the third point I have no remarks to make. I know of special abuses only by second-hand reports. Her Majesty's Commissioners must know of a hundred on good authority for every one that I could mention upon indifferent authority. The legal remedies for them could only be recommended with any effect by lawyers.

4. I do not imagine that there are any training schools now in existence which would be adequate for the purpose of providing a supply of competent masters for middle schools. The formation of training colleges, expressly for this purpose, would be a slow and expensive process which might not bring a compensating reward. Yet mere University certificates could scarcely call into existence a race of men qualified for this peculiar and difficult task. I hope that the experiments for University extension and reform, which are now occupying the thoughts of so many earnest and able men, may help to solve the problem. These experiments may themselves be made more complete and less professional, if it is felt that one great object of a cheap college or University education would be to furnish masters for middle schools. There might be a special as well as a general training with a view to this object. And in that case it would, I conceive, be most desirable that clerical incomes should not be eked out by the addition of school work to parochial work, now often combined to the injury of both. A clergyman in the old sense of an educated or learned man could preside over the school, but there would be no necessity of his being ordained to some specially clerical function.

I believe I have now replied, as well as I am able, to the four questions in the paper which has been sent me. The hints I have offered may be very crude, but possibly they will mix with others of a different or opposite kind, which come from various

quarters, and may assist Her Majesty's Commissioners in arriving at some satisfactory result.

I have, &c.
 F. D. MAURICE,
 Incumbent of St. Peter's, Vere Street.

EDWARD MIALL, ESQ.

MY LORD,

INCESSANT occupations which would not admit of postponement have prevented me hitherto from replying to the circular of inquiries which your lordship has done me the honour to address to me. In now complying with your request I wish it to be understood that the statement of opinions which follows pledges nobody but myself. Perhaps, however, I may be allowed to say that, while I alone am responsible for anything I have ventured to suggest in regard to practical details, I believe the general principles I have deemed it necessary to enunciate would be sanctioned by the concurrence of a very large proportion of the Nonconformist body.

I am not quite clear whether your circular was meant to elicit opinions on the subject of middle-class education generally, and of the measures that seem likely to improve it, or whether it was intended that replies should be confined to the questions of endowed schools and their management. The explanation given of the fourth topic of the inquiry suggested leads me to infer that the wider range is not to be excluded from observation. I will, therefore, if you please, deal with that in the first instance and separately, that being the order which strikes me as most conducive to clearness of statement.

The education of the young whose parents are above a condition of indigence appears to me to be a matter which scarcely falls within the legitimate province of civil government. I put the question upon this abstract ground, not for the purpose of discussing it, but merely to indicate that the conclusions at which I have arrived ultimately rest upon this foundation. Apart, however, from abstract fitness, the circumstances and habits of the British people are such as to make it unlikely in the last degree that Government can interpose its authority in the matter without raising many more and much greater difficulties than any which its action would be designed to meet. The liberty of the subject, as generally understood by Englishmen, and diversities of religious faith, will be sure to start objections to the mildest and most tentative forms in which the assistance of the State can be tendered. No doubt middle-class schools, in a large majority of instances, it may be, give to the children who attend them scholastic instruction of a very inferior type; but, in the main, the supply is equal to the demand. Upon the character and force of that demand it is safe to rely. People will become educated in proportion as education becomes indispensable to their progress in life and to their social position, and it is open

to question how far artificial stimulants, applied at least on a national scale, would prove of permanent advantage to the country, even if they should succeed in improving the quality of education. In the present day especially such stimulants are less necessary than ever. Everything about us—our marvelously increased and widened commercial intercourse, the new forms in which, and conditions under which, much of our business is transacted, our scientific industry, the large intermixture of foreigners with our population, excessive competition, cheap literature, and so on—calls, and calls loudly, for a higher style of scholastic training among the middle classes. Everything is testing and revealing the inefficiency of that which is usually given them, of which fact the appointment of the Royal Commission may be taken as conclusive evidence; and, I may add, the tendency of thought, and feeling on the part of the most highly cultivated section of society favours the suggestion and adoption of arrangements calculated to improve existing educational appliances. These spontaneous and natural agencies are slowly, it is true, but certainly, securing the desired results more efficiently and with far less disturbance of popular prejudices than any action of the Legislature or the Government could effect, and to these the work had better be left. There is only one way in which I can conceive the possibility of permanently useful intervention by the State. To some central body organised in connexion with the Universities, English and Scotch, it might grant authority to give some form of public attestation to the professed acquirements of teachers, and to the efficiency of schools, after due examination,—such examination to be optional, of course, and the expense of it to be defrayed in part by those who apply for it, and in part from a fund to be derived from the educational endowments of the country.

Passing on to the subject of endowed schools, other considerations come in to modify those expressed above. As general trustee of endowments, educational or other, Government is bound to see to their fitting application. If it could absorb them all, that, probably, would be the best use that could be made of them, so far at least as the progress of education is concerned. They operate very much in the same way as dram-drinking. Occasionally, and in instances of great feebleness, they may give a salutary impulse to the system; habitually resorted to, their tendency is to weaken and paralyze. Whether it be possible by any mode of administration to obviate their pernicious effects it would perhaps be presumption in me to speak with confidence. My opinion rests upon the pretty uniform experience furnished by the past; my expectations result from the projection of that experience into the future. Public opinion, however, is not ripe for the extinction, nor, to any considerable extent, for the re-appropriation of existing endowments, to whatever uses they may be applied, and until public opinion on the subject shall become enlightened and energetic vested interests are too many,

and touch society at too many points, to admit of their being dealt with by Parliament as reason would prescribe.

With regard to "securing for purposes of education endowments that are now wasted," the remarks I have already made might perhaps be taken (inferentially, at any rate) to supply the answer. Until the endowments already devoted to education can be made to yield better results, there would seem to be no good reason for increasing them. Many of those to which the circular alludes are as mischievous as they are wasteful, and it may be argued that if the application of them to the improvements of middle-class schools should fail in doing all the good desired, it would prevent their doing the harm which they now do. Perhaps so; but however that might be, I look upon their change of destination as for the present impracticable. The Commissioners appointed by Her Majesty to inquire into the state of popular education in England (1858), presented a separate and elaborate report on charitable endowments. I am not aware that any one of their suggestions in relation to that branch of their inquiry has been attended to. The reason, I apprehend, has been the all but insuperable difficulties inseparable from legislation on the subject.

The question relating to "a due supply of qualified teachers," considered strictly and exclusively in its application to endowed schools, can hardly be done justice to without touching upon controverted ground. As a dissenter, any opinion of mine unfavourable to the frequent restriction of the office of schoolmaster to persons in holy orders will be devoid of weight. Were I a member of the Established Church, however, that opinion would be the same. The reasons which in bygone times made the restriction a natural and prudential one have passed away, and facts in abundance warrant the conclusion that while the profession of a clergyman does not necessarily unfit him for conducting with success the education of boys, neither is it essential to the work. But the fact is that the field from which a due supply of qualified masters is looked for is otherwise narrowed. The law, as ruled by the Courts, excludes nearly half the population from honourable competition. None but a member of the Established Church is held to be legally qualified to take the mastership of an endowed school, unless the deed of foundation expressly provides to the contrary. To say nothing of the injustice of this limitation, it is in regard to educational progress highly impolitic. There are hundreds of young men in the various nonconforming communities who, if the prizes were accessible by them, would make fitting preparation to enter the lists for them. "The religious difficulty," of which so much is made in discussion, vanishes in practice. It seldom, if ever, affects private and unendowed schools. Boys, up to the age of sixteen, can rarely be induced to take an interest in controversial theology or in ecclesiastical polity; nor, indeed, is the attempt often made, and parents very well know that. If the schoolmaster is

well qualified and apt to teach it is deemed, within certain limits, a matter of minor importance whether he be a churchman or a dissenter. If the former, the success of his teaching will attract the children of the latter; if the latter, of the former. Nine-tenths of the people in this kingdom who care anything at all about religion hold the same essential doctrines of Christianity, and they are usually as well and as carefully inculcated in the schools of dissenters as of churchmen. Sound common sense, therefore, as it appears to me, suggests as the first and most obvious step towards securing a due supply of qualified teachers the reversal of the rule of law laid down in this matter by the Courts, and in cases not specifically determined by the provisions of the trust the interpretation of such phrases as "godly learning," and so forth, as comprehending religious teaching in the broad, catholic, Christian sense of the term. Practically the matter would soon adjust itself, and the sources of supply would thenceforth be more numerous, and probably, under the stimulating influence of competition, more abundant.

"Training schools," I believe, would be a decided mistake. They would almost certainly necessitate the interposition of the authority of Government to prescribe the curriculum of study, and would tend to stereotype educational processes, than which few things could be more prejudicial to progressive improvement. To the granting of certificates after examination by some central body representing the Universities there seems to be, in the case of endowed schools, no valid objection, unless it be to the expense which must be incurred in arranging for and conducting the examinations, which a moderate per-centage of the endowments would probably meet.

I am bound to confess that I can offer to the Commission no practical suggestion worth a moment's notice in regard to "machinery for the management of endowments," or as to the provision which should be made to prevent them from relapsing into inefficiency. It is the special defect of the endowment system that there is no tendency inherent in its own nature, or consequent upon its operation, to beget and sustain a self-regulative power, and this defect in the case of endowed schools is aggravated by the rule which legally restricts the administration of the system to one religious section of Her Majesty's subjects. The motives for utilising to their utmost capacity funds permanently devoted to the maintenance or assistance of schools must be sought for outside of them; and any arrangement which lessens public interest or relaxes public vigilance in regard to the wise and faithful application of those funds necessarily adds to the difficulty of devising a suitable external check upon internal abuse. Ecclesiastical exclusiveness unquestionably prevents such an arrangement, and will, I fear, render impracticable any really efficient organization for permanently insuring the objects sought by the Commission. At any rate, I feel my own utter incompetence to conceive of one which, under such conditions, would commend itself to my own judgment.

“The best use to be made of endowments” would be that which would apply a stimulus to education without enfeebling any of the springs upon the elasticity of which we must count in making provision for its progress. Reliance upon them is almost inevitably fatal to their usefulness. As now most generally applied they serve mainly as props to inefficiency. It would be unreasonable to deny that there are individual cases in which an entirely gratuitous education must be looked upon as a great blessing. If they could be dealt with exclusively as individual cases, so as neither to warrant nor to raise expectations beyond themselves, one would not be disposed to offer any objection to this mode of using endowments; but this seems to be impracticable. As a general rule, I think schooling which costs nothing to the parents of the children who receive it morally enervates the neighbourhood in which it is provided. I am not satisfied that any artificial methods resorted to even for cheapening education do not, all things fairly considered, do as much harm in one way as good in another. The development of a strong sense of parental obligation is perhaps as important for the well being of society as an improved type of scholastic instruction; and experience, I venture to submit, is not in favour of providing crutches for the morally weak. I am therefore strongly opposed to providing gratuitous education, save in cases altogether exceptional. Exhibitions to deserving scholars is, perhaps, the very best form in which endowments can be applied. Pensions to successful teachers when they get past their work would be another form to which, if impartially administered, no valid objection could be urged. Where the income of the schoolmaster largely depends upon an endowment payment according to results might be usefully adopted; but might we not have exhibitions to schools as well as scholars? On the hypothesis that there will be educational districts, might it not have a highly stimulative effect to mobilise, so to speak, a proportion of the endowments within the district? Suppose, for example, an exhibition of 50*l.* a year were given for two or three years to any school which could show, after due examination, the best results. The master of course would get the money, but I think he should have it only on the understanding that during the term of his receiving it he would continue in his calling. A pension is a remote reward to look forward to. What is wanted is a stimulus which may be immediately and generally operative over the whole district. A school exhibition, or half a dozen if there were means in hand, would answer that purpose. It would be a prize of tangible and definite value to be competed for by masters, not in respect of their own attainments, but in respect of the efficiency of their schools.

I am, &c.

Welland House, Forest Hill, S.E.,
August 1, 1866.

EDWARD MIALI.

JOHN STUART MILL, ESQ., M.P.

SIR,

Blackheath Park, August 9, 1866.

I HAVE now the honour of transmitting to the Royal Commissioners for Inquiry into Schools, such answers as it is in my power to give to the queries which the Commissioners did me the honour of addressing to me. Want of time, no less than the understood wishes of the Commissioners, has compelled me to be brief; but, for the further elucidation of the topics to which I have adverted, as well as for many valuable facts and thoughts connected with the subject of their inquiries, I hope I may be permitted to refer the Commissioners to the paper by Mr. Chadwick, mentioned in my answer to the second query, and the evidence appended thereto.

I have, &c.

J. S. MILL.

The Secretary of the
Schools Inquiry Commission.

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1. The expediency, in the case of endowed schools, of continuing to give gratuitous education to the scholars, and fixed incomes to the teachers.

I conceive the practice of payment by fixed salaries to be almost fatal to the general usefulness of educational endowments, and quite sufficient in itself to account for the admitted fact of their extensive failure.

If any practical maxim for the conduct of business of any kind by a delegated agent can be called fundamental, it is that of identifying the agent's interest with his duty. But if a schoolmaster's remuneration is neither increased by efficiency, nor diminished by inefficiency, his personal interest is, to have as few pupils as possible, and to take the least possible trouble with their instruction. I have read of a school where the master's salary was 600*l.* a year, and his object was to drive away the pupils, which he succeeded in effecting by a series of severe floggings. Without vouching for the strict truth of this anecdote, it may be accepted as a warning illustration of what may happen in an extreme case. Every motive that acts upon a teacher thus situated, tends to render his work valueless, except conscience or a disinterested love for his duty; and the insufficiency, in average cases, of these motives, is the principal cause which renders laws and institutions necessary.

The true principle for the remuneration of schoolmasters of all classes and grades, wherever it is possible to apply it, is that of payment for results. The results of their teaching can, in general, only be tested by examinations, conducted by independent public examiners; and if this examination were partly of a competitive character, extending to the pupils of all endowed middle-class schools, somewhat after the model of the Oxford and Cambridge local examinations, it might be made a basis for proportioning, in some degree, the remuneration of schoolmasters

to the degree of success which their pupils obtained in the examinations.

It appears to me, generally speaking, undesirable that education should be provided gratuitously for the children of the classes specifically concerned in the present inquiry. Those classes can afford to pay; they are not objects of charity; they have no claim to be relieved from the duty of providing education for their children; and *entire* relief from that obligation on any other ground than inability, appears to me to have a highly demoralizing tendency. The suggestion that exhibitions should be given to pupils of the elementary schools, to be earned by merit, for the purpose of enabling them to prolong their school course, and advance to a higher grade of education, seems to me, on the contrary, to be of a highly moral and improving character, and I would give it my warmest support. I would suggest that these exhibitions be awarded by competitive examination. It is, however, a different question, whether the funds of endowments should be exclusively devoted to this purpose, or to this and to the pensioning of retired teachers. Though endowments are not, I conceive, beneficially employed in educating the children of the middle classes without expense to the parents, I think it a very proper application of them to provide, for those classes, a better quality of education than can be supplied from the contributions of parents as an exclusive resource. They should be called on to pay only what they can, in ordinary cases, well afford, and this having been done, the very best education should be given which can be provided by the addition to those payments, of all other funds legitimately applicable to the purpose.

2. The best mode of providing for the future management of endowments, and of preventing them from relapsing into inefficiency.

As the first and most indispensable part of any arrangements for this purpose, I would urge that the whole of the foundation schools be placed under the regular supervision of the Inspectors of the Privy Council. Nothing but frequent and systematic inspection, by an authority having the power, if not of removing, at least of proposing the removal of the schoolmaster in case of proved unfitness, will ever prevent the majority of such schools from falling back into the state from which it is now desired to rescue them. The inspectors, some of whom are gentlemen of great experience and ability, and the selection of whom will always be the most important of all the duties of the Education Committee of Council, will be the persons most capable of pointing out, in each case, the best arrangements for securing a local superintendence in aid of the general one. The manner in which power and responsibility should be shared between the local and the central authority, and, above all, the question which of the two should exercise, in the last resort, the most important function of all, the appointment and removal of the masters, are matters of deep and serious consideration, with a view to obtain the best security for the efficiency of the work,

while avoiding the danger of giving too great a control over the education of the country to a department of the executive. In a country possessing any organized system of local administration, there would be, in every district of a certain size, a school committee, composed of those inhabitants of the locality (whether elected or nominated) who took the greatest practical interest in the subject; and to such a committee, with a representative of the Education Committee of the Privy Council for their regularly appointed adviser, the authority over the local schools might safely and properly be entrusted. But in the chaotic confusion of English local institutions, which throws such obstacles in the way of any systematic improvement in the real government of the country, it would require much more practical experience than I possess, and more meditation than I have been able to bestow on the subject, to enable me to suggest the best constitution for the local superintending body, or to define the powers which ought to be vested in it. It is even possible that both its constitution and its powers ought to be different in different localities, according to the nature of the materials available. For the present, probably, the responsibility of selecting the proper persons from among the leading inhabitants of all denominations, might with advantage be temporarily intrusted to the inspectors; though I would by no means propose this as a permanent arrangement. In whatever manner appointed, I strongly recommend that there should be but one such body for the whole of the endowed schools of a considerable district; comprising, however, persons from various parts of the district, who might severally act as local visitors of the schools nearest to them.

In still further extension of the same principle, I would propose that all the educational endowments of the district, together with all other charitable endowments within the same local limits which are now applied, ostensibly or really, to the relief of the poor in modes which are useless or hurtful, should be brought into a single fund, to be devoted to maintaining one or a few large schools in convenient situations, in preference to a greater number of small ones.

Large schools, with numerous pupils, have a great advantage in point of economy and efficiency over small schools with few pupils. The principal sources of this advantage are—

a. That when the pupils are numerous they can be formed into considerable classes, of about the same degree of proficiency, and capable of profiting by the same teaching; while, if they are few in number, pupils of very unequal degrees of advancement have to be taught together, and either the majority are neglected in favour of the few most proficient, or the teacher's attention is given to them by turns, those to whom the teaching of the moment is unsuited remaining comparatively idle.

b. That by merging many small schools in one large school, it becomes possible to obtain teachers of a far better quality for the

same cost, and to economize their labour by confining the superior teachers to the higher departments. A small number of well-paid masters, adapted to the different grades of proficiency, are a vastly superior educational instrument to a large number of ill-paid masters scattered over the country, each of whom has to teach pupils of all grades, and if he is fit for the higher work, is throwing away his labour in teaching mere elements to little boys.

c. And lastly, that large schools economize, in a similar manner, the most important labour of all, and that which requires the highest qualities in the persons intrusted with it, the labour of inspection.

These and other reasons in favour of the consolidation of schools, will be found largely illustrated in a document forming No. 120 of the papers printed by order of the House of Commons in the session of 1862, containing evidence collected by Mr. Chadwick for the former Royal Commission on Education, accompanied by comments of his own on this and other points of the very highest value.

The same Parliamentary paper contains the particulars of a most important practical application of the principles just stated—the case of the Faversham schools. This was a new foundation, growing out of a bequest by a banker of Faversham, as recently as 1840, of property yielding 2,000*l.* a year, for the general benefit of the poor of that place. The trustees, being thus free to adopt the best ideas of the age, and being evidently men of practical good sense, determined that the purposes of the testator could best be effected by devoting the bequest to an improved scheme of public education for the town and its neighbourhood; and having drawn up a plan for that purpose, obtained the authority of the Court of Chancery for carrying it into execution. The plan comprehends an infant school, a national school, a middle-class or commercial school, and an evening school for adults under trained masters. The Parliamentary paper already referred to shows the great advantages which have been found to attend the union of all these schools under the same management. Pupils are promoted, as a reward for proficiency, from the national to the commercial school, where they are supplied with books, and their school fees paid, at the expense of the endowment: and there is an annual examination of the commercial school by graduates of one of the Universities, at which exhibitions are awarded, by what is stated to be in effect a competitive examination, to successful pupils, to enable them to continue their studies in an old foundation grammar school which already existed in the town under another trust, and the union of which with the new schools under a common management would complete the scheme. No religious difficulty is experienced; dissenters and churchmen, both lay and clerical, acting together with perfect cordiality, both as trustees and as members of the school committee.

3. The possibility of securing for purposes of education, endowments that are now wasted.

There are numerous charitable funds which are now, under the terms of antiquated trusts, distributed in mere doles, to persons supposed to be necessitous, but who have not always even that claim, such as it is. It would be a far more efficacious mode of alleviating the evil of indigence, to employ these funds in making war on its principal cause, the want of education. Full information respecting these wasted endowments could probably be obtained through the Charity Commissioners, within whose special duty it naturally falls to procure such information, when they do not already possess it. The sanction of the Court of Chancery or of Parliament would probably not be refused to the necessary change in the destination of these endowments, due regard being had to the fair claims of living individuals who may have become, in any degree, dependent on them for support.

4. The best mode of securing, or at least encouraging, a due supply of qualified teachers.

No part of the subject is more important than this; the wretched incompetency of the great majority of the existing schools for the children of the middle classes being notorious. Mr. Edward Carleton Tufnell, one of the ablest and most experienced of Her Majesty's inspectors of schools, stated in evidence to Mr. Chadwick,—“ It has frequently occurred to me to cause the
“ dismissal of a master from a pauper school on account of gross
“ ignorance or gross immorality. The useful power of the Poor
“ Law Board prevents such people being again appointed to
“ pauper schools, but I have taken pains to ascertain what has
“ become of those masters, and I have generally found that they
“ have got places as ushers in schools for the middle or upper
“ classes.”

With a view to correct the extreme deficiency of due qualification in the teachers, all the suggestions referred to in the letter which the Commissioners did me the honour to address to me, appear worthy of adoption, and all of them together are not more than sufficient. It would be highly important that training schools should be established for teachers, where they should learn, not only the things they will have to teach, but how to teach them; for which purpose these training schools must of course be connected with schools of the ordinary kind, where the art of teaching may be practically acquired. It is evidently proper that the restriction, in many foundations, of the office of schoolmaster to persons in holy orders, should be abolished. And it is also right that certificates of fitness for the office of teacher should be granted, after examination, either by the Universities (that of London included) or by examiners appointed by the Committee of Council. I would add a recommendation that on the first appointment of teachers, the principle of competitive examination should be introduced as far as practicable, and that in their subsequent promotion a mode of examination should be resorted to, which might, if possible, test

the results of their teaching in the schools where they had already taught. But the greatest security of all, without which no other will permanently avail, is the assured prospect of removal, in case of incompetency proved by experience. The whole chance of success of any reform in the endowed schools rests upon the degree of certainty which can be given to this expectation; and the utmost exertions of the department should, I earnestly urge, be above all directed to this end. With a view to it, the visitorial functions of the Court of Chancery should be transferred to the Privy Council, who might be empowered to avail themselves, if needful, of the aid of the Poor Law Inspectors, as well as of the Charity Commissioners. The arrangements for local visitation I have already touched upon. But all will be ineffective without efficient and vigorous examination of the pupils, by an authority totally independent of the teachers and of those by whom the teachers are appointed; and the value of this examination would be greatly increased if part of it were made competitive among the pupils of all the schools in a given district, or in the whole country.

J. S. MILL.

SAMUEL MORLEY, ESQ.

I. The system of gratuitous education is on many grounds inexpedient.

1. Where it has been adopted in schools for the industrial classes it has generally failed; schools in which payments from the scholars have been required having taken a higher position and enlisted more largely the confidence of parents. In schools for the middle classes this plan would be open to graver objections, and the reasons which have recommended it for the poor cannot be urged in reference to those who occupy a higher position in society.

2. Education is essentially a parental obligation. In all sections of English society parents deem it their interest and privilege to secure for their children the highest advantages of intellectual culture within their reach, in most instances willingly making large sacrifices to attain this object. This feeling is essential to the well-being of society, and any measures tending to lessen it are to be deprecated.

3. Education without payment lessens the efficiency of the school—the interest of parents in the operations of the school is diminished—their care to secure its advantages by the punctual and regular attendance of their children is lessened, and that co-operation with the efforts of the teacher on which success so largely depends is hardly found to exist.

II. The payment of teachers by fixed incomes is incompatible with the general efficiency of schools. In almost all vocations, whether commercial or professional, the stimulus of personal interest largely operates. No reason exists for exempting teachers from a law which in regard to all other employments

works so beneficially. Even in cases in which it would be difficult to remunerate teachers only by the results of their labour, it would be expedient that a part of their incomes should depend on the skill and fidelity which they bring to their work.

III. The question of educational endowments is so large and so complicated that it would be useless to deal with it by any general statement. Past experience shows the extreme difficulty of administering property which has been bequeathed for the promotion of education, the ever-changing circumstances of society rendering what may have been useful in the past injurious at a subsequent period.

The most unobjectionable appropriation of endowments are probably—

1. The institution of “exhibitions” to deserving boys, either to secure an extension of their school education or to assist the prosecution of their education at one of the universities.

2. The payment for well-ascertained results.

3. The pensioning of efficient teachers on their retirement from active service.

4. The improvement and extension of school buildings, or their erection in districts where they may be required.

IV. In reference to the supply of well-qualified teachers existing institutions furnish large facilities,—the various degrees they confer are probably of higher value than any special certificates which might be granted either by the universities or by the Government. It might be desirable that a chair for the exposition of the principles of teaching should be instituted in connexion with one or more of the existing seats of learning, and no evil would result from the issue of a certificate which would attest the possession of skill in teaching. The value of this and of other marks of literary merit would be better ascertained by experience than by any endorsement of it by the State, while to exclude from the profession of teaching all persons not having a certain certificate would not only inflict injustice on individuals, but shut out from a sphere of usefulness many who might be able to render efficient service.

In conclusion. Free and unfettered competition is that on which it is safest to rely. In all other departments of human activity this is the mainspring of success. It is therefore to be hoped that the measures proposed should interfere as little as possible with individual enterprise, and that the resources resulting from a better administration of educational and other endowments may be rendered beneficial, not to the children of any section of the community, but to the nation at large.

S. MORLEY.

Craven Lodge, Stamford Hill,
December 31, 1866.

The VERY REV. JOHN HENRY NEWMAN, D.D.

The Oratory, Birmingham,

June 9, 1866.

MY LORD,

I HAVE had the honour of receiving from your Lordship, as Chairman of the Schools Inquiry Commission, a letter requesting me to offer the Commissioners any suggestions I may have to make on certain four points connected with the subject of educational endowments, which they consider to be of special importance.

It would have given me great gratification, had it been in my power to avail myself of the opportunity thus afforded to me. But the subject of endowments has never come before me; nor have I any stock of experience on which I could draw, did I set about forming an opinion on the difficult matters in question.

Under these circumstances, I trust the Commissioners will not consider me wanting in due respect towards them, if I ask to be excused attempting a work which I could not execute either to their or to my own satisfaction.

I have, &c.

The Right Hon. Lord Taunton.

JOHN H. NEWMAN.

From LORD REDESDALE.

SIR,

Batsford Park, January 18, 1867.

I AM sorry to find that your letter of the 1st January, enclosing a letter from the Chairman of the Schools Inquiry Commission, was laid aside by me among some papers not requiring attention, and escaped my notice until to-day. I hasten to offer a few remarks on the questions submitted to me, and hope that the Chairman will accept my excuse and apology for the hasty manner in which they are drawn up, as you desire an early answer.

I. Entirely gratuitous education appears generally objectionable. A reduced scale of payments in favour of the inhabitants of places, or others, for whom free schools have been founded and endowed, is reasonable. It seems desirable that the master should derive some pecuniary advantage from all the scholars, and from boarders if possible in schools of a moderate size. To deprive him of all pay from the endowment would prevent a school getting a good master unless it was large and flourishing, and until it has acquired a reputation under a good master there is little chance of its becoming either, and in some places the school could never be expected to become very large.

II. The grouping of schools for the purpose of placing the management of their endowments under a local board and a central London authority appears to me most objectionable. I believe that when care is taken to appoint proper trustees, the more local the management of such property, the cheaper and more efficient it will be. As a trustee of Campden Grammar School, which has been raised from a low state and is improving,

I speak with confidence on this point. The increasing interest felt throughout the country in education must have a great effect in securing the appointment of good trustees, and on their attention to the trust.

III. Not knowing what endowments are alluded to as wasted, I am unable to give any direct reply to this question. Some persons would perhaps consider endowments wasted which I should not, and if at all connected with such should object to any interference with them. Moreover, very few endowments indeed belong to the class proposed to be educated in these schools, and to take endowments of any sort from the poor to assist those above them in the education of their children would in my opinion be robbery.

IV. The obtaining good teachers depends on what you give them for their work. They are to be had in plenty, without special training, if you can pay for them, and that is the important point to consider. The cost of a training school applied in aid of salaries would get twice as many good masters as the institution would supply. Whenever the restriction in the foundation deed as to the master being in holy orders applies to the head master, I do not think it should be abolished. If it applies to all the masters the question may be open to consideration in each particular case.

I request you to place this letter before the Chairman.

I have the honour to be,

Sir,

To the Secretary,
Schools Inquiry Commission.

Your obedient servant,
REDESDALE.

HIS GRACE THE DUKE OF RICHMOND, K.G.

SIR,

Goodwood, January 7, 1867.

I HAVE the honour to acknowledge the receipt of your letter of January 1st, and its enclosure.

I have not considered the various subjects referred to in that paper sufficiently to enable me to express any opinion on them.

Yours faithfully,

RICHMOND.

REV. JAMES E. THOROLD ROGERS, M.A., Professor of Political
Economy, Oxford.

MY LORD,

Oxford, August 21, 1866.

I HAVE the honour to acknowledge your circular letter of May 28th, and I must express my regret that I have been unable till now to give my attention to the important questions which it contains. I will attempt to state as succinctly as I can, the views which I entertain on the points which you raise; and I may observe that if I am too brief, I shall be prepared to give fuller reasons for the opinions which I state.

1. Perhaps the worst use which can be made of educational endowments, is that which gives an invariable stipend to the teacher and wholly gratuitous education to the scholars. The evil is greatest as a rule, when the scholars are boarded and clothed as well as taught. Admission to the school becomes a matter of patronage and intrigue, the persons for whom the endowment was originally designed are invariably ousted, and the teacher has a simple routine to perform, in the fulfilment of which he has hardly any natural interest. But just as when an endowed school is hampered with this patronage it is sure to be depressed, so when it is liberated from such limitations its progress is generally rapid. Thus the nomination to the foundation of Winchester was almost as vicious a system as could be, and the consequences were manifest in the low academical position of New College. Since, however, the patronage has been taken away, the school has made a great start. I do not admire the present system of election to that school, for it simply gives the whole charity to the rich, for whom the endowment was not designed; but it certainly gets some of the best boys from the upper middle classes.

When, however, the income of the teacher is wholly dependent on the school fees, the master is apt to cram his best boys and neglect the others. The risk, perhaps the reality, of this practice is the solitary charge made against the system of local examinations put forward by Oxford and Cambridge. A similar tendency is objected to proprietary schools, some of which, though wholly self-supporting, are successful rivals of ancient and largely endowed grammar schools.

I believe that the best way of stimulating the teacher is to make his income partly fixed and partly fluctuating, to compel a system of inspection and examination, and to provide that examiners, appointed by an authority wholly external to the school, and its local board of management, should publish a report on the condition of the school, and (in case it be determined to endow the best scholars with exhibitions) should elect to such places.

Exhibitions given to scholars, *i.e.* endowments in aid to parents for the education of their children, are, under certain conditions, excellent adaptations of such funds as are available for this purpose. But they should be given to such persons only as are willing to declare that the exhibition is an important aid to the means at their disposal for educating their children, or that they cannot carry out such an education effectively without that aid. A rich parent may claim with all justice, as many scholastic or academical distinctions as he can get for his son; but he has no moral or equitable right to endowments; the sole object of which was, the discovery and promotion of natural ability and industry, when pecuniary means were wanting to the possessor of these gifts. As far as I know, the nearest approach to so desirable a result is attained in the Birmingham grammar school, though some of the details in the management of this school are far from

perfect, in the absence of any proper guidance to the imperfect and uninstructed powers of the local board.

Pensions should be given to retiring masters ; but they should be given of right, not out of favour. The obvious machinery by which they could be supplied is the quasi insurance system adopted in the civil service ; which consists in the deduction of a per-centage from the fixed income of the official, for the super-annuation fund.

II. I think that all endowed schools without exception should be grouped in districts, for the purposes of administration, supervision, and inspection. It would be most convenient, perhaps, to merge all endowments existent within a district into a common fund, and to parcel out the income according to a definite plan ; the chief features in this plan being (a) that "English" or "commercial" schools should be supplied from the general fund, as well as those which are called "classical ;" and (b) that such a machinery should be adopted as would render it possible that boys from the lowest schools might, in case they possessed capacity and industry, be drafted into the higher schools, from which selections would ultimately be made in the ordinary way for the Universities. In short, just as the Government grants are rendered available for the education of the children of mechanics and agricultural labourers, so existing endowments should be applied to the education of classes above them, with the special purpose of making these endowments the means for detecting and promoting ability and diligence. Not a few persons doubt whether at the present time endowments in aid of education are really public benefits ; but if it be admitted that they are, the above-named plan seems to me the best use which could be made of them ; and furthermore, according to the *cy près* rule, that which is nearest to the real purposes of founders.

The funds should be administered, and the chief masters in each kind of school elected, by local boards. The first of these functions is limited and ministerial ; the second would be, I think, sufficiently controlled by public opinion. I conclude that the grouping of districts and schools would be the act of a royal or parliamentary commission, whose schemes would be ratified or rejected by the Queen in Council. The inspection would, I believe, be carried out most efficiently by the two Universities, under the machinery of their local examinations. Any Government inspection would be unpopular, partly because such a machinery is generally and reasonably disliked, partly because it could exercise no efficient police, and partly because it would not command confidence, for, as a rule, whenever a high Government official nominates out of a body of candidates, it is generally believed that he chooses the least competent. Again, any inspection of schools conducted by examiners appointed for the purpose by the governors and head masters is private and unsatisfactory.

All details of expenditure and all results of inspection, should be published annually, and in a compendious form, by, I suppose, the Education Department of the Privy Council Office, who would,

on my hypothesis, adopt the report of the University inspectors. Except in so far as the issue of this publication I cannot see that much more could be done by a "central authority in London." To insure the success and efficiency of local boards, as much authority as possible should be left in the hands of such a board, due care being taken to appoint proper persons, and to define their functions. These functions might be the appointment of chief or head masters in all the schools, high, middle, and lower, the supervision of such masters, and, if need be, their removal or enforced resignation.

III. I make no doubt that a large mass of endowments, intended originally for educational purposes, or naturally and conveniently available for them, is wasted, perverted, or misapplied. Most persons have experience of such a diversion of educational funds. For example, I remember that in a small parliamentary borough in the south of England, in which an endowed school exists, the income of which was reputed to be about 600*l.* a year, the trustees or governors, a number of country gentlemen, devoted nearly all the funds to clothing and feeding a limited number of boys, and retaining the nominations in their own hands, employed the patronage for political ends. But I presume that information as to these endowments ought to be attainable through the Charity Commissioners.

But beyond those endowments which have been bestowed specially for educational purposes, or which can be reasonably interpreted to be available for such ends, there is a mass of local charities of a permanent character, some of which might under the conditions of modern society be diverted from their present objects with great public benefit. Some of these charities are no doubt of great service. Endowments in aid of hospitals are of such a kind; so in a minor degree are some almshouses, asylums, and penitentiaries. But by far the largest part of these endowed charities are not only of no real public service, but are mischievous and demoralising in the last degree. It is a general rule that the parishes which have the largest amount of local charities are distinguished for pauperism and wretchedness. It is unnecessary for me to point out why it is that such a result is inevitable.

I am not aware that any account has been given as to the annual income of these local charities. They amount I am informed in this city (Oxford) to many thousands a year. But their value could be obtained through the income tax commissioners, since the House of Commons resisted, on sentimental grounds, a proposal made by Mr. Gladstone that they should contribute to the income tax. I presume then that a formal exemption is required, in order that they should escape. To divert these funds from physical to educational charity would be to stop a great public evil, and do a great public good. To employ these funds in the interest of those for whom they were originally intended would be common justice, and this end would be served if they were applied to the formation of such

schools as would give education to all those whose condition is above that of the government grant. They would thus provide the machinery by which ability and diligence could be discovered in the lowest ranks of life, and in the interest of the community be promoted to a wider and fuller sphere of usefulness. In such a way compensation would be made for the injustice lately but perhaps inevitably done to the less wealthy classes of society, by the policy which has bestowed all the emoluments of the older schools by public competition, that is, which gives endowments to those whose means enable them to educate their children without any such aid.

I may perhaps state in illustration a fact which lately came before my notice. I was invited, a few weeks since, to give away certain prizes at Nottingham, and to make an address on education. In the course of my remarks I urged the propriety of adopting the plan which is stated above, and I was informed that in that town there was a fund given by Sir Thomas White for the purpose of making loans without interest, but on the bond of two securities, to young tradesmen. It is hardly necessary to say that tradesmen who borrow money without interest are very likely to compromise their securities, and that persons were unwilling to incur the risk. The accumulations of the fund at present exceed 20,000*l.*, and they are likely to increase largely. What could be a better use of this fund than that which should devote it to the education of boys? I know no reason why girls should be excluded from similar arrangements, in such a way as would fit them for the purposes of business.

IV. I have never heard that there is any lack of competent persons offering themselves as masters to endowed schools whenever a real election is made, even though there be a limitation to clergymen. Most of those parties who have established proprietary schools have found it expedient to introduce this condition, for the general public demands guarantees for the moral character of schoolmasters, and, rightly or wrongly, believes that it secures this end in a rough way by entrusting education to clergymen. The chief difficulty in the way of obtaining competent teachers seems to me to be the present constitution of electoral bodies. Nominations by individuals ought to be at once put an end to as inconsistent with the public interest. It is an extravagant concession to what are called the rights of property to allow the representative of some ancient founder, or the possessor of some manor, the privilege of being patron to a grammar school. I can recollect a case in which such a patron, the endowments of the school being considerable, and the place in which it was situated being of some importance, appointed a person who had, to my knowledge, been plucked three or four times, and had never had an hour's experience in teaching.

I cannot conceive that any benefit would ensue from establishing a training college for schoolmasters. A public school and a University are the best training colleges in existence, and the class lists at Oxford and Cambridge are, on the whole, the

best certificates of proficiency. The suggestion that there should be a training college and a certificate seems to be presented because persons want to have all the evidence of a schoolmaster's fitness at the time of his election, and do not like to undertake the responsibility of annulling their own judgment, in case they have made a bad choice.

I have, &c.

JAMES E. THOROLD ROGERS.

S. N. STOKES, Esq., Her Majesty's Inspector of Schools.

MY LORD, The Portico, Prescot, December 6, 1866.

THE delay on my part in replying to your Lordship's circular letter, dated 28th May 1866; arose from disinclination to obtrude what may be thought a private and partial view of the subjects under consideration. But as you have been so good as to call upon me again for some answer to your inquiry, I will not longer hesitate to submit a statement which, resting on my own responsibility alone, and representing, may be, no one's opinion but my own, is yet based upon an honest and independent view of the interests of a large section of Her Majesty's subjects.

As a Roman Catholic, and one of Her Majesty's Inspectors of Roman Catholic schools, I beg leave to direct attention to the position of Roman Catholics in reference to educational endowments. From participation in the ancient endowments Roman Catholics, as such, are excluded. I, myself, not being then a Catholic, received a free education in St. Paul's School, whence I proceeded to Trinity College, Cambridge, with a Campden exhibition of 100*l.* a year, supplemented at the end of my first term by a Perry exhibition, and subsequently by a scholarship; and hence more acutely, perhaps, than the bulk of my co-religionists, who have never participated in such great benefits, I feel the crushing disadvantage to which my own sons and other young Roman Catholics are subjected by exclusion on account of their religion from the endowments that give generally to boys of the middle class in England an opportunity of gaining the higher education and all that it leads to.

Again, from the reign of Elizabeth downwards trusts specially for Roman Catholic education are believed to have been accumulating. Under the penal laws such trusts were necessarily secret, and Parliament not at that time aiming at confiscation, exempted them from the inquisition of the Charities Commission of 1818 and following years; but in 1832 O'Connell's Act, which received a retrospective interpretation by the Courts, placed Roman Catholic schools and their endowments upon the same footing as Dissenters' schools, and in 1860 the Roman Catholic Charities Act became law. But that Act has not been brought into general operation, nor has any inquisition been made into the modern educational endowments of Roman Catholics; the

consequence is, that the public remains unacquainted with the extent and objects of such endowments, and they are believed to be, in fact, administered solely for the ecclesiastical education of youths who desire to become priests. Hence the Roman Catholic laity are shut out from the old endowments, and not admitted to the new.

The results may be surmised. "Any substantial improvement in the education of our middle class will tell directly and powerfully on those immediately below them in the social scale." (Address by the Rt. Hon. H. A. Bruce, Oct. 6, 1866.) Equally true is it that deterioration in the schooling of the middle class, such as must inevitably happen wherever families of moderate means get no help towards the education of their sons, will influence for evil the classes below. "I find, from a parliamentary return, that on 15th April there were in the New Bailey Gaol 370 Protestants and 176 Catholics; in the Manchester City Gaol, 254 Protestants and as many as 200 Catholics; in the Liverpool Gaol at Walton, 458 Protestants and the same number of Catholics; and in the Kirkdale Gaol, 221 Protestants and 153 Catholics." (Speech of Lord E. Howard, M.P., in the *Manchester Guardian*, Nov. 28th, 1866.) So far, Catholics, with five per cent. of the people, produce 43 per cent. of the crime.

I would urge then on the Schools Inquiry Commission as matters of national importance, that,—

1. Means be taken to relieve Roman Catholics of their exclusion from the benefits of endowed schools founded for the general good; and
2. An inquisition into Roman Catholic educational endowments be instituted with the view of making them better known and more generally useful under the provisions of the Act 23 & 24 Vict. c. 134., in accordance with the intention of the founders.

I have, &c.

The Right Hon. the Chairman SCOTT NASMYTH STOKES.
School Inquiry Commission.

The RIGHT REV. CONNOP THIRLWALL, D.D., Lord Bishop of
St. David's.

Abergwili Palace, Carmarthen,

June 8, 1866.

MY LORD,

HAVING considered the questions proposed in your letter of the 28th May, with the light which is thrown on them by cases which have come within my own knowledge, I will very briefly state the conclusions to which I have been led. I must however premise that, unless an entirely new system of middle-class education is to be created, it would, in my opinion, be very unsafe to lay down any general rule or maxim, to be applied to all endowed schools, irrespectively of local circumstances.

1. The only ground on which it would seem to me either expedient or right to take away the privilege of free admission to an endowed school from those who have hitherto enjoyed it, would be, either that it is generally injurious to the school, as by diminishing the attendance of paying scholars, or that it impairs the quality of the education given to the free scholars. But it cannot be safely assumed that these are necessary or invariable effects of gratuitous education. And, at all events, it would not be right or wise to exclude any who would be entitled to the privilege, and whose parents cannot afford to pay the school fees. Perhaps it would in many cases be best to take an intermediate course between the simple continuance and the total abolition of gratuitous education, by confining it to the lower school or elementary instruction, and only extending it to the upper school, or full course of instruction, as a reward of merit, or an encouragement to promising abilities.

Still less should I think it desirable to sweep away all fixed incomes of the masters. No doubt, where the amount of the fixed income is such as to make the master independent of the success of the school, he will be tempted, as far as he can, to make his office a sinecure. But such will not be the effect, either of an endowment, or a guaranteed minimum, which is not adequate, or barely adequate to his wants. On the other hand, judging from what I have happened to see and know I should think that there must be a great number of endowed schools to which such a measure would be injurious in the highest degree, if not absolutely fatal, exposing them to the danger of either remaining closed for long periods, or passing through a rapid succession of less and less competent hands. I believe that a considerable amount of fixed income, beyond what is absolutely necessary for the support of the master, would always be found consistent with the highest prosperity of the school, and would tend to promote it, if only proper provision was made to secure the appointment of a fit person and a satisfactory performance of his duties.

2. I do not feel myself qualified to offer an opinion on the suggestion which has been made as to the management of endowments, as I am not sure that I clearly see its full scope. But I think it would be highly desirable that the trustees of every endowed school should be required to give a periodical and public account of their management. What seems to me a more difficult and at least equally important question, is that of the best mode of regulating the relations in which the trustees are to stand to the master, so as on the one hand to protect him from annoying and mischievous interference, and on the other hand to keep him subject to a responsibility sufficient to secure the school from suffering through his negligence or misconduct. For this purpose it would seem necessary that every school should be placed under the authority of a visitor or board of visitors, which perhaps might answer the purpose without that intervention of the Government which seems to be suggested, but would be open to many objections.

3. I have not sufficient knowledge of the facts to offer any opinion on this head.

4. I should not venture to recommend the foundation of a training college, unless it was to form part of an entirely new system similar to that of the continental schools. In the present state of things I do not see the need or use of the certificate. Where the mastership attracts competition, testimonials are or should be always required, and would practically serve the same purpose. Where the mastership is rather in the nature of a hazardous venture, the examination for the certificate would probably deter many candidates, without securing the choice of one who would be likely to carry on the school with success. It would be quite otherwise on the continental system, in which both training colleges and certificates are, I believe, essential elements.

I am, &c.

Lord Taunton.

C. ST. DAVID'S.

From the HONOURABLE EDWARD TWISLETON, M.A., one of Her Majesty's Civil Service Commissioners.

Answers to Questions of the Schools Inquiry Commission.

I. Endowments for schools may probably be best expended in the following ways:

(1.) In providing and maintaining school-buildings, planned and erected in accordance with the suggestions of the highest special authorities in the United Kingdom and in foreign countries on the subject.

(2.) In contributing a fixed sum towards the stipends of schoolmasters, while at the same time a part of their stipends is made to depend on the number of their scholars. It is undesirable that all schoolmasters should be wholly dependent on fees, as the element of serious risk which this would introduce into pecuniary calculations would deter many men of cultivation and refinement from entering the profession, or would cause them to abandon it at a favourable opportunity.

(3.) In giving exhibitions or gratuitous education to those who after an open competitive examination are found to be of the greatest merit. Experience seems to show that, except under a system of the strictest safeguards, it is unwise to give purely gratuitous instruction from charitable sources, as distinguished from local rates; and that such instruction is repugnant to the feelings of many, or is undervalued, unless some element of honour is connected with it which takes away its eleemosynary character.

(4.) In providing,—what is generally a part of the arrangements of Prussian gymnasia—a museum of natural history and a cabinet with the philosophical instruments and other materials requisite for instruction in the experimental sciences. The Prussian system should be followed, in which two hours of

each week are devoted throughout the school to lessons in these branches of knowledge; the instruction in the lower classes being in sciences of pure observation, such as zoology and botany, while in the upper parts of the school instruction is given in the sciences usually called experimental, such as pneumatics, hydrostatics, and others. This system, however, cannot be adopted, unless there is a certain preliminary outlay of money, and it seems unobjectionable that this money should come from an endowment.

II. It would be, in my opinion, a very wise measure to group unendowed schools together in districts, and to form a local board to manage them subject to the control of a central board in London; such, for example, as the Council Board.

One great advantage in thus grouping schools would be the possibility of diminishing the number of schools and of substituting for three or four inferior schools one large first-rate school. Provided that the number of boys does not exceed a certain point a large school is, as a general rule, preferable to a small school. Some of the points of superiority in a large school are the following:—1st, they afford facilities for an arrangement of boys in classes by which a larger number of those who have arrived at the same stage of knowledge can be taught together in the same form; 2ndly, they render it possible to offer higher salaries, and thus to secure the services of first-rate schoolmasters; 3rdly, they are more likely to supply the means for procuring a well-stored museum of natural history and a good collection of philosophical instruments. There is a limit, however, to the number which can be advantageously assembled in one school; a limit which can be best ascertained by consulting those who have had practical experience in teaching. The principle which should govern this limit seems to me to be the number which can be brought under the general influence and control of the head master.

The central board ought to have the power of appointing inspectors, who should be *ex officio* members of the local boards, though without the power of voting. The inspectors should make reports on the condition of schools in their district on the same principle that other school inspectors make their reports at present. The central board should have the power of insisting on certain general principles in the management of schools, and they should have the power of removing a schoolmaster for incompetency or unfitness. Moreover, no appointment should be final without their sanction.

In regard to the manner in which the local boards should be formed, it seems to me that no sound opinion can be given without a far greater knowledge of details on the subject than I possess. I may mention, however, one important general principle of universal application, viz., to take care that in the constitution of a board for the election of schoolmasters there may be as few electors as possible who are likely to have relations or intimate friends among the candidates.

III. I am unable to give any information on this head. I presume that nobody is so qualified to furnish the amplest information respecting it as the Charity Commissioners.

IV. I am in favour of training schools, though not so as to prevent the granting of certificates after due examination by a central board.

With salaries as low as the salaries of schoolmasters are likely to be for a long time much difficulty will be found, under any circumstances, in inducing a sufficient number of competent persons to undertake an office so irksome as that of schoolmaster appears to be to those who have not learned to take a hearty interest in their work. Well-conducted training schools are valuable in lessening this difficulty, and in tending at the same time to maintain a high standard of intellectual and moral qualifications for the office.

Restrictions of the office of schoolmaster to clergymen should be wholly abolished, though it would be very undesirable to exclude this class of persons from the right of presenting themselves as candidates in an open competition. If the board of electors is wisely constituted it is well to leave them unrestricted in their range of selection. Sometimes a clergyman would be preferable; in other cases a layman might present himself with far higher intellectual, moral, and religious qualifications than are possessed by any clergyman who is a competitor; and when this is the case, or when the two competitors are simply equal, it is distinctly for the interests of learning to elect the layman, who may devote his whole life to literature, rather than the clergyman, whose interests are divided, and who, in endeavouring to unite literature with theology, is frequently very superficial in both.

In conclusion. I may be permitted to observe that the objections which exist against gratuitous instruction from charitable sources do not apply to gratuitous instruction, the cost of which is defrayed from local rates, as is the case in New England. It is important to bear this in mind as, although it is highly commendable to make the most of endowments for schools, and to provide that such endowments shall be administered on the soundest principles, yet improvements in this respect alone are comparatively makeshifts, and the humiliating inferiority of England to Germany and New England in popular education will continue until there is a minister with sufficient intelligence and courage to propose, and a House of Commons with sufficient wisdom to pass, a measure for the establishment and support of schools from local rates.

EDWARD TWISLETON.

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FROM MISS BEALE.

Ladies' College, Cheltenham,

Jan. 1, 1867.

DEAR SIR,

As statistics are more valuable than assertions, I have kept in the absence book a very careful account of the causes of absence. I have thought it might be worth while to send it to you, as we are anxious to remove the very false impression that a right education is injurious to the health of girls.

Of course a six month's account is not worth much, but it includes the month of November, and this has been a damp season. We find our pupils suffer very little from cold, as they go out in all weathers.

Yours faithfully,

D. BEALE.

(Enclosure.) LADIES' COLLEGE, CHELTENHAM.

TABLE showing the number of absences due to illness in the last half-year (1866) commencing Aug. 25th, and ending Dec. 20th; containing 118 days, Michaelmas-day being the only holiday.

	Average No. of students.	No. of days absent when well.	No. of days from colds, &c.	Average absence of each student from illness.	Cases not included in the above return.
Div. I. -	40	54	57	1.425	Two, who are delicate, have asked leave to remain at home during the winter quarter; they are not ill.
Div. II.	57	82	109	2 nearly	
Div. III. -	28	97	63	2.25	
Total	125	233	229	1.832	Eight have had chicken pox, and have been kept in quarantine 10 days. If these are included, the average number of days is raised to almost exactly 2.

Boarders.

House A.—Average number	-	-	-	18
Not ill one day	-	-	-	13
Cases of chicken pox	-	-	-	1
Total number of days pupils have been absent from other causes	-	-	-	9
Average number of days absent from colds, &c.	-	-	-	5
House B.—Average number	-	-	-	10
Cases of chicken pox	-	-	-	1
Total number of days pupils have been absent from other causes	-	-	-	12
Average number of days absent from colds, &c.	-	-	-	1.2

Total average for boarders, excluding the two cases of very mild chicken pox, less than one day.

General Results.

1. There is no single case this half-year in which it is even pretended that study has produced illness.

2. If we except eight very mild cases of chicken-pox, the average number of days, each pupil has been absent from indisposition during the half-year, is less than two.

3. In Class I. it is almost exactly one day, although here, if anywhere, the injurious effects of mental exercise would become apparent.

4. When, as in the case of boarders, we have children entirely under our care, there is almost no sickness; but of 30 boarders (average 28), 19 have not been indisposed one single day, and the total average of absence, if we except two very slight cases of chicken-pox, is less than one day in the half-year.

From J. C. BUCKMASTER, ESQ.

St. John's Hill, Wandsworth, S.W.,

March 8, 1867.

MY LORD,

I BEG most respectfully to submit the accompanying letter. If your Lordship should think it sufficiently important I shall feel obliged by your introducing it to the notice of the Public Schools Commission for publication. I believe all power to be intellectual in its nature, it is for this reason that I have for years taken a deep interest in promoting scientific knowledge among the middle and working classes.

I must apologise for troubling your Lordship with this communication. I hear from Mr. Packer of Kinver that there is a

probability of science being introduced in several middle and grammar schools in Staffordshire.

Right Hon. Lord Lyttelton,
&c. &c.

I am, &c.
J. C. BUCKMASTER.

SCIENCE INSTRUCTION in GRAMMAR and MIDDLE SCHOOLS.

Immediately after the Exhibition of 1851 public attention was directed to the importance of scientific knowledge as a part of general education. The value of classical learning as compared with science was fully discussed, and an effort was made not only to introduce the systematic teaching of science in some of our commercial schools, but under the name of lessons on common things a good deal of elementary science was taught in our primary schools. The subject, however, never received any hearty support, except from a few advanced friends of education. The masters of grammar and commercial schools were for the most part ignorant of science; every difficulty was thrown in the way of science teaching, and in a short time nothing was left but the broken remains of a little apparatus, Latin and Greek swallowed up the science, and at this time, with the exception of what is being done by the Science and Art Department, which is quite outside our school system, science as a means of training a boy to think and observe occupies a less important position now than it did ten years ago. A few years since, 1860, at the suggestion of Dr. Playfair, I forwarded nearly 200 applications to the masters of grammar and commercial schools in and near London offering to give gratuitously twelve lessons on chemistry. The only school which accepted my offer was a ladies' school near Hyde Park that had accidentally heard of it from the usher of a neighbouring boys' school. In the scheme for the management of Dulwich College some provision exists for teaching science, but so far as I can learn nothing of the kind has been attempted nor will be attempted until science takes equal rank and importance with Latin and Greek. It does appear strange that in a country where the food and employment of the population and the progress of the industrial arts depend on the applications of science as a means of economizing production, there is not in the education of the people one particle of that knowledge which constitutes the chief glory and distinction of the country. What science has done with reference to the arts of war is an illustration of what she might do if the same impulse were given in other directions. We have in this country three distinct classes of schools, the primary school, the middle commercial school, and the grammar school. In the primary school scarcely anything is now taught except reading, writing, arithmetic, and Scripture. In the commercial schools we have in addition, history, geography, French, Latin, and Greek. In the grammar schools we have the teaching of the Universities. The boys now attending commercial schools are of the same class of

those 50 or 100 years ago, would have gone to the grammar schools. If we compare the educational training of the old grammar schools with commercial schools, we shall see at once what a large amount of intellectual culture and discipline has been lost to the middle classes. The educational training of these old schools has no corresponding equivalent in modern commercial schools. It is impossible to restore the discipline of our old grammar schools, nor would it be desirable if possible to offer to boys destined for industrial and commercial pursuits an education which at least could only be a faint imitation of that which is given in the best grammar schools and universities. Latin and Greek can scarcely be taught in commercial schools with the same efficiency as it is taught in grammar schools, and geography and history as they are usually taught are certainly not of much value as a means of education. The instruction given in commercial schools should be scientific rather than literary, one or two teachers of science systematically taught should form the basis of education in these schools. In the public schools and universities abstract thought without any reference to work is their chief business; on the one side we have a class of thinkers, on the other side a class of workers. The proper business of our commercial middle schools and many of the grammar schools is to apply the abstract thought of the educated classes to the labour of the working classes, and in whatever way we impregnate labour with this knowledge we tend to lighten the burden of daily toil, and make that a blessing which is otherwise a curse. As it would be impossible to teach all the sciences in any school not purely a technical school, some selection must be made, mechanics and chemistry are the sciences of many industries; in place of chemistry some other experimental or natural science might be substituted, according to local circumstances. A good elementary text book on any natural or experimental science can be mastered with less patience and less labour than is required to master a Latin grammar. The time bestowed on a Latin grammar would make a boy of average ability master of any experimental or natural science, and this in itself is an education. Is it not an injustice and a waste of time to keep a boy for years at Latin and Greek without any prospect of his attaining more than mediocrity in these studies, or continuing his education beyond the ordinary school period? Latin and Greek require the constant exercise of the same faculties, and it may happen that a boy who has no natural taste or aptitude for these subjects may succeed with credit and even distinction in the study of some branch of experimental or natural science, and these when properly taught are not without their logic. Whatever view others may take, the middle and working classes will estimate the value of education according to its practical ability in the business of every-day life. The study of almost any branch of science has not only a direct bearing on many of the practical affairs of every-day life, but also supplies all the conditions necessary to strengthen and discipline the intellectual

faculties. If the object of a school life is to give a boy the power of acquiring knowledge and enabling him to think logically, what can be so suitable as the study of those natural laws and forces by which and through which the universe exists.

From MISS A. CLOUGH.

I THINK the plan which follows the few remarks I am about to make will best explain my views as to some desirable improvements in female education.

I am entirely ignorant of the state of education in London, and am therefore not qualified to judge whether my scheme would be either practicable or popular there; but I have had some personal knowledge of schools in the country, having managed one for the upper classes in Liverpool, and at Ambleside I conducted one for the children of the tradespeople and farmers. I have also known something of middle-class private schools, both in Liverpool and elsewhere. These I consider to be in many cases very bad; the teachers often being ignorant, wanting in cultivation, system, and power of governing the young. It is indeed deplorable that children should not be in better hands, for what they learn is worse than unprofitable. Of course this condemnation does not apply to all schools of this class, but to a very large number.

And the parents of these children especially need help; they are willing to pay moderately, as they do not like sending their children to charity schools; and I think this is a good feeling and one to be encouraged. The gentry and the clergy do not often help this class; they are occupied with the really poor. Besides that, in this class there are many dissenters, and they are as a whole often very independent about their children, and not very popular. They have neither time nor knowledge enough themselves to set up schools for their sons, much less for their daughters, so it frequently happens that their whole families are neglected or ill taught.

It was the pathetic appeal of the mother of a large family that induced me to try what I could do for this class of children, and though there were many difficulties and some prejudices to be overcome, yet in the end a measure of success was attained which was very satisfactory; and when I was unable to continue the school, some of the parents took it up, and it is still going on under other management.

To me this appears a case in which Government might, with great advantage, step in with a small amount of direct help and something more in the way of organization and plan to guide and assist the efforts of corporate and proprietary bodies or even possibly of private individuals. At a very trifling expense, only just sufficient to give Government a voice in the management, much might be done. I believe too that local bodies would find

it difficult, solely on their own authority, to organize such schools as I have suggested on sufficiently liberal principles to insure the attendance of all denominations of Christians.

PLAN.

1st. A permanent educational board to supervise female education, partly composed of members of the Universities and partly of others interested in the subject, all being appointed by Government.

2nd. The establishment of cheap day schools by corporate and proprietary bodies, and also, if possible, by private individuals, on a plan approved by Government, with some small endowment. At these schools a good English education should be given, with singing and drawing, at a charge of not more than 3*l*. or 4*l*. per annum for each pupil.

Modern languages should be extra, and instrumental music need not be taught, or else a separate academy set up for it.

In large towns one or more central schools should be formed with lecture halls and play-grounds attached, and also a library of books of reference for the use of teachers, and another of reading books for the use of the pupils in the schools, it being a great difficulty to get parents to purchase what is needful.

Branch schools should be set up in connexion with the central one, and private schools might be invited to unite themselves to the central schools.

The pupils from the branch schools should assemble for collective instruction in certain subjects, such as history, English grammar, arithmetic, geography, and also in drawing and gymnastics at the central schools. The variety afforded by these meetings would be pleasant and inspiring to the pupils; but care should be taken to insure sufficient supervision, and all needful preparations for these lessons should, in every case, be made with the private teachers.

Great liberty in the way of plans and systems of instruction ought to be allowed, if only the results prove satisfactory, and this in order that such of the existing teachers as are capable of bringing their schools up to the Government standard may be encouraged and assisted, not in any way driven out of the field.

Assistance would thus be given to private efforts in conducting small schools, and the pupils would still enjoy those advantages of personal influence and personal character specially desirable for girls, united with superior instruction and the pleasurable excitement of receiving it collectively; perhaps also the enjoyment of better rooms than would otherwise be procurable. In these schools, especially in the central one, a great amount of supervision would be needful, and very strict regulations ought to be made about the coming and going to and fro.

The name given to these schools would have a very important influence. They ought not to be called middle-class schools. That name might deter many of a superior order to the lower

tradespeople from sending their children, and it is to be desired that all who are unable to procure higher advantages for their children should be induced to avail themselves of these institutions. An admixture of a more cultivated class might be made a means of raising the lower without any sacrifice of the higher, if only proper superintendence and attention to details of various kinds could be insured. Such a name as "Victoria Schools" would perhaps be popular.

3rd. Besides the assistance given to cheap schools, it might be very valuable for the improvement of even a higher class of schools than those before mentioned to establish professorships on general subjects of interest. The subjects might be the English language and literature, English history and general history, scientific subjects and art.

In large towns some 20 or 25 lectures might be delivered by one professor in the course of three months to a number of schools collected in groups according to situation. Of course these lectures would only be for elder pupils. A certain amount of preparation might be required from the pupils beforehand, under the supervision of their teachers; the professor pointing out the course of study and the books to be got up on the various subjects. He should also be expected to test the attainments of his class as he went on, not merely to instruct, though there need not be a set examination. This sort of instruction would be an immense help to teachers, and an enlivenment to the pupils. It would be the means of bringing both the teachers and the taught under the influence of (it is to be hoped) superior men, who might probably be led to take a greater interest in female education, with such increased opportunities of knowing something about it, and using their influence in directing it.

Some intercourse with University men who carry on the highest education in the country would be a great boon to many teachers who are doing their best under very great difficulties.

In carrying out this plan the help of Government would be especially valuable. The best schools in the country would find great difficulty in securing the services of superior men, even if they could afford to pay liberally: it would be a condescension in a University man to undertake this work. It is only in the London ladies' colleges, and perhaps a favoured few other schools, that such assistance can be obtained. But if Government made the appointments, not only the salary but the position would be totally different.

It has been seen that this is the case in regard to our Government inspectors of schools.

The institution of co-operation in superior schools in one point might suggest to teachers the advantage of trying it in more, and thus education might be made cheaper, even for the higher classes, which would not be unacceptable.

Professors might also be appointed to a district of several small towns, taking three or four, according to size and locality.

Some small fee might be required from each pupil attending any professor's classes.

This money might be applied to pay part of his salary, and thus lessen the amount of endowment needed from Government.

The town or towns where the professor delivered his lectures might be expected to provide rooms for the classes and defray all the needful local expenses.

These lectures might at first be given only during three months of the year.

4thly. Scholarships might be founded in any established proprietary schools.

In all endeavours to improve female education it appears to me undesirable to discourage the present class of teachers. As a body many are, of course, incapable, but a large number, though not very efficient as instructors, possess a moral influence, which is most important in giving a refined and cultivated tone to the whole course of education; and this is what English people are most unwilling to lose. Many of these ladies have seen much of life, and have taken to teaching from reverse of fortune. Their experience is worth something, especially for girls; they may be well qualified to be superintendents and managers of details, and to give a moral character to the whole, while under them should work those who have devoted much time to study.

In the inferior schools cultivated superintendents will be much needed, for the children who may probably attend them will require the most careful supervision, and to insure their success and respectability much attention must be given to many small matters, which would only be thought of by women of some education and refinement; in short, the position should be made an honourable one.

I am especially anxious that something should be done to induce teachers to co-operate and work their schools in groups, to avoid the great fatigue and expense at present caused by everything being taught in a small school to children of various ages.

But whatever is done should be done gradually and by way of experiment.

I am more inclined to ask that any money given for improving the education of girls may be spent in direct instruction than in inspection. The former, I apprehend, in the way I desire it (if we get the right men) will give more cultivation to the mind and awaken a greater desire for information and interest in general subjects.

Inspection will hardly do this. It will be dry hard work both for the inspector and the inspected, and moreover the Cambridge examinations already supply this need in a great degree.

ANNE J. CLOUGH.

From the VERY REV. H. GOODWIN, Dean of Ely.

The Deanery, Ely, April 1867.

IN the event of any legislation affecting cathedral grammar schools, it appears to me that it might be desirable to give the capitular bodies power to allot to their schools separate estates, representing what might seem to be the fair proportion of the capitular property. These estates should be vested in trustees for the benefit of the schools.

My chief reason for recommending this course is, that it would make it possible to interest in the schools others besides the dean and chapter, and so to give extension to the working of the schools. Suppose, for instance, new buildings are required for a school; suppose it should be thought desirable to erect a boarding house for the purpose of enabling boys at a distance to enjoy the benefits of the school; the dean and chapter will probably have no funds at their command by which a great improvement of this kind can be made, and it is difficult to appeal to the public for aid, because the feeling would be that the dean and chapter, having the entire management and control, ought to bear all the expense. Whereas if the constitution of the school were of a more popular kind, it might be very possible to raise funds for any large work of improvement.

I would give to each school a body of governors which should consist of the dean and chapter, *ex officio*, and (say) four laymen, to be nominated in any manner that might seem desirable, as by the bishop of the diocese, or otherwise.

It will be seen that my desire is not to break the connexion between the school and the cathedral, but to add a popular element, which would in my opinion strengthen the school and give it greater facility of expansion.

H. GOODWIN.

From FREDERICK FLOWERS, ESQ., on means of providing
Accommodation for Boarders.

MY LORD,

August 18, 1866.

I AM anxious to draw your attention to the frequent want of house accommodation for boarders at our endowed grammar schools.

I venture to suggest to your Lordship that Government should be empowered to lend money for building purposes, to be repaid by instalments as is usual when money is advanced under the Public Loan Acts.

I think school trustees would in many cases readily borrow money if Government were the lender, and I submit to your Lordship that houses built or altered so as to be adapted for

pupils on plans to be approved by the Charity Commissioners or some other competent authority would tend greatly to revive these old foundations and restrain the rush to our overcrowded public schools.

In a correspondence that appeared in the "Times" last January Dr. Kennedy shows the value he attaches to proper masters' houses, for he says, "new houses at Shrewsbury are absolutely essential to the future prosperity of the school."

Good men from the universities are far more anxious than formerly to become schoolmasters, and it can hardly be doubted that the school which has a convenient house to offer would command the best of these, even though a sharp rent were demanded to pay off the loan, which when paid off would leave the endowment enriched in an important particular.

I have, &c.

The Right Honourable
Lord Lyttelton

FREDERICK FLOWERS.

From P. LE NEVE FOSTER, ESQ.

Society of Arts, Manufactures,
and Commerce,
John Street, Adelphi, London,
January 7, 1867.

DEAR LORD LYTTELTON,

MY three elder sons to whom you refer left school at the age of 16. The first and second received the principal part of their education at the Collège Communal at Boulogne. The third was also there a short time, but for reasons not connected with the teaching of school, I removed him thence after a twelvemonth's stay there. The teaching and system of the French school is good. The school has two divisions when boys arrive at a certain stage in it, one devoted to classics and literature, the other to the teaching of the elements of physical science, including chemistry, the objects being to prepare the lads for taking their places in industrial pursuits. This teaching includes mathematics and natural philosophy in their application to the ordinary affairs of life. The French appear to me to be ahead of us in this respect. When we teach mathematics, we begin in the rigorous way, as if everybody was ultimately to be a mathematician. We attempt to drive Euclid strictly and rigorously into every boy, and thereby soon disgust all but one or two. The French, on the contrary, content themselves by teaching a few of the main and most useful points in geometry, leading up further on to the practical parts of trigonometry. I admit such teaching will not make a mathematician, but that is not wanted. The same remark applies to the teaching of mechanics and other branches of physical science. The leading useful facts and phenomena are taught, and the boy at a very early point sees the utility of what he is learning, and its applicability to a variety of things.

I know the old remark about "a little learning, &c.," and "a smattering" of science being "a dangerous thing." But I think this is answered by drawing the distinction between teaching a *little* soundly, and the teaching or the attempting to teach a *great* deal unsoundly; let what is taught be carefully selected and soundly and perfectly taught as far as it goes. Again, let what is taught be adapted to the age of the boys and their powers of thought. No young boy can understand Euclid, indeed I know many even arrived at manhood who would find a difficulty in thoroughly appreciating the methods of Euclid. The French have a number of excellent little treatises for the use of their schools, such as we do not possess. They give just as much as is necessary to be known for all the ordinary purposes of life, and familiarize boys with terms and modes of thought which will be of great service to them should they desire at a future time to take up any one study more systematically, and which, in the meantime, will be found of service to them in whatever walk of life they may happen to be.

I am not in the least surprised to hear what is said of the inefficiency of the mass of our schools for the middle classes. As a rule, with some few exceptions, they are in the hands of incompetent men, whose only object is to make them pay commercially. Truly may they be designated "Commercial Academies." I have long known all this. I could write pages on this theme, for it is an old grievance of mine, but I forbear to bore you any longer with it.

My boys on leaving school went, the eldest into an engineer's workshop as a pupil, and afterwards took to civil engineering; the second, after taking his degree of Bachelor of Sciences in France, went to the Government School of Mines in Jermyn Street, and there prosecuted his science studies as a geologist and miner, where he carried off the highest prizes, and after studying for 12 months at the Mining College of Freiberg in Saxony was placed on the Geological Survey of Great Britain, which, however, he has since left, having better prospects elsewhere. He also gained a scholarship in science at the University of London, and has taken his degree there of Doctor of Science. The third boy after leaving school, and after private tuition, went into an engineer's workshop as a pupil, and has stuck to mechanical engineering, and at the age of 23 is chief engineer to Prince Halim Pacha in Egypt. On taking him away from the French school early, as I have before mentioned, I had him taught by a private tutor the elements of geometry and the natural sciences, much in the same manner as is taught in France. I have thus given you an account of the training my three elder boys have had.

There is one point about the French schools I have omitted to mention, which to you as a School Commissioner may be of interest, viz., the cost. My boys as boarders at the Boulogne

school cost about 32*l.* per head and no extras. They were well fed and well housed; I never heard a complaint on that score. In addition to the masters for hearing lessons, there were a number of study masters who saw and helped the boys to prepare their lessons. Depend upon it the art of teaching is more advanced in France than in this country. I am not prepared to say that everything there is perfect, but I do say their system is better than ours. I do not refer, of course, to our great classical schools; I say nothing about them, as their's is not the class of school to which I am calling attention. They provide for the luxuries of learning, the middle-class schools should provide for the necessaries of industrial life.

Pray excuse this lengthened epistle, and also my delay in answering yours; which has arisen from my being occupied when it arrived with matters which required very immediate attention, and I was anxious not to write until I could write somewhat fully.

I have, &c.

P. LE NEVE FOSTER.

To the Lord Lyttelton.

FROM JOHN GOODALL, Esq.

Long Holidays in Middle-class Schools.

SIR,

Dulwich, December 6, 1865.

HAVE the goodness to bring under the notice of the Schools Inquiry Commission the following remarks on a phase of educational reform which has not hitherto attracted much attention.

Many of our large metropolitan and suburban schools, and perhaps a majority of schools for the middle and lower middle classes throughout England, have in recent years so largely increased the duration of school vacations, and at the same time diminished the hours for daily attendance, that the time available for instruction has been curtailed to an extent which is hardly credible until the facts of the case are examined. Schools which ten or a dozen years ago used to give two or three weeks at Christmas, three or four weeks in the summer, with a few days at Easter, are now giving seven weeks in summer, five or six at Christmas, two at Easter, and quite one more week in odd days through the year, making 16 weeks in all. Moreover, *two* half holidays in every week of school attendance, instead of only one as formerly, is now the general practice. These schools have no Sunday work, so that they are really available on only five days per week for 36 weeks in the year, or 180 days for school work against 185 days for holidays or rest. Sickness and other causes still remain to reduce still further this number of 180 available days for work. The minimum attendance required in schools under Government inspection as the condition of a share in the

Parliamentary grant is much above the possible maximum attendance in the class of schools to which I am now inviting attention. (See Article 40 (a), Revised Code.)

Concurrently with the great extension of the periodical vacations, the hours of daily attendance have been generally curtailed from 6, $6\frac{1}{2}$, or 7 as formerly, to $5\frac{1}{2}$, 5, and $4\frac{1}{2}$.

In the case of the affluent and highly-placed ranks of society, who can afford to prolong the school life of their offspring to the age of early manhood, it may be a matter of small moment whether the yearly vacation amount to a large or a small proportion of the year. Eton, Rugby, and Harrow boys enjoy resources for the disposal of a protracted holiday such as have no counterpart in the case of boys whose destination is the desk, the warehouse, the shop, and humbler avocations. These last have to finish their school life at the age of 14 or 15, and it is a pernicious waste of their opportunities to thrust on them two or three times more idle days than fell to the lot of their fathers at the corresponding period of life.

If the Schools Inquiry Commission can devise some effectual check on the evil to which I now most earnestly, yet most respectfully, request their attention, they will confer a substantial boon on the present and succeeding generations of middle-class youth.

I have, &c.
The Secretary, JOHN GOODALL
Schools Inquiry Commission.

From the same (second letter).

SIR,

Dulwich, November 23, 1866.

IN a letter, dated 6th December 1865, I ventured to lay before the Schools Inquiry Commissioners a general statement on the subject of excessive holidays in middle-class schools. At that date I thought it advisable, on several grounds, to avoid the mention of any case by name, in illustration of the general assertions and conclusions contained in my statement to the Commissioners.

I have since been in correspondence on the holiday question with the authorities of Dulwich College, an institution in which I am, as a parent, locally interested, and of which, as a former master, I have a personal knowledge, reaching back almost a quarter of a century. My representations, although most courteously received by the governors and masters, have remained without effect, and I therefore no longer hesitate to submit to the Schools Inquiry Commissioners the facts of this typical case, in proof of the need of some external authority to initiate a reform which is unlikely to be attained through the action of private individuals.

The Dulwich holidays have been largely augmented within the memory of residents in the neighbourhood. In 1842-3-4 they

did not exceed an aggregate of two months in the year. They now amount to quite four months each year; namely, seven weeks (all but one day or half day) in the summer, five weeks at Christmas, twelve days and sometimes a fortnight at Easter, ten days on the occasion of the Upper School speech day, besides as many odd days and half days on a variety of occasions as would amount to fully ten more whole school days, or an additional two weeks, per annum.

In the eight months left for work there are only five days per week, after deducting Sundays and the afternoons of Wednesdays and Saturdays. So that the total number of days given to lessons is only 175 out of 365, leaving 190 days for rest and play. In other words, out of each period of 100 days, 48 days only are allotted to school business, against 52 days for holidays and rest. To express the apportionment in complete weeks, the year is divided into 27 weeks of rest and 25 weeks of work.

The foregoing computation is founded on memoranda taken by myself in the year ended at Midsummer last. The accuracy of the figures can of course be verified by reference to the registers of attendance—the only reliable record for the total holidays in any school.

The hours of daily attendance are light, being $5\frac{1}{2}$ on an average for the upper and lower schools, after deducting the intervals allowed each day for recreation.

The desk, the warehouse, the shop, and a variety of industrial pursuits absorb most of the boys from the Dulwich schools at an early age. Only a very small minority of them have any prospect of a prolonged aftercourse of education beyond their 15th or 16th year, and many of them finish their school life at still earlier ages. It is therefore a matter of vital concern to them and their parents that they should not waste in idle time a large section of their school days. Their more fortunate contemporaries at Eton and Harrow will not, for the most part, begin the business of life until they have passed their 21st or 22nd year.

The pupils of a day school, residing with their parents, have not the same need of long holidays as boys withdrawn for long periods from their homes for education in the great public schools. Nor are the duties of the masters so heavy or responsible in a school like Dulwich as those of their fellow workers in charge of boarding houses at the great foundation schools.

The Commissioners are doubtless aware that holidays in earlier times rarely exceeded a month in the year, while the school-day was commonly of eight or nine hours' duration. (See original Ordinances of Dean Colet, and Amending Ordinances, dated 1602, for St. Paul's School, with similar regulations for Merchant Taylors and Shrewsbury, in the Report of the Public Schools Commission, 1864, vol. ii., pp. 585–96.)

One of the chief requirements for middle-class schools is some

medium between the severe régime of earlier times and the over-indulgent, easy-going usage of the present day.

Under a deep conviction that the quantity, as well as the quality, of instruction in middle-class schools demands investigation and control, I most respectfully submit the question to the judgment of the Schools Inquiry Commissioners.

I have, &c.

JOHN GOODALL.

The Secretary,
Schools Inquiry Commission.

Postscript.—With reference to the contrast instituted between the holidays in 1842-3-4 and those of the year 1865-6, it may be proper to add that the Dulwich College schools of the present day are not strictly identical with the Grammar School which was displaced by the scheme of 1857. But, in popular acceptance in the neighbourhood, the schools of 1866 differ from that of 1842-57 in organization only, the College authorities being the governing power for each. There are no new buildings, and the last scholars of the Grammar School of 1857 became the first scholars of the Upper and Lower Schools of 1858.

J. G.

From CHARLES W. MERRIFIELD, Esq., Principal of the Royal School of Naval Architecture, South Kensington.

Privy Council Office, Whitehall, S.W.,
25th June 1866.

SIR,

IN compliance with a desire which has been expressed to me, I have the honour to forward to you herewith, for the information of the Schools Inquiry Commission, a memorandum on the scheme of registration adopted in the Royal School of Naval Architecture and Marine Engineering, of which I acted as principal for the two sessions during which it has been held. I also append specimen pages of the registers used.

The following general observations occur to me on the subject:—

No statements or suppositions as to the amount of work or regularity of attendance are worth anything unless verified by numerical records. Without these, there may be a vague idea that a schoolmaster or a schoolboy is assiduous or idle, as the case may be; but there are very few persons whose general impressions, with regard either to themselves or to others, would not undergo a large correction, if they could be tested by numbers actually registered.

It is not difficult to devise a plan of registration, which shall give, without undue labour, a complete record of the work done in any school, and of the time given to it by each scholar, or teacher either, if needed.

The plan described in the accompanying memorandum has completely answered its purpose in the special case for which it

was designed. I am not disposed to give it any further or other recommendation.

I have &c.

H. J. Roby, Esq.,
2, Victoria Street, S.W.

CHARLES W. MERRIFIELD.

SCHEME OF REGISTRATION ADOPTED IN THE ROYAL SCHOOL OF NAVAL ARCHITECTURE AND MARINE ENGINEERING AT SOUTH KENSINGTON.

1. *Organization of School.*—The school was opened on the 1st November 1864. It began with 20 pupils, of whom the Admiralty sent 16, namely, 8 shipwright apprentices and 8 engineer students, from the royal dockyards and steam factories; the remaining 4 were private students paying a fee of 25*l.* each for the session.

The session involves six months of regular schooling, from the 1st November to the 30th April. During the summer months the scholars are at work in their different dockyards and factories. The subjects of instruction in the school were chiefly mathematics, pure and mixed, with ship and engine drawing; and each student attended a chemical class once a week, and most of them a French class twice a week. The teaching staff consisted of a principal and a vice-principal, and special masters for ship drawing and practical construction, engine drawing, chemistry, and French. There were also lectures several times a week to which the public as well as the students were (on payment) admitted. A clerk was engaged, both to keep the books and stationery, and to prevent disorder in the school while the teachers were engaged with classes.

In the second session there were 37 students, viz., 24 sent by the Admiralty, four by the Russian Government, and nine private students. The foundation provided for some exhibitions, but only two free studentships were actually granted.

The greater part of these students had been engaged in dockyards or factories, where they had been required to account regularly for their time, and the others would, in ordinary course, be pretty certain to have to do it. It was therefore a matter of course that they should be expected to keep pretty complete official diaries. Moreover, the practice of keeping diaries was an established institution at South Kensington.

The school hours were, in the morning from 9 to 12.30, in the afternoon from 2 to 5, and in the evening from 7 to 9; Wednesday afternoon (but not evening) and Saturday after 12.30 were holidays.

The six months from 1st May to 31st October are spent in practical work in dockyards or elsewhere. The school obtains a brief account of this in a short diary (Paper G.) kept by each student.

No attempt is made at the supervision of the scholars out of school. They are required to report their address.

2. *Object of the Book-keeping.*—The object of the system of registration was for the principal to be at any moment in a position to give a complete account of the work of the school as a whole or of the time of any individual pupil separately. The principal was to be able to produce to a visitor the history of what had taken place in the school on any given day; what work had been done, and what irregularities (if any) observed. At the end of the session he was to be in a condition to furnish each student with an account of the distribution of

his time, and of the number of hours he had missed, whether through sickness, or leave of absence, or by want of punctuality.

3. *Waste Books*.—The documents from which this information was obtained in detail were :—

a. *The Attendance Book*, in which each student signed his name and entered the hour and minute of his arrival each time the school was opened.* (Paper A.)

b. *The Weekly Diary*, kept by each student and handed in at the end of the week, when it is carefully examined, compared with the attendance book, and abstracted into the books hereafter to be mentioned. At the end of the session the file of diaries is returned to the student. (Paper B.)

c. *Report on Special Lessons*.—Each special teacher was called upon to give a report on every lesson. This served as a check on other returns, and was also a convenient way of making requisitions for stationery or special apparatus, as well as complaints or suggestions. (Paper C.)

d. *The School Journal*.—This answers very nearly to the log book of a ship; it is more elaborate in form than the "log books" of elementary schools required by the Revised Code of the Committee of Council of Education. It contains not only an account of the work done, but also the statistics of the daily attendance. It affords the material for making out averages. Actually, it happened that the attendance was too regular to make it useful to strike any average, as it could only differ from the number on the books by a very small fraction. (Paper D.)

4. *Abstracts*.

a. *Number of Lessons given by each Master for each Subject*.—This was obtained from the school journal (Paper D). It formed the basis on which the principal gave his voucher for the payment of those masters, who received so much per lesson or so much per head. No special printed form was provided for this.

b. *Weekly Abstract*.—This shows for each week an abstract of the distribution of each student's time. It also shows the number of hours that the school was open, and contains a line for averages. (Paper E.)

c. *Student's Sessional Abstract*.—This shows the distribution of each student's time week by week, and when added up at the end of the session, and compared with the number of hours the school has been open, shows how much time he has lost, or how much extra time he has returned as working time. (Paper F.)

A copy of this abstract is furnished to each private student (or to his friends) at the end of the session. For the Admiralty students a statistical abstract of the whole was prepared, for the information of the Admiralty, instead of copying them out separately for each student. It is doubtful whether it may not be thought better in future to supply every student with the abstract of his own time.

The two books last named ought to balance with one another when the account for the whole session comes to be made up.

5. *Extra Books*.

a. *Personal Register of Students*.—A record of each student's personal history. To serve either as a basis for testimonials or for future biographical or obituary notices.

b. *General Order Book*.—This is about to be established for the future. Hitherto the orders have been made out on loose sheets and kept in a

*The school has since increased in numbers, and a roll is now called. The book is now signed only by those scholars who come late for the roll. [March 1867.]

portfolio, after being publicly screened; but this is not found neat enough for record. It will be a mere blank book with a margin, and perhaps an index.

This system embraces no accounts. The reason is, that the accounts are wholly managed by the accountant of the department, the principal not being concerned with them otherwise than to give authority to the accountant to receive the fees from any student whom he (the principal) decides to admit, and to certify to the number of lessons given by those masters who are paid by fees, and to the regular attendance of those who are paid by salary.

7. *Books tried and abandoned.*

Some other books were prepared, but, after trial, abandoned. Among these was an "*Officers' attendance book.*" Most of the permanent officers signed on the general attendance book of the Science and Art Department, and the occasional masters gave their time in their reports (Paper C.) The attendances of the principal and vice-principal were recorded in the school journal. The book thus became useless, and was accordingly discarded. A sort of *Defaulters' book* was also tried, but was found useless as well as invidious. In fact it is quite easy to pick out from the *School journal* (Paper D.) all that is needed on this head, and as to want of punctuality, that is shown by the *Student's sessional abstract* (Paper F.) A heavy defaulters' book inculcates the master rather than the scholars.

7. A specimen page of the *Summer diary* is appended. The only object of this, so far as the school is concerned, is for the Principal and the Inspector-general to get some more definite idea of how this portion of the year is spent, than could be gathered by the vague accounts which could be collected orally. This part of the system is tentative, and may possibly not become permanent. (Paper G.)

8. *Time Tables.*—These were found quite reliable as far as the subjects of study were concerned, but not absolutely so as regarded the mode in which the instruction was to be given. From the varying character of the subjects, and the uncertain progress of the students in them, it was not always found practicable to lay down for any long time beforehand whether a particular morning ought to be devoted to study, to lecture, or to examination. It would not unfrequently happen that the class would say they had not found time to read up to the point of the next lecture or examination, and then the agenda had to be changed. Possibly this may have arisen partly from want of experience, due to the recent establishment of the school. But it is by no means certain that it could ever be completely got rid of where small classes are at work on high subjects.

The practical inference is, that a time table is indispensable as far as regards the subjects of instruction, but not as regards the mode of imparting it. The time table will not, therefore, supersede the necessity of recording in the school journal the work actually done. Time tables are too well understood for it to be necessary to append a copy of one.

It is not likely that the particular registers described would exactly suit any other school than that for which they were contrived. But they may serve as a precedent which has stood the test of trial.

The following general principles have been suggested to the writer by many years familiarity with official records, and considerable experience of returns relating to schools.

1. In devising any system of registration, the first point is to make up one's mind distinctly as to what is to be recorded and what information (exactly) the records are to furnish.

2. The next thing is to get a good set of precedents as near the case as possible, so as to have to modify rather than to invent, or at all events to assist the inventive faculty. But the modifications should be carried out freely and with a bold hand, so as not to stop short of thorough adaptation.

3. The primary objects are clearness and completeness. The work should be planned in the first instance as if unlimited labour could be afforded to them, regard being had simply to completeness and to the work being straightforward and simple. It is then easily reduced, by discarding what is not needed.

4. Let each register do its own duty, and nothing more. It is shorter to take two books, or two columns, than to try to make one do double duty. Nothing muddles books so effectually as trying to condense too much or to minimize the number of entries. Many straightforward entries are got in with less labour than a few which have to be picked out.

5. Don't spare paper. The unwieldiness of a large book is not to be compared with the inconvenience of not having room. Besides, if it is large, it may be thin.

6. Attempt very little in the way of artificial arrangement of cases or names in the registers. Do this rather by indexes or abstracts than in the books. Where entries are added day by day, or year by year, alphabetical arrangement, in anything but the index, is pretty sure to break down, and then it becomes an incumbrance instead of a help.

CHARLES W. MERRIFIELD, F.R.S.,

Examiner in the Department of Public
Education, and late Principal of the
Royal School of Naval Architecture.

N.B.—In the following papers A, B, C, and D, the entries which are inserted in manuscript (except the figures) are distinguished by italic type. The part printed in ordinary type was also printed in the books and forms. The numerical entries are, of course, in manuscript.

PAPER A.

ROYAL SCHOOL OF NAVAL ARCHITECTURE AND MARINE ENGINEERING.

STUDENTS' ATTENDANCE BOOK.

Monday, 12th day of December 1864. (Morning.)

No.	Signature.	H.	M.
11	<i>J. N. S.</i> - - - -	8	50
1	<i>W. H. W.</i> - - - - &c. &c. &c.	8	52

PAPER B.

ROYAL SCHOOL OF NAVAL ARCHITECTURE AND MARINE ENGINEERING.

Diary of *J. N. G.*, Student No. 11, for the week ending 10th day of December 1864.

	Time of				WORK.	Number of Hours.				Remarks.	
	Arrival.		Leaving.			Study in School Hours.	Drawing.	Chemistry.	Lectures.		Extra Study.
	Hours.	Minutes.	Hours.	Minutes.							
Monday.											
Morning -	8	50	12	30	<i>Mechanical Lecture.</i>	2 $\frac{1}{4}$	—	—	1 $\frac{1}{4}$	—	
Afternoon	1	0	5	0	<i>Drawing -</i>	—	3	—	—	1	
Evening -	5	49	9	0	<i>French and Algebra.</i>	3	—	—	—	—	
Tuesday.											
Morning -	8	54	12	30	<i>Algebra</i>	3 $\frac{1}{3}$	—	—	—	—	
Afternoon	1	50	5	0	<i>Algebra and Mechanical Lecture.</i>	2	—	—	1	—	
Evening -	6	59	9	0	<i>Algebra -</i>	2	—	—	—	—	
Wednesday.											
Morning -	8	56	12	30	<i>Algebra Examination.</i>	3 $\frac{1}{2}$	—	—	—	—	
Evening -	8	0	9	15	<i>Chemical Lecture.</i>	—	—	—	1 $\frac{1}{4}$	—	
Thursday.											
Morning -	8	57	12	30	<i>Mechanical Lecture.</i>	2	—	—	1 $\frac{1}{2}$	—	
Afternoon	1	10	5	0	<i>Drawing and Mechanical Lecture.</i>	—	2 $\frac{3}{4}$	—	1	—	
Evening -	5	50	9	0	<i>French and Algebra.</i>	3	—	—	—	—	
Friday.											
Morning -	8	56	12	30	<i>Algebra Lecture.</i>	2 $\frac{1}{2}$	—	—	1	—	
Afternoon	1	40	5	0	<i>Mechanical Lecture.</i>	2	—	—	1	—	
Evening -	8	0	9	20	<i>Chemical Lecture.</i>	—	—	—	1 $\frac{1}{4}$	—	
Saturday.											
Morning -	9	0	12	30	<i>Mechanical Examination.</i>	3 $\frac{1}{2}$	—	—	—	—	
Total -					36 $\frac{1}{4}$	29 $\frac{1}{4}$	5 $\frac{3}{4}$	—	10 $\frac{1}{4}$	1	

I hereby certify the within written return to be a correct statement of my work and attendance.

Signed, *J. N. G.*, Student.

Approved, *H. J. P.*, Vice-Principal.

Entered 13th day of December 1864.

Approved, *C. W. M.*, Principal.

PAPER C.

ROYAL SCHOOL OF NAVAL ARCHITECTURE.

REPORT ON SPECIAL LESSONS.

Report of A. B., Teacher of Drawing and Practical Shipbuilding, for Tuesday, the 11th of April 1865.

The lesson began at 2 o'clock and ended at 4 o'clock.

Number of students present, 12.

Subject, *Practical Shipbuilding.*

Illustrated by *drawings and diagrams on the blackboard, and model of frame of "Warrior."*

Signed, A. B., Teacher.

Special report of any misconduct, irregularity, annoyance, or inconvenience, observed or felt; with any suggestions or recommendations, either on these or other matters, which the teacher may wish bring under official notice.

12 sheets "Antiquarian" drawing paper and a bottle liquid carmine required for drawing class.

Leak in skylight of drawing office lets the wet through.

Signed, A. B., Teacher.

PAPER D.

Folio 39, Session 1865-6.

JOURNAL OF ROYAL SCHOOL OF NAVAL ARCHITECTURE AND MARINE ENGINEERING.

Friday, the 15th day of December 1865.

MORNING.—School opened at 9 o'clock; closed at 12.30 o'clock.

Names of masters present: *Merrifield, Taylor.*

Class.	Hour. From	To	Employment.	Teacher.	Remarks.
A.	11	12.15	<i>Differential equations</i>	<i>Mr. Taylor.</i>	
B. and C.	10.10	11.45	<i>Calculus - -</i>	<i>Mr. Merrifield.</i>	
D.	9.30	11	<i>Euclid - -</i>	<i>Mr. Taylor.</i>	
			<i>Remainder of them employed in private study.</i>		

AFTERNOON.—School opened at 2 o'clock closed at 5 o'clock.

Names of masters present: *Merrifield, Taylor, Davidson, Baskcomb.*

Class.	Hour. From	To	Employment.	Teacher.	Remarks.
<i>Ship-builders.</i>	2	5	<i>Drawing - -</i>	<i>Mr. Baskcomb.</i>	
<i>Chemical</i>	2	5	<i>Chemistry in labora- tory.</i>	<i>Mr. Davidson.</i>	
<i>Remainder</i>	"	"	<i>Private study.</i>		

EVENING.—School opened at 7 o'clock ; closed at 9 o'clock.
Names of masters present: *Merrifield, Taylor.*

Class.	Hour.		Employment.	Teacher.	Remarks.
	From	To			
All	7	8	Private study.		

LECTURE by *Mr. Merrifield*, on the *Principles of Structural Ornament*, attended by 35 students and 1 stranger; total attendance, 36.

Names of masters present, *Taylor.*

Lecture began at 8 o'clock and ended at 9 o'clock.

Number of Students.	Admiralty.		Private.		Naval.		Total.		Gross Total.
	N.A.*	E.†	N.A.	E.	N.A.	E.	N.A.	E.	
Present	12	12	8	4	—	—	20	16	36
Absent with excuse	—	—	—	—	—	—	—	—	—
Absent without sufficient excuse.	—	—	—	—	—	—	—	—	—
Total	12	12	8	4	—	—	20	16	36
AFTERNOON.									
Present	12	12	8	4	—	—	20	16	36
Absent with excuse	—	—	—	—	—	—	—	—	—
Absent without sufficient excuse.	—	—	—	—	—	—	—	—	—
Total	12	12	8	4	—	—	20	16	36
EVENING.									
Present	12	11	8	4	—	—	20	15	35
Absent with excuse	—	1	—	—	—	—	—	1	1
Absent without sufficient excuse.	—	—	—	—	—	—	—	—	—
Total	12	12	8	4	—	—	20	16	36

NAMES of absentees and remarks as to absence, late arrival, or early leaving:

J. B. 1 hour and 27 minutes, and *J. M. W.* 8 minutes late, morning attendance.

J. B. absent from evening attendance, but not from lecture.

H. C. absent, with excuse, in the evening.

VISITORS:

Admiral ——— and *Captain* ——— came at 3 p.m. and went through the schools.

NOTES relating to administrative matters, and general remarks:

H. A. J. was passed from class *D.* to class *C.* for the mathematical teaching, but he is to remain with the same class as before for drawing and chemistry.

(Signed)

Principal.

OBSERVATIONS of Inspector General and Director of Studies:

J. B. has been very irregular in his attendance lately. He should be cautioned that regular attendance is expected of every student.

(Signed)

this day of 186 .
Inspector General and Director of Studies.

* Meaning, *Naval Architect.*

† *Engineer Student.*

PAPER E.

ROYAL SCHOOL OF NAVAL ARCHITECTURE.

Weekly Attendance Abstract, Session of 186 .

12th week ended *Saturday*, the 20th of *January* 1866.

Number.	Student. Name.	Number of Attendances.				Hours of					
		Morning.	Afternoon.	Evening.	Total.	Study in School Hours.	Drawing.	Chemistry.	Lectures.	Extra Study.	Total.
1	<i>W. H. W.</i>	6	4	5	15	28 $\frac{1}{4}$	6	3	6 $\frac{1}{2}$	..	43 $\frac{3}{4}$
2	<i>W. J. B.</i>	6	4	5	15	28 $\frac{1}{4}$	6	3	6 $\frac{1}{2}$	..	43 $\frac{3}{4}$
3	<i>W. J. F.</i>	6	4	5	15	25 $\frac{1}{2}$	9	3	6 $\frac{1}{4}$	..	44 $\frac{1}{4}$
4	<i>F. E.</i>	6	4	5	15	28 $\frac{1}{4}$	7 $\frac{1}{2}$	3	6 $\frac{1}{2}$	..	45 $\frac{3}{4}$
5	<i>W. G.</i>	6	4	5	15	26 $\frac{1}{2}$	7 $\frac{1}{2}$	3	6 $\frac{1}{2}$	..	43 $\frac{3}{4}$
6	<i>H. E. D.</i>	6	4	5	15	25 $\frac{1}{2}$	9	3	6 $\frac{1}{2}$	..	44
7	<i>J. C. S.</i>	6	4	5	15	32	6	3	2	..	43
8	<i>W. J. C.</i>	6	4	5	15	33	6	3	2	..	44
9	<i>J. A. B.</i>	6	4	4	14	30	6	3	2	1	42
10	<i>J. J. W.</i>	6	4	5	15	33	6	3	2	..	44
11	<i>J. N. G.</i>	6	4	5	15	33	6	3	2	..	44
12	<i>W. J. P.</i>	6	4	5	15	33	6	3	2	..	44
13	<i>G. W. R.</i>	6	4	5	15	25 $\frac{1}{2}$	9	3	6 $\frac{1}{2}$	..	44
14	<i>W. J.</i>	6	4	5	15	26 $\frac{1}{2}$	7 $\frac{1}{2}$	3	6 $\frac{1}{2}$	..	43 $\frac{3}{4}$
15	<i>W. H. W., junior</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
16	<i>W. G. L.</i>	6	4	5	15	33	6	3	2	..	44
17	<i>T. T.</i>	6	4	5	15	27 $\frac{1}{4}$	3	6	6 $\frac{1}{4}$	..	42 $\frac{1}{2}$
18											
19											
20	<i>A. V.</i>	6	4	5	15	27 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	42
21											
22	<i>C. E. F.</i>	6	4	5	15	27 $\frac{1}{2}$	6	3	6 $\frac{1}{2}$	..	43
23	<i>J. F. W.</i>	6	4	5	15	31	6	3	3	6	49
24	<i>A. M. B.</i>	6	4	3	13	26 $\frac{1}{2}$	6	3	3 $\frac{1}{2}$	..	39 $\frac{3}{4}$
25	<i>T. S.</i>	6	4	3	13	27	6	3	3	..	39
26	<i>N. J.</i>	6	4	3	13	26 $\frac{1}{2}$	6	3	3 $\frac{1}{2}$	..	39
27	<i>V. S.</i>	6	4	3	13	27	6	3	3	..	39
28	<i>S. V.</i>	6	4	3	13	23 $\frac{1}{2}$	6	3	3	..	35 $\frac{1}{2}$
29	<i>J. L.</i>	6	4	3	13	27	6	3	3	..	39
30											
31											
32	<i>J. M. W.</i>	6	4	3	13	27	6	3	3	..	39
33	<i>W. R.</i>	4	3	4	11	19	3	3	3 $\frac{1}{2}$	..	28 $\frac{1}{2}$
34	<i>G. S.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
35	<i>S. T.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
36	<i>J. W. R.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
37	<i>J. A. S.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
38	<i>W. J. H.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
39	<i>A. J. D.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
40	<i>A. M. B.</i>	-	-	-	-	-	-	-	-	-	-
41	<i>H. J. S.</i>	6	4	5	15	29 $\frac{1}{4}$	6	3	5 $\frac{3}{4}$	..	44
42	<i>C. G.</i>	6	4	5	15	38	-	3	3	4	48
	Total	214	143	164	521	103,1	217 $\frac{1}{2}$	111	161 $\frac{3}{4}$	113 $\frac{3}{4}$	1,533
	Average per Student.	5.9	3.9	4.5	14.4	28.6	6.05	3.	4.48	..	42.5
	School open for	6	4	5	15						44

PAPER F.

ROYAL SCHOOL OF NAVAL ARCHITECTURE.

STUDENT'S SESSIONAL ABSTRACT, 1865-6.

No. 32, Name, *J. W., Shipbuilding Student.*

Weeks of Session.	Number of Attendances.				Hours of					
	Morning.	Afternoon.	Evening.	Total.	Study in School Hours.	Drawing.	Chemistry.	Lectures.	Extra Study.	Total.
1	3	2	2	7	18 $\frac{1}{2}$	..	..	2	..	20 $\frac{1}{2}$
2	6	4	5	15	27	2	3	8 $\frac{1}{2}$	..	40 $\frac{1}{2}$
3	6	4	4	14	27 $\frac{1}{2}$	..	3	10 $\frac{1}{2}$	..	41
4	6	4	4	14	26	6	2	7	..	41
5	6	4	5	15	32	6	3	5 $\frac{1}{4}$	..	46 $\frac{1}{4}$
6	6	4	4	14	27	6	3	5	..	41
7	6	3	2	11	22	6	3	6	..	37
8	5	4	2	11	21	6	3	4	..	34
9	—	—	—	—	—	—	—	—	—	—
10	5	4	2	11	22 $\frac{1}{2}$	6	3	2	..	33 $\frac{1}{2}$
11	5	3	2	10	17 $\frac{1}{2}$	6	3	4	..	30 $\frac{1}{2}$
12	6	4	3	13	27	6	3	3	..	39
13	6	4	3	13	27	6	3	3	..	39
14	6	4	2	12	25	6	3	3	..	37
15	6	4	3	13	27	6	3	3	..	39
16	5	3	3	11	19 $\frac{1}{4}$	6	3	3	..	31 $\frac{1}{4}$
17	6	4	3	13	26	6	3	4	..	39
18	5	4	4	13	25	6	3	3 $\frac{1}{2}$	..	37 $\frac{1}{2}$
19	6	3	3	12	27	6	..	3	..	36
20	5	4	4	13	25	6	3	3 $\frac{1}{2}$	..	37 $\frac{1}{2}$
21	2	1	2	5	13	..	..	1	..	14
22	4	1	2	7	16	3	..	..	..	19
23	2	2	2	6	9	3	3	2	..	17
24	6	4	4	14	30	6	3	1	..	40
25	4	3	3	10	26 $\frac{1}{2}$	3	3	..	..	32 $\frac{1}{2}$
26	—	—	—	—	—	—	—	—	—	—
27	..	1	..	1	3	..	..	..	..	3
Total -	123	82	73	278	565 $\frac{1}{2}$	113	59	88 $\frac{1}{4}$	..	825 $\frac{1}{2}$
Total possible.	141	95	110	346						998 $\frac{1}{2}$
Missed -	18	13	37	68						173

PAPER G.

ROYAL SCHOOL OF NAVAL ARCHITECTURE AND MARINE ENGINEERING.

SUMMER DIARY.

	Description of Work and Remarks.	Number of Hours spent in—				Total
		Labour or Superintendence.	Drawing.	Other Employ- ment.	Study.	
Monday the						
Tuesday, the						
Wednesday, the						
Thursday, the						
Friday, the						
Saturday, the						

From ROBERT MOSLEY, Esq.

NATIONAL EDUCATION.—How to *utilize* those Educational Endowments at present *inoperative*.

During the last few months both at the Social Science Congress and in addresses by first rank educationalists, M.P.'s, and others, much has been said and well said upon education, and very important statistics have been given as to the *amount* of endowments to schools misapplied or applied to little purpose.

The belief that the Schools Inquiry Commission will courteously receive any suggestions made by middle-class schoolmasters or other practical educationalists upon this important subject encourages me to lay these remarks (first read at a meeting of the York Schoolmasters' Association) before the Schools Inquiry Commission.

Let the Government recognize but three classes of schools.

1. Primary (a.)
2. Middle (b), and
3. Collegiate (c).

(a) Subjects to be taught.—Reading, writing, arithmetic, elements of grammar, and geography.

(b) " " " " *in addition*, advanced grammar, geography, history, drawing, junior mathematics, French or German, bookkeeping.

(c) " " " " Latin, Greek, advanced mathematics, Physical Sciences.

aa. Leave it perfectly *free* to teachers to qualify themselves for registration in one or more of the classes.

bb. The present training colleges and the college of preceptors to be recognized as examining bodies, with any others whom the Government may think proper to recognize.

cc. School buildings also to be certified.

How to use the misapplied Endowment Funds.

Let there be an annual examination in the primary and middle schools that are certified.

Let all who pass a certain examination have the *option** of a free scholarship in a middle or collegiate school for three or more years according to the result of their examination.

Value of Exhibitions.

To a middle school	6 guineas per annum	} To be paid to the master or committee.
To a collegiate school	10 guineas " "	

Fees to Masters.

Who pass a pupil to a middle school, 1 guinea.

" " " " collegiate school, 2 guineas.

All the cost of examining teachers, scholars, exhibitions, fees, &c. to be paid out of the endowment funds.

* * * Many private schoolmasters are *opposed* to inspection—would not such a scheme as this which might *materially* affect their *income*, appeal *very strongly* to them.

The fewer middle schools coinciding, the *better* for them.

As I am in my 59th year I cannot hope to be benefited, but for the sake of my country I do desire that something effective may be done, and before 1870.

ROBERT MOSLEY,
Holgate Seminary, York.

December 3, 1866.

* *Option*, because some parents might not wish their children to remain three or more years at school.

From Rev. H. SANDFORD, H.M. Inspector of Schools.

September 3, 1866.

THERE are certain defects in the educational system of this country as compared with that of other countries to which for many years my attention has been drawn, and which I believe a Commission such as the Schools Inquiry Commission may well take cognizance of.

The Commissioners will be able to judge when I have stated what, in my opinion, these defects are, and what remedies I should suggest, whether it falls within their province to deal with the questions which they involve.

One of these defects is the following :

I. Our national and other primary schools are in a great many instances the only institutions under the management of public bodies appointed to do what ought to be done (and what in every other civilized country in Europe is done) by two or more different sets of institutions. If anyone inquires as I have done at Bonn, or at Dresden, or at Wiesbaden, he will find there two or three different classes of institutions carrying on the work of education for the working and middle classes, while at the same time children of all classes are being educated at the common primary schools.

There is the Volk's schule, the Bürger-schule, Real-schule, besides the Gymnasium or school of higher instruction. These are being taught by trained teachers, and open to the inspection of public officers. On the other hand, in many English towns that I am acquainted with,* there is only one set of public schools instituted for the work of educating these classes; in none is there more than one set of State-aided schools.

At the same time the only schools of this kind that we have, the public elementary schools, are to a certain extent attended by children of the middle class. Farmers, tradesmen, clerks, besides well-to-do mechanics (the latter class in the district I am acquainted with being often the wealthiest of the four), furnish a considerable proportion of the scholars in our national schools; at any rate the proportion of children able to pay a fair school fee is considerable, as the table given below will prove. In British and Wesleyan schools I have reason to believe the proportion is considerably larger. The fact that so considerable a number belonging to this class attend our national and similar schools, proves that many parents of this class are beginning to appreciate the advantages of the education given under trained teachers in State-aided schools.

Defects in the educational system of England.

I. No public inspected schools except elementary schools.

National and British schools attempt to educate children who are fit subjects for secondary instruction : they do so inadequately.

* My experience as school-inspector extends to the counties of Chester, Salop, Stafford, Worcester, North and East Yorkshire, parts of Berkshire, Hampshire, Wiltshire, Lancashire, and West Yorkshire.

Name of School.	Proportion per cent. of Scholars that belong to Middle Class.	Proportion per cent. of Scholars able to pay 6d. a week.
Bilston, St. Leonard's, N. S.	10	40
Bloxwich, N. S.	13	13
Bromsgrove, N. S.	6	14
Gold's Hill, N. S.	0·8	27
Walsall, Bluecoat	8	9
Wednesbury, Old Church, N. S.	5	6
West Bromwich, Ch. Ch.	3	5
Wollaston, N. S.	3	8
Driffield, N. S.	10	13
Hull, St. Stephen's	10	50
Total	7·0	18·5

I wish now to point out that from there being in most cases but one set of public schools for the working and lower middle classes certain bad results ensue. First, a great proportion of the middle and upper working class do not come within the influence of education given by teachers properly trained to their work, their education is given up into the hands of private school-teachers, many of whom are generally believed to be incompetent, with regard to whom, at any rate, the public has no security that the result of their teaching is satisfactory. Instances often occur of children who have been taught by these private school-teachers becoming scholars at our national schools.

Children of superior mechanics and of tradesmen too much given up to private school teaching.

Some of the national schoolmasters have supplied me with certain statistics and information concerning these scholars of which the following is a summary:—

In reading, 41 per cent. of these scholars had, in their opinion, been fairly taught; 59 per cent. badly. In writing, 36 per cent. of these scholars had been fairly taught; 64 per cent. badly. In arithmetic, 15 per cent. of these scholars had been fairly taught; 85 per cent. badly. The number of scholars referred to in this calculation is as appears from the table given below,—

—	Total.		Number that					
			Read Well.		Write Well.		Cypher Well.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bilston, St. Leonard's	10	—	8	—	3	—	0	—
Bloxwich	4	6	0	3	0	3	0	3
Bromsgrove	7	—	2	—	0	—	0	—
Gold's Hill	2	2	0	0	2	0	0	0
Walsall, Bluecoat	14	27	9	14	8	8	0	11
Wednesbury, Old Church	9	2	3	1	1	0	2	0
West Bromwich, Ch. Ch.	3	2	1	0	0	0	0	0
Beverley, St. Mary's	—	—	—	—	—	—	—	—
Hull, St. Stephen's	13	3	1	1	4	1	0	0
Driffield, N. S.	30	—	22	—	18	—	4	—
	92	42	46	19	36	12	6	14

As far as my own experience goes, some of the boys from the best of these schools write well, and cypher fairly, but work the sums mechanically. The girls do not even write well, still less do arithmetic well.

As to the general knowledge and intelligence of these scholars, the opinion of trained teachers is that the standard is low. One master, Mr. Dodd of Bromsgrove, writes:—Their general knowledge consists of strings of facts regularly drilled in by means of home lessons, but these have not been used to convey intelligent ideas to the child's mind. Mr. Talbot of Messrs. Chance's school thinks they are inferior in general intelligence to his ordinary scholars; but that as they come from better homes, they are often superior in tone and conduct. As to religious knowledge, Scripture, I should think—writes Mr. Pritchard, of Walsall Bluecoat school—must be ignored. I doubt this, but I fancy it must be taught from abstracts. It appears then that the education given to a vast number of the children of the middle class is of an inferior kind.

Difficulty with regard to school fees when there is only one set of schools for the poor and the middle class.

This is one bad result of there being but one class of schools which is under inspection, and taught by trained teachers. Another is the disproportionate payments; disproportionate I mean to the means of the parents which are made in the vast majority of town schools.

The school fees are generally made according to the class in which a child is placed, little or no regard being paid in most cases to the circumstances of the parents. From the fact that there is a considerable number of the children of tradesmen and well-to-do operatives, the school fee for the upper classes is fixed often as high as 4*d.*, in many cases as high as 6*d.* a week.

The first named fee puts the higher teaching of the school, which is not really in high subjects, out of the reach of the poorest class. The second named fee puts it out of the reach of the poorer class of operatives. At one of the best schools in my district, the fee for the first division, below which none are examined in arithmetic so far as the compound rules, is 6*d.* a week. However, in this case the parents may substitute a quarterly fee of 3*s.* 6*d.*, which of course is much less.

I allow that where the school fees are regulated according to the means of the parents, the intermixture of children of different grades has a very good effect.

The good results of this plan can nowhere be better seen than in the village school of Hagley. Out of 70 scholars who attend there, rather more than 20 pay 1*l.* a year or more, which is about four-fifths of what the education costs. Yet even here the middle class scholars do not pay what they ought. The manager, Lord Lyttelton, erases 27 from the capitation list as not eligible for the grant, while only 21 pay 1*l.* or more; only three of them the actual cost of the education—30*s.* a year.

It may be asked why cannot the managers of town schools adopt the same system? I can only answer that with one or two exceptions in my present district they do not adopt it.

At several of the town schools in my present district a sort of modification of the plan has been tried. The sons of well-to-do parents pay 2*d.* or 3*d.* more than the ordinary school fee, and have extra teaching out of school hours. This plan is open to the following objections; *first*, it is too great a tax on the teacher, who, if he has any extra energy after his six or seven hours' work, ought, as a teacher of the working class, to expend it on the teaching of young operatives in the night-school; *secondly*, it gives the scholars alluded to more than they are entitled to, and creates an impression in the minds of parents when they pay 4*d.* or 6*d.* a week that they are paying more than what the ordinary education costs, whereas they are really paying less, the cost of ordinary instruction being 7½*d.* per week.

At Bromsgrove the plan of graduating the fee according to the circumstances of parents has been in force for many years, and in many respects answers admirably.

Even at Bromsgrove there is this disadvantage from children of so many different classes being taught in the same school, that the master has more in his hands than he can properly manage. The teaching power is sadly deficient. In fact, at Bromsgrove one master in one school, with the help of three or four lads (pupil-teachers) of from 14 to 17 years of age, is trying to effect for 400 boys what would be carried out, if not always in two schools, at any rate by two or four or more masters in any similar town in Germany or Switzerland.

By way then of remedying the defect pointed out, there are several plans that might be suggested, some of which are already being adopted. Remedies suggested.

One would be, to have higher departments attached to one or more of the most flourishing schools in each town. These higher departments should act partly as middle-class schools, partly as secondary schools. They would be middle-class schools in so far as scholars of a superior class to the ordinary labourer would as a rule attend them, the school fee being, except in certain cases, 1*s.* or 9*d.* a week. Higher departments in National and other primary schools.

But they should be also secondary schools, as distinguished from our present primary or elementary schools, or they would not remedy another defect in our educational system to which I wish now to draw the attention of the Commissioners. Such departments should be really schools of secondary not primary instruction.

The defect is this, that in cases where there are two more institutions under public management they do not work harmoniously together; there is no proper division of labour, no graduated system of instruction, by means of which one class of schools might take up and carry forward the work begun in the other. Thus, for instance, I sometimes hear in towns where there is a grammar school (as at Walsall) that there is a large number of boys in the lower classes who are of far inferior attainments to the more advanced scholars of the National school, some of whom, too, belong to a class which would be more suitably taught in the National school. On the other hand, there are often boys in the first class of a National school whose attain-

ments fit them for a higher kind of instruction than the master (without bestowing an undue amount of attention to them) can bestow, and who often grow lazy when at the head of a school, whereas they would be stimulated to fresh efforts if they were promoted to a higher school or department.

How to secure the above object (that middle schools be not elementary schools).

In order then to secure that our middle-class schools shall be really schools of higher instruction, the following rules might be adopted.* No scholar under 10 years of age to be admitted, nor any one who cannot write from dictation a simple sentence, and work sums in the three first rules of arithmetic. Again, the most intelligent and deserving children of a poorer class might be promoted to them from the National schools, being elected by examination; those elected in this way might pay a smaller school fee than the ordinary scholars.

It may be objected that the young children of the middle class would be thus left unprovided for; but boys of this age are often fairly well taught in private schools kept by ladies. Mr. Guest informs me that some of the best of his little boys come from schools of this sort. Again, might not children of this age with advantage attend the National schools. They would be taught in the elementary subjects thoroughly and on a good system; judging from certain experience which I have had I consider that the moral effects of this intermixture of classes is good both for rich and poor.†

The difficulty of regulating the school fee according to the circumstances of the parents would on this plan still exist in regard to the younger children; but in the lower school or department the labourers' children would obtain full instruction in the elementary subjects at a small cost, which, as things now are, they often cannot do.

That such a plan as I have described would answer, that scholars in sufficient numbers and paying a sufficient school fee would be forthcoming to form the secondary department, I am led to infer from the following facts.

At the first introduction of the Revised Code the boys' school at St. Edmund's, Dudley, was closed as a National school; but the master took it on as a private school, charging the scholars on an average 1s. a week, the younger boys something rather less; he managed to keep up a school of 40 scholars to support himself on the income derived from their fees. The case of the

* Scholars under 10 are not admitted, as a rule, into the Prussian gymnasias.

† I am glad to find that Canon Breton, who has done so much for middle-class education in Devonshire, is of opinion that middle schools are only wanted for boys over 12 years old, that up to that age they should be taught in the parochial school; the parochial school might thus, he thinks, be made self-supporting. (Letter to Earl Fortescue on "County Education.") I cannot agree as to the school, even then; being self-supporting without public aid. The nearest approach to a self-supporting rural school that I know of is that of Stokesay, in Shropshire; the clergyman, Mr. La Touche, devotes great attention to it, and many farmers' sons attend it; but it receives the grant, besides 22l. in subscription and endowment. Mr. La Touche says, "I am more than ever convinced of the soundness of the principle of combined education of the upper and lower classes."

boys' school at St. James's, Hull, was almost exactly identical with this.

In both cases the Committee of Council have objected to the use of the rooms, toward the erection of which they had contributed, for the purpose of a middle school, and the schools have been removed elsewhere.

But the plan of attaching a higher department to an elementary school has been carried out successfully in the two following instances. At the National school, Stoke-on-Trent, through the energy and influence of the rector, Sir S. Stamer, a department comprising a large proportion of the children of the tradesmen and superior operatives has been established in connexion with the National schools. There are about 65 scholars in this department, 30 of them being *bonâ fide* middle-class scholars, on whom no Government grant is claimed, pay 10s. 6d. a quarter; 30 of them are the tidiest children of mechanics, who are taken periodically from the lower school, and pay 6d. weekly. A lower standard of age and attainments is required for admission into the upper department than I have suggested should be required. These boys seem to take a pride in looking neat and respectable, they are more advanced than the scholars of an ordinary National school, not so advanced as those of the very best. The head master of the National school teaches this department, having the lower school also under his charge.

Cases where secondary departments have been attached to National schools.

The other case which I am acquainted with is Messrs. Chance's school, Smethwick. There 30 of the more advanced scholars (for a certain lesson, viz., instruction in French) form a higher department. These 30 scholars pay 9d. a week. A Frenchman gives the lesson. As this plan does not oblige the head master to pay any extra attention to the scholars paying the higher fee, I think it is the best of the two.

In cases where middle schools, at which the management is vested in corporate bodies, are established, it would be well if the same plan for securing that they be really schools of higher instruction could be adopted. At one middle school with which I am acquainted, that of Handsworth, near Birmingham, it is partly acted upon. The scholars of the middle class are not indeed required to pass so high an examination as I have suggested that they should; but out of 120 scholars, only 16 are under 10 years of age, and scholars of a poorer class are elected* by competitive examination from the different district National schools of Handsworth; the scholars thus elected are free scholars. The four who have been elected, Mr. Guest tells me, do well.

Secondary instruction at Handsworth Bridge Trust middle school.

I consider that in adopting this plan, instead of following the old plan of nomination, which works so prejudicially elsewhere, the trustees of the Handsworth Bridge Street middle

* In Prussia, Mr. G. De Bunsen informs me that some of the Realschulen have free places (Freestellen), to which talented scholars from the Elementarschulen, are promoted.

school have conferred a great boon on the National schools of the district.

I am glad also to see that the governors of King Edwards School, Birmingham, have elected many scholars during the past year by examination. I submit, however, that if the plan is to be effectually carried out, the old plan of nomination ought, in the case of schools held under public trust, to be abolished by Act of Parliament; and that where the poor have a claim on the school, the number of these poor competition scholars should be larger than it often is.

The master of a flourishing grammar school, who has a small blue-coat school attached to this grammar school, informed me that he agreed with the trustee to hold an examination for the election of the scholars; that the trustee, after he had classified the candidates, thought fit to elect the seventh instead of the first in his list.

Secondary
instruction at
grammar
schools.

How far the grammar schools can be made to meet the educational wants of the middle classes is a subject in regard to which the Commissioners will have received much more valuable evidence than any that I can give.

I would only urge that these institutions, if they are to do the work that is most wanted, must not be above working in the same line (at least to a certain extent) as our public elementary schools do;—must not be above teaching some humble subjects, though I presume they will do so, in a superior manner. The teaching in the first class of a very good National school excels in this, that it makes its lessons in arithmetic an intellectual exercise; its lessons in geography and history graphic and interesting; its lessons in Scripture simple and practical appeals to the heart and the conscience of the young, not a mere conning over of dates and names gleaned from some dry Scripture abstract.

I submit that, in regard to the above points, the English department of a grammar school should resemble the upper classes of a first-rate National school, besides teaching its scholars to write good English, which a National school rarely does.

Lord Lichfield, who was anxious two or three years ago to have middle schools established in Staffordshire, in connexion with a county board, thought that some subject bearing on the special trades in each district, *e.g.*, the science that bears on coal-mining in South Staffordshire, should be taught in each school.

Grammar is a subject in which the best National school children, and even pupil-teachers, are often very deficient. I am inclined to think that this is in great measure because they do not learn it through the medium of a foreign language. On this account it would be very desirable that even when the constitution of an old foundation school has been modified, so as to suit modern requirements, and an English department has been established, that the study of Latin should be still retained. Again, the mental effort which is involved in puzzling out a

piece of Latin or German, or in translating English into Latin, is needed to supplement the training a boy receives in most National schools.

The rule as to excluding very young and backward boys of the middle class would be needed in the case of the grammar schools, if they are to serve as schools of higher instruction. On the other hand, if the most advanced and best behaved of a poorer class were elected as free scholars (or nearly free scholars) from the public elementary schools of the neighbourhood, the claim which the poorer citizens have for a certain share in the benefits* of the foundation would be satisfied without injuring the tone of the school.

With regard to the smaller grammar schools, they are perhaps most useful when they are given up entirely to serve as schools of secondary instruction. The grammar schools at Cannock and Stone in Staffordshire have been placed under the charge of trained masters of experience and ability, and though they may need still further development, are, from what I have seen of them, far more popular, far more serviceable as places of mental and moral training, than they ever could have been under the old Latin grammar system. In the case of some of the smaller endowments it will probably be found that both the claims of justice and the educational wants of the district will be best satisfied by making them act practically as parochial schools of a superior kind, where the youth of all classes may be educated together. The case of the grammar school at Bunbury, Cheshire, may be quoted here. There is an endowment of about 53*l.* a year. The school is under the charge of a certificated master, who has an assistant, a trained teacher. All classes, from the vicar of the parish down to the labourer, send their children to be educated there. Two of my colleagues who have inspected it speak of it as one of the most successful schools that they have visited. The third class is about equal to the first class of an ordinary National school. The average age of the first class is 14 throughout the school. The average age of the scholars is 11.3 years; and to show how the practice of the wealthier classes sending their children to the parochial school acts beneficially on the working people, I might mention that the average age of their children is only one year less than that of the wealthier class of children. Again, at Cleobury Mortimer, Shropshire, there is an excellent endowed school, which, though not a grammar school, is very useful to the middle as well as the working class; about five-twelfths of the boys and girls taught in it belong to this class. The master is a clergyman, formerly

Poor scholars to be elected by competition from National schools to grammar schools.

Secondary instruction at Bunbury grammar school.

At Cleobury Mortimer endowed school.

* I am glad to find churchmen of the present day, like Archbishop Cranmer of old, urging the claims of poor scholars to the benefit of these foundations. In his sermon preached at the re-opening of the Chipping Camden grammar school, Archdeacon Sandford says, "These schools were not endowed for the exclusive use of the lowest class, still less for a monopoly by the class just above this, but for the encouragement of children of whatever degree;" and then urges that one use of these schools is to be supplemental to our National schools.

a trained master, who is heartily interested in his work. The boys are well advanced in what are called the English subjects; the first class learn algebra, land surveying, &c. The girls, six of whom are boarders, have a very homely education. Legal parishioners pay nothing. It has been long intended to enlarge the building and take in more boarders, that the institution may act partly as a middle school to the neighbourhood. Then at Halton, near Runcorn, the following arrangement has been made:—There is a mixed girls' and infants' school in the village, which takes all the younger children; the boys over 8 or 10 are promoted to the grammar school, which has a large proportion of middle-class scholars (48 per cent. of the whole number), farmers' children, also clerks' and tradesmen's children from the neighbouring town of Runcorn; 52 per cent. belong to the working class. The more advanced scholars learn French and Latin, algebra as far as equations; in arithmetic, square and cube root. The second class learns in arithmetic, fractions and proportion; so that, on the whole, the Halton grammar school is a good specimen of what I mean by a secondary school; the last class in it is more fit for an elementary school. The master is a certificated teacher of energy and ability.

At Halton
grammar
school.

Cases where
endowed and
grammar
schools clash
with National
schools.

I can think at this moment of several parishes in North Yorkshire (*e.g.*, Pickering and Thornton-dale) where there are precisely the same facilities for the establishment of a connected and well-graduated system of primary and secondary education; but in these cases the foundation schools are carried on on the old system, and only the mixed girls' schools are carried on by trained teachers.

In localities where this is the case, or where the endowed school has become a private school, and the only intelligent friends of education in the parish are kept out of the management, the supporters of the National school sometimes try to provide education for the youth of different sexes and of different classes and ages, thus incurring an unnecessary expense, and the boys of the foundation are shut out from the influence of the clergy, and are not promoted on a system likely to stimulate education in the parish: the result is, the two schools act rather as rivals than as co-operators in a common work.

In one case (Aldridge, Staffordshire), the trustees of the grammar school, thinking that it had come to be too much of a private school, converted it into the boys' school of the parish: it is under a trained teacher. The middle-class scholars, the master's boarders, have left: as these last were intelligent lads, this is to be regretted. It might be as good a parochial school as it is now, at least for the elder boys of the poorer class, and at the same time train the farmer's and tradesmen's sons.

Some of the endowments in Yorkshire are so small that it would be probably necessary to amalgamate several according to the plan which has been suggested by Mr. Matthew Arnold, in order to raise an income sufficient to engage the services of a good master.

The question of how far, even with the help of endowments, such schools as I have been speaking of can be made self-supporting; or how far, when they are schools on the proprietary system, they can be maintained without entailing great expense to their supporters, is one which only those who are connected with such institutions can decide.

My own opinion for some time has been that schools for middle-class education as well as the schools for the working class should be partially maintained by a local rate. The Commissioners possibly may hesitate to recommend that any public support be given to such institutions. I would, however, remind them, first, that the Government is already, in spite of the precautions it adopts to avoid them, paying considerable sums towards the education of the middle class in the case of many children belonging to it who are educated at National schools. (School managers and teachers cannot persuade themselves in many instances that middle-class parents can pay 9*d.** a week for their children's schooling, and so claim the grant on their account.)

Arguments in favour of a school-rate.

Secondly, that the plan of an educational rate which is imperatively needed for the education of the working class, which was recommended by the Education Commission of 1858 and by the Chairman of the Select Commission on Education of 1866, would be more readily received by the middle classes, if a proportion, however small a proportion, of the funds derived from such rate were to be granted towards the education of their own children.

That on the Continent such public support is given towards the education of the middle classes.

That there is nothing humiliating, or degrading to any class deriving benefit from it, in the principle of such a rate, which is simply that all according to their means contribute to a common fund, from which all according to their need derive a benefit.† It would, I allow, be degrading for the middle class, or the well-to-do working class, to expect as much aid from an educational rate as the poorer class do.

That the principle of a public grant bestowed on a school according to the results of the examination is an immense security to the public that useful work is being done in it. I am not supposing that in the case of the larger endowments such aid would be required.

The plan of a county rate administered by a county board is one which I have long wished to see carried out. If we are not at present to have the rate, there is, I hope, more chance of the county boards being established.

County boards for educational purposes.

A county board composed partly of trustees of the different endowed schools, partly of men of influence in the county,

* Supplementary rules of the Revised Code, Rule 10. b.

† Mr. M. Arnold's arguments (A French Eton, Part II.) seem to me convincing on this point.

interested in education, appointed perhaps by the magistrates at quarter sessions, might act as an educational council for each county, and exercise a kind of supervision over all the endowed schools and public middle-class schools in the county.

Lord Lichfield was anxious, some few years ago, to see such county board established in Staffordshire; such board, he thought, might confine its attention chiefly to the inspection of middle schools, holding examinations for prizes offered by the board.

If such rules as I have suggested are needed to make our endowed and middle-class schools real schools of higher instruction, such a county board would perhaps be the best authority to enforce them. If reports periodically are to be made as to the state of each school, such a board would probably be the best authority to receive them.

No one who has had any acquaintance with the action of the local trustees of endowments can doubt that some stimulus from such a superior board is needed, if the endowments are to do the work which the educational wants of the time require. On the other hand the idea of such a county board might find favour with those who dislike too much centralization; with those who feel deeply, as I do, that if the education of the country as regards the middle and working classes is to keep pace with the education of the more enlightened countries of the Continent, it must be by creating greater local interest in the subject. It is the apathy which prevails among the majority of laymen on educational questions that must be one great cause of our present imperfections. Possibly the creation of local boards and the investing laymen with important offices connected with education would lead to their bestowing attention on the subject and gaining some practical acquaintance with it.

Inspection of
endowed
schools in con-
nexion with
county boards.

The inspection of endowed and other secondary schools is a matter which I presume the county board, if established, would be concerned with. An inspector's opinion about inspection is not of much value. I can only say that the young people inspected always seem to like it, and there are cases in which even young people know best what is good for them.

In case they may have escaped the attention of the Commissioners, I will quote, in reference to the subject, the words of Lord Wodehouse, the late Lord Lieutenant of Ireland. In distributing the prizes awarded by the University Middle-class Examiners at the Norwich Centre in the year 1864, his Lordship having distinguished between the inspection of schools established by private enterprise, which he did not recommend, and that of those which were held in trust for the public good, then went on to say: "While we were right in not allowing Government to become possessed of the management of our affairs, we derived great benefit from an independent inspection of what we did. Thus we had appointed inspectors of prisons, mines, and factories, and in every case where we applied the system we had done so with marked success. It seemed to be exactly the province of the Government in a free country to supply that

“ which after all no part of the country could supply for itself, a general independent inspection brought to bear upon every part of it.”

Certainly, as far as my experience goes, examinations of the picked scholars of a school, such as those carried on by the Oxford and Cambridge Boards of Examiners, require to be supplemented by a thorough examination of every class in a school.

In our Staffordshire prize-scheme examinations no school can send its best scholars to compete for prizes unless the whole school is examined by the inspector.

The want of a class of trained teachers for the work of middle-class education has been pointed out by those more competent than I am to discuss the subject. I would only observe that there is one great defect in our present system as it relates to primary education, in providing a remedy for which the want of trained teachers for middle-class teaching may perhaps partially be met. The defect to which I allude is this :—

Trained teachers for secondary schools.

Our elementary schoolmasters have few means of rising in their profession open to them. At thirty, often at two or three and twenty, a man is in as good a position as he can hope to be in till the end of his days. If, however, they were able to secure, after they had done good service in primary schools, positions as masters of our smaller grammar schools, or as superintendents of a combined primary and secondary school, a fair field would be open to their ambition; an additional inducement, too, would thus be held out to our trained teachers to improve in method and by private study* to increase their knowledge of the higher branches of teaching. While suggesting that positions such as I have described should be open to our trained teachers, I would strongly urge that they should not be appointed to them till they have served a certain number of years as teachers of the poorer class. It is often the practice now to employ young men fresh from the training school in this capacity. It is manifestly unjust that those who have been trained almost entirely at the public expense for one definite work (viz., to teach the children of the labouring class) should at once be devoted to a quite different work.

Want of system of promotion for trained teachers.

Some arrangement between the educational department of the Privy Council and the county board of education to prevent this abuse might be made with advantage. Whether there might not be students on a different footing being trained for middle-school work, at the various county or diocesan colleges, on the plan suggested in Lord Fortescue's treatise, is another question; this point has been discussed also by Mr. Fitch, now one of the Assistant Commissioners, in his paper read at the Social Science Meeting at York, who expresses exactly what are my own views upon it.

* In Prussia, Mr. G. De Bunsen (representative of Bonn) informs me that for a superior elementary schoolmaster means would be obtained by a Government grant, or by promise of after payment, for his preparing at a Gymnasium or University for the mastership of a Real schule.

Secondary schools for girls.

The claims of the girls of the middle and upper working classes to a better kind of education than they often now receive will, I am sure, not be forgotten by the Commissioners. What I have said as to the miserable provision for the higher instruction of the better class of boys which leave our primary schools applies far more strongly in the case of girls. Indeed, but few (as compared with the boys) receive even the elements of education at the National schools in the populous district of the black country.* It is often a marvel to me what the upper class of workpeople and the tradesmen do for their daughters' education in this neighbourhood.

Few girls of middle class in National schools of the black country.

I know two or three districts where good trained mistresses have toiled for several years, and yet have drawn to their schools hardly any but children of the poorer class, and these very young, and not many of them; while on the other hand I notice the daughters of the well-to-do artizan or tradesman issuing from "the young ladies' seminaries" of Brierley Hill or West Bromwich.

The Commissioners are aware that in South Staffordshire an effort has been made to provide a superior education for girls of the middle class at Sandwell by Miss Selwyn. Such a school as that at Sandwell, if properly supported, and brought under the supervision of a county board, might do something towards supplying a great want in this district.

Scanty provision for girls in endowed schools.

In a pamphlet on "Endowed Schools, their Uses and Short-comings," published by Miss Emily Faithful, it has well shown how little provision has been made for the education of girls in these institutions; 17 counties in England, according to her statement, have no grammar school to which girls could be sent; the five counties I am best acquainted with, Chester, Salop, Stafford, Worcester, north and east Yorkshire,† might be added to this number. It is suggested in the pamphlet alluded to that there should be endowed schools established in each county and borough for the education of girls of the middle class; that part of the funds of those ancient charities which the Education Commissioners of 1858 found to be useless, amounting to an annual income of 101,113*l.*, might be employed in providing the endowments required. The obvious objection is that these charities were meant for the poor; yet tradesmen are sometimes poor as well as working people. Again, the middle class would not monopolize the benefit to be derived from these charities if the plan of admitting the best girls of the working class to the schools endowed were adopted.

* I see that the Committee of the National Society in their report just issued draw attention to the small number of children in church schools belonging to the class of upper artizans and tradesmen; of 795,571 children in church schools receiving grants in 1864, only 13,842 paid more than 4*d.* a week. But the Committee are quite right in supposing that a considerable number who pay less than 4*d.* a week belong to this class.

† The endowed school at Easing-wold, North Yorkshire, has girls; it can hardly be called a grammar school.

Generally speaking, the provisions that might be made for secondary instruction in the case of girls are similar to those which should be made in the case of boys, so that I need not treat the subject further.

The sum of what I have said is this,—that what we require is a class of public schools for secondary instruction, answering to those which we have for primary instruction. That whether these schools be created by re-modelling the old grammar schools, or by developing the elementary school system, or by establishing them on the proprietary basis, care should be taken to make them really schools of higher instruction. That among other purposes which they might serve they should supplement and carry forward the work of the primary schools. That there should be county boards, to serve as educational councils in each county, for the double purpose of creating a local interest in education, and exercising a limited degree of supervision over the different institutions connected with them.

H. SANDFORD.

FROM REV. SCOTT F. SURTEES, M.A.

MY LORD,

Rectory, Sprotburgh, Doncaster.

As Chairman of the Schools Inquiry Commission I forward this letter and the papers which accompany it direct to yourself; I must apologise for so doing, but I do not know whers the sittings are held in London.

Your Lordship will notice there are six separate bills of costs. No. I. containing 22 folio pages, and the sum total of that *one* bill of costs 124*6*l. 8*s.* 3*d.* It was received by myself long after I had ceased, by change of benefice, to be a trustee, and was accompanied by a letter stating it was for “the costs incurred in the “ investigation of charges against the schoolmaster and in proceedings taken in the Court of Chancery in the matter of his “ appeal, and that instructions had been given to commence “ proceedings for the recovery thereof unless the same was paid “ within one week of the said date—Sept. 27, 1855.”

Fremington endowed school is situate in a secluded district up Swaledale, in the North Riding of Yorkshire. The annual income was about 70*l.* to 80*l.* per annum.

I, as rector of Richmond, was ex officio trustee with six others. Complaints had often been made of the conduct of the master. We (the trustees) were called together to investigate these charges. The schoolmaster and his solicitor were present all through the proceedings. At the conclusion the four trustees present, after several sittings, dismissed the schoolmaster. The case was flung into Chancery. The Vice-Chancellor, on the first hearing, decided that our proceedings were informal on some technical point about the notice, and we had to pay out of our own pockets the schoolmaster's costs, amounting to 400*l.*

On a second hearing the case was decided in our favour. The wording of the trust deed was as follows :—“That the majority

“ of the trustees might dismiss the schoolmaster for any *just* “ cause they might think fit.” The Court of Chancery held that they had a right to determine whether the cause was a *just* one. In order to investigate this point, the Vice-Chancellor took upon himself to review the evidence taken *vidé voce* before the trustees. The proceedings were voluminous, as we had spent seven days at a public-house up the Dales hearing evidence, where the accommodation was so limited that I had not even a bedroom to myself. A barrister might have gone to the spot and investigated the matter and reported upon it for less than the short-hand writer’s notes (61*l.* 2*s.* 0*d.*). Our lawyer’s bill amounted to 1,246*l.* See Enclosure, No. I. This was in addition to the 400*l.* before paid as costs.

Then the case was taken up by the Attorney-General, or rather by his solicitor Mr. Fearon, and although there was no opposition and the suit was amicable, the trustees incurred a further lawyer’s bill.

One of the trustees had obtained preferment in Ireland, another was dead ; so that the brunt of the burden fell upon the two remaining alive and in England, of whom I was one.

Expenses were incurred in trying to recover a share of the costs from the other trustees ; in this we were partly successful. Other expenses were incurred in litigation with our first solicitor’s executors, and we obtained a reduction of a considerable sum from his bill of costs.

Then our new lawyer’s bills for this litigation with our first lawyer’s executors and the Charity, all of which took place subsequently to the Vice-Chancellor’s decision in our favour, amounted to 420*l.*, which was about equal to the amount we recovered from the Charity, &c., &c. Messrs. Fearon’s costs no doubt were as much or more.

The three trustees who did not attend the meetings had nothing to pay ; they who did their duty had.

I believe the source of all the litigation, which lasted till 1864 (*i.e.* in all 20 years), arose from the fact that the schoolmaster had some little property of his own, which the lawyers succeeded in getting hold of. Altogether, the law costs on both sides must have amounted to upwards of 3,000*l.*

The master held his position many years after he had been dismissed by the Vice-Chancellor’s decree, as no trustee would act any further in the matter.

The summing up is as follows, viz. :—That the trustees for doing their duty had to pay enormous costs out of their own pockets, although the case was finally decided in their favour. The school funds were in great part absorbed, and the lands mortgaged or sold. The master lost his situation and much of his property. The annual income of the school being only about 80*l.* per annum.

The Lord Lyttelton.

I have, &c.

SCOTT F. SURTEES.

INSTRUCTIONS, CIRCULARS, AND
CORRESPONDENCE.

No. 1.

INSTRUCTIONS to the ASSISTANT COMMISSIONERS appointed to examine into the EDUCATION in CERTAIN SELECTED DISTRICTS of ENGLAND.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.,
March 1865.

SIR,

THE duty assigned to the Schools Inquiry Commissioners is to ascertain the state of education in the schools that have not been already reported on, and to recommend measures, if any can be devised, for its improvement. It is obvious, that in order to discharge this duty, the Commissioners must begin by ascertaining the facts. The education now given in the schools, the facilities for improvement that may already exist in them, the demands and wishes of the parents, the cost of the present system, the probable cost of a better, the burden which the parents are willing to bear, these and similar facts must be the basis of any measures which it would be wise to recommend.

The Commissioners have already issued circulars, copies of which are now put into your hands. The answers will give much information on the chief points on which it is needed. But this information is of necessity incomplete; it requires to be supplemented by the evidence of independent observers. The masters, for instance, may tell what they teach; but it is only by independent examination that the true value of that teaching can be ascertained.

For this reason the Commissioners have determined to send Assistant Commissioners into selected districts to make careful inquiry on the spot into all the facts that bear upon the subject. The district assigned to you for this purpose is

I. Your first duty will therefore be to ascertain the present state of education in the district. You will observe that by the words of the Commission (a copy of which is annexed), the inquiry is bounded on the one side by the province assigned to the Duke of Newcastle's Commission in 1858, and on the other by that assigned to the Earl of Clarendon's Commission in 1861. It is not possible to draw the boundary precisely in a country in which no class of society is separated by a definite line from that which is above and that which is below it. But you will understand that you are required to give your chief attention to the schools attended by the children of such of the gentry, clergy, professional and commercial men, as are of limited means, and of farmers and tradesmen.

A. The schools which you have thus to inspect seem to be divisible into three classes:—

1. The grammar schools and those endowed schools which, though not grammar schools, do not appear to have been intended for the children of labourers.
2. Proprietary schools, which, not being endowed, are private property, but are owned by single proprietors, or by proprietary bodies, distinct from the schoolmasters.
3. Private schools, which are the property of the schoolmasters who teach in them.

1. In regard to the grammar and other endowed schools, it is desirable to ascertain not only what is their present condition, but also how far they seem to be fulfilling the purpose for which they were founded. You will therefore endeavour to inform yourself both what sort of education the founder meant to prescribe, and to what class of children he meant to give that education. You will report whether the school appears to fulfil these two purposes; and if not, whether this is due to some fault in the management, or whether the two purposes have become incompatible with each other by lapse of time, and scholars are no longer to be found whose parents wish them to learn what the school was founded to teach.

It is a further question whether, without reference to its original purpose, the school is now a useful institution. You will, therefore, endeavour to get leave to examine the scholars, or a part of them, that you may judge for yourself what is the character of the instruction. You will report whether the education is good of its kind, and suitable to the needs of the scholars; whether the discipline appears to be careful and effective; and the moral tone sound. You will endeavour to ascertain whether the parents of the scholars appear to value the teaching that the boys receive, and particularly whether the boys remain long enough at school to derive the full benefit of that teaching. You will report whether the results, taken all together, are satisfactory and proportionate to the amount of endowment; and if not, whether the fault appears to lie with the school or with the parents, or is due to circumstances independent of both.

You will also inspect the grounds and buildings, and report on the school-rooms, the accommodation for boarders, if any be provided, and the playground.

Finally, it will be desirable to ascertain the estimation in which the school is held in the neighbourhood, and whether there is any general wish to have a change in the character of the instruction, or in the laws or regulations of the foundation; and if so, what are the reasons for such a wish, and whether they appear to have any ground to rest on.

2. The great increase of late years in the number of proprietary schools is a strong testimony to the disposition of the public to think favourably of the principle upon which they are founded; and it has even been suggested that the grammar schools might be much improved by attaching proprietary schools to them. It will be well, therefore, to examine with care what special results are obtained by schools of this kind, and to what causes these results are due. It is also of importance that you should ascertain whether the control of the directors interferes injuriously with the master in the conduct of the school. In other respects your inquiry into these schools will not differ from that which you will make into the grammar schools, except that the absence of a foundation will render unnecessary any comparison of the present condition with the object aimed at by the founder.

3. The great number of the private schools renders it impossible, even if it were advisable, to make a personal inspection of every one of them throughout your district. You must be left very much to your own discretion to decide which you will visit, and how closely and searchingly you will examine any that you do visit. But you will bear in mind that the general object of the Commission is to ascertain what is the character, quality, and moral tone of the education now given to the children of the middle classes; and you must push your examination far enough to satisfy your own mind that you can give a trustworthy report on this point. Many of the schools will undoubtedly be found so like each other, that to have seen a few is to have seen them all. The few that may perhaps be exceptional will be prevented, by being exceptional, from affecting the general result. By going first to the county towns, and one or two others of considerable size, and making a tolerably exhaustive inquiry there, you will probably obtain such a general conception of the education of the whole district as will enable you afterwards to decide without difficulty what schools to visit and what to pass over elsewhere.

You will be supplied with circulars of questions to be answered, and statistical forms to be filled up for as many private schools in your district as you find willing to supply such information.

B. To the inquiry into schools of the ordinary kind it may be well to add an examination of what may be called supplementary means of education. Such, for instance, are Art schools, which the scholars of ordinary schools have it in their power to attend, and special schools or colleges in which professional rather than general education is given.

This inquiry is to be considered as strictly subordinate to the other. General and not special instruction appears to the Commissioners to be their proper province. But still there are some facts which it is important to ascertain in regard to means of education of this kind. You will examine, for instance, whether Art schools are found to put good drawing within the reach of boys who could not otherwise obtain it, and whether this may not be the cheapest and most efficient means of supplying this kind of instruction. It is a question of the same kind, whether in towns good museums may not supply means of

teaching natural science; whether the scholars from several schools might not attend a common lecture in chemistry and have the use of a common laboratory. In the professional schools and colleges you should inquire what previous general instruction is found to be the best preparation, and whether the authorities of schools of this kind prefer that their pupils should possess sound general knowledge on their entrance, or that they should have anticipated the elements of what they are now to learn. On the other hand it would be well to inquire how far these professional schools are themselves successful in preparing boys for professions; and, if not successful, what appears to be the reason of their failure; if successful, whether that success has to be purchased by the sacrifice of general cultivation.

C. The education of girls does not fall so largely within the province of the Commission as that of boys. Girls are much more often educated at home, or in schools too small to deserve the name. And the Commission are not charged with an inquiry into domestic education or private tuition.

But the education of girls cannot be excluded from view. It is said that there are endowments to which girls as well as boys have a claim, and it will therefore be impossible to make recommendations relating to endowments without reference to both sexes. Further there are endowments not hitherto applied to education, which may possibly be so applied hereafter; and in dealing with these it seems unreasonable to take for granted that girls are to be excluded. And even if the Commissioners find themselves unable to recommend immediate measures for the improvement of the education of girls, it will still be well worth while to ascertain and lay before the public information respecting the present state of that education, and thus supply a basis for subsequent action to this end.

You will, therefore, report on the more important girls' schools in your district, and particularly on any which possess endowments. You will endeavour to ascertain what amount and kind of education is generally considered necessary for girls, what time is given to it, what it annually costs, and how far it appears to fit the girls for their after life.

II. Besides inquiring into the state of education, it will be your duty to find out from the parents what are their own wishes, and what expense they are willing to incur. Upon their co-operation all improvement must mainly depend. And even if their wishes are mistaken and arise from imperfect acquaintance with the subject of education, it is still necessary to ascertain them as an important element in the consideration of what is to be done, whether through this Commission or other agency. The wishes of the parents can, of course, be ascertained only by conversation and correspondence. In the course of your examination into the schools you are sure to meet with many whose interest in the matter and general intelligence will make their statements on this subject valuable. You will endeavour to find out how far it is the wish of the parents to alter the subjects of instruction; how far to introduce teaching of a more professional character; whether they are at all aware of the cost of a really sound education, and whether they are willing to incur that cost; what are their prejudices in reference to associating with the class below them and the class above them; under what circumstances they would prefer day schools or boarding schools respectively. The answers to these and similar questions will be of the utmost importance in determining what measures of improvement are not only desirable but practicable. In short, you will generally endeavour to inform yourself of the desire which may prevail among the middle classes of society in your district for an improved system of education that may be made available for their children, and also of such measures as may recently have been taken to meet their wishes in this respect.

In conclusion, I am to warn you that the Commissioners can give you no compulsory powers. The success or failure of your mission will depend very largely on your own tact and prudence. It is true that your duties are of a kind that ought to encourage those who are employed in education to give you every assistance in their power. There cannot be the slightest doubt that whatever tends to throw light on the present state of education, and still more whatever tends to improve it, will largely increase the demand for teachers of every kind, and by so doing will promote their interests, and add importance to their profession. But it would not be difficult to convey the contrary impression, and to close almost all access to information by prosecuting your inquiries

in an inquisitorial and injudicious spirit. It will be your duty to arrive at the truth in whatever way shall give least trouble and least annoyance to those from whom you are seeking it. You will of course make no distinction with regard to religious creed in respect of the schools you may desire to visit.

The main object of your mission will be to collect matters of fact, and ascertain the opinions of others. At the same time the Commissioners do not wish to preclude you from expressing any opinions of your own as to the remedial measures which you may think expedient. But it will be desirable that you should express such opinions in as brief and summary a manner as possible.

The Commissioners consider that your inquiry may be completed in six months, and that you will be able to finish your Report within two months afterwards.

By order of the Commissioners,

H. J. ROBY, Secretary.

No. 2.

INSTRUCTIONS to the ASSISTANT COMMISSIONER for PARTS of the CONTINENT of EUROPE.

Schools Inquiry Commission,
2, Victoria Street, Westminster,
5th April 1865.

SIR,

It has been considered advisable by the Commission appointed by Her Majesty to inquire into the education given in schools not comprised within the scope of Her Majesty's recent Commissions on the state of popular education and on certain public schools, that an investigation should be made into the system of education of the middle and upper classes which prevails in France, Germany, Switzerland, and Italy. The Commissioners having appointed you to conduct this inquiry, I am directed to give you the following instructions —

1. You will ascertain to what extent schools are provided for the people by laws passed for that purpose, and to what extent the means of education are left to be supplied by the voluntary efforts of individuals. You will inquire whether parents are under any legal obligation to have their children educated; if so, whether those who neglect this obligation are subject to any penalty; and whether this obligation has any effect in the prevention or diminution of juvenile delinquency. You will state not only the provisions of the law on these subjects, but also the manner in which it is enforced, and the extent to which it is practically operative.

2. You will inform yourself of the manner in which the schools are supported, whether by any funds in the nature of endowment or appropriation by the central Government, or by local taxation, or by subscription, or by school fees. If there are any funds appropriated by the State, you will ascertain the source from which they are derived, their amount, and the principle of their distribution among the various local bodies. If they arise from special or local taxation, you will ascertain the principle and manner of its assessment, and its amount relatively both to the income of the ratepayer and to the other taxation of the country. And in all cases you will ascertain the average cost of the education of a scholar, and particularly its full cost to the parents.

3. With respect to the *administration* of the schools, you will inquire into the relations which exist between the central government and the local government; into the constitution of the local governing bodies; into the relations between them and the teachers, and of the teachers among themselves and with their scholars; into the extent to which mistresses are employed in schools for either or for both sexes; into the character and frequency of any inspection or control by the governors; into the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.

4. The *internal organization* must depend greatly on the mutual relations between different schools or classes of schools, how far they compete with or

supplement one another, upon the ages and numbers of the pupils, and the degree in which both sexes and different ranks of life are associated in the same school. And here, the character of the lessons and exercises; the way in which they are prepared, whether with or without assistance; the method of teaching, whether conducted in large or small classes or by individual instruction; the books and apparatus used; the seasons and hours of school work, with their distribution among the different subjects of instruction; the length of vacations; the amusements and social life of the pupils; the size and arrangements of the school buildings and playgrounds; the supervision exercised over day scholars out of school hours, and the proportion of boarding schools to day schools, and of boarders to day scholars, are details of much interest and importance, which you should study in small and in large schools, in the country districts as well as in the thickly-peopled towns. You will ascertain the average attendance of the scholars and the number of months or weeks of attendance during the year. You will also pay special attention to the provision made for discipline and moral training.

5. With regard to the *educational results* you will endeavour to be present during the school work of some of the ordinary schools, as well as those of a more important character, and ascertain whether the subjects taught are taught with more or with less accuracy, and whether the result is a greater or a less degree of culture than in the corresponding schools of this country. You will inquire into the effect of the association of scholars of both sexes and of different ranks of life in the same school. You will also investigate the effect of the school system and teaching on the formation of character and their adaptation to the subsequent life of the pupils.

6. Lastly, you will inquire whether any and what provision is made for religious instruction; to what extent children of different religious denominations are taught in the same school, and what is the effect of this association both at the time and in after life; and in what other manner any difficulties that may arise from the existence of different religious denominations are met.

Copies of the instructions addressed to the other Assistant Commissioners under these Commissions, and of the questions and forms to be answered by the authorities of schools here, will be supplied you. Any information which you can obtain in this shape will have the advantage of being more readily comparable with the details of English schools. Where you cannot obtain direct answers, these papers will serve to explain more fully the points to which the Commissioners' inquiry is directed, and to guide without unduly limiting your investigation. You must use your own discretion as to the particular places you visit, and schools you inspect, selecting such as may enable you to report with confidence on the general state of education and the means used to harmonize its working, and secure its efficiency.

The Commissioners consider that your inquiry may be completed in six months, and your Report in two months more.

By order of the Commissioners,

H. J. ROBY,

Secretary to the Schools Inquiry
Commission.

Matthew Arnold, Esq.

No. 3.

INSTRUCTIONS to the ASSISTANT COMMISSIONER for the UNITED STATES OF AMERICA and CANADA.

SIR,

4th April 1865.

It has been considered advisable by the Commissioners appointed by Her Majesty to inquire into the education given in schools not comprised within the scope of Her Majesty's recent Commissions on the state of popular education and on certain public schools, and by the Commissioners appointed by Her Majesty to inquire into the schools in Scotland, that an investigation should be made into the system of education which prevails in the United States of America and in Canada. The Commissioners having appointed you to conduct this inquiry, we are directed to give you the following instructions:

1. You will ascertain to what extent schools are provided for the people by laws passed for that purpose, and to what extent the means of education are left to be supplied by the voluntary efforts of individuals. You will inquire whether parents are under any legal obligation to have their children educated; if so, whether those who neglect this obligation are subject to any penalty; and whether the result is the prevention or diminution of juvenile delinquency. You will state not only the provisions of the law on these subjects, but also the manner in which it is enforced, and the extent to which it is practically operative.

2. You will inform yourself of the manner in which the schools are supported, whether by any funds in the nature of endowment, or appropriation by the State or central Government, or by local taxation, or by subscription, or by school fees. If there are any funds appropriated by the State, you will ascertain the source from which they are derived, whether from the sale or allotment of State lands, or from general taxation, or from any other source; their amount, and the principle of their distribution among the various local bodies. If they arise from special or local taxation, you will ascertain the principle and manner of its assessment, and its amount relatively both to the income of the ratepayer and to the other taxation of the country. And in all cases you will ascertain the average cost of the education of a scholar, and particularly its full cost to the parents.

3. With respect to the *administration* of the schools, you will inquire into the relations which exist between the State or central Government and the local government; into the constitution of the local governing bodies; into the relations between them and the teachers, and of the teachers among themselves and with their scholars; into the extent to which mistresses are employed in schools for either or for both sexes; into the character and frequency of any inspection or control by the governors; into the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.

4. The *internal organization* must depend greatly on the mutual relations between different schools or classes of schools, how far they compete with or supplement one another, upon the ages and numbers of the pupils, and the degree in which both sexes and different ranks of life are associated in the same school. And here, the character of the lessons and exercises; the way in which they are prepared, whether with or without assistance; the method of teaching, whether conducted in large or small classes or by individual instruction; the books and apparatus used; the seasons and hours of school work, with their distribution among the different subjects of instruction; the length of vacations; the amusements and social life of the pupils; the size and arrangements of the school buildings and playgrounds; the supervision exercised over day scholars out of school hours, and the proportion of boarding schools to day schools, and of boarders to day scholars, are details of much interest and importance, which you should study in small and in large schools, in the country districts as well as in the thickly-peopled towns. You will ascertain the average attendance of the scholars and the number of months or weeks of attendance during the year. You will also pay special attention to the provision made for discipline and moral training.

5. With regard to the *educational results* you will endeavour to examine either *vivâ voce*, or on paper, or in both ways, some of the ordinary schools as well as those of a more important character, to be present during the school work, and ascertain whether the subjects taught are taught with more or with less accuracy, and whether the result is a greater or a less degree of culture than in the corresponding schools of this country. You will inquire into the effect of the association of scholars of both sexes and of different ranks of life in the same school. You will also investigate the effect of the school system and teaching on the formation of character, and their adaptation to the subsequent life of the pupils.

6. Lastly, you will inquire whether any and what provision is made for religious instruction; to what extent children of different religious denominations are taught in the same school, and what is the effect of this association both at the time and in after life; and in what manner any difficulties that may arise from the existence of different religious denominations are met.

Copies of the instructions addressed to the other Assistant Commissioners under these Commissions, and of the questions and forms to be answered by

the authorities of schools here, will be supplied you. Any information which you can obtain in this shape will have the advantage of being more readily comparable with the details of English and Scottish Schools. Where you cannot obtain direct answers, these papers will serve to explain more fully the points to which the Commissioners' inquiry is directed, and to guide without unduly limiting your investigation. You must use your own discretion as to the particular places you visit, and schools you inspect, selecting such as may enable you to report with confidence on the general state of education, and the means used to harmonize its working, and secure its efficiency.

The Commissioners consider that your inquiry may be completed in six months, and your Report in two months more. You are requested to address your Report jointly to the two Commissions.

By order of the Commissioners,

H. J. ROBY,

Secretary to the Schools Inquiry Commission.

P. CUMIN,

Secretary to the Commission of Inquiry into the Schools in Scotland.

Rev. James Fraser.

No. 4.

INSTRUCTIONS TO ASSISTANT COMMISSIONERS appointed to inspect GRAMMAR SCHOOLS outside of the PREVIOUSLY SELECTED DISTRICTS.

Schools Inquiry Commission,
2, Victoria Street, Westminster,
March 1866.

SIR,

I AM directed by the Schools Inquiry Commissioners to give you the following instructions for your guidance in conducting the further inquiry which the Commissioners have thought it advisable to make.

Assistant Commissioners have already been employed in inquiring generally into the education of the middle and upper classes in certain selected districts of England and Wales, and specially into the grammar schools contained in those districts. The Commissioners do not consider it necessary to extend the general inquiry to any other districts, those already selected being of sufficient extent and comprising sufficient varieties of population and business to enable the Commissioners, in conjunction with other means of information, to form a satisfactory judgment on the general condition of education within the range of their Commission. But being charged to have especial regard to all endowments "applicable or which can rightly be made applicable" to such education, they deem it right to prosecute over the rest of England and Wales the special inquiry into grammar schools. The portion of these assigned to you contains the endowed schools founded as grammar schools or reputed to be such in the counties of

You will be furnished with a list of the schools in these counties.

There are four matters which should particularly claim your attention in inspecting each school.

1. *The application of the endowment.*—It is desirable to ascertain not only what is the present condition of the school, but also how far it seems to be fulfilling the purpose for which it was founded. You will therefore endeavour to inform yourself both what sort of education the founder meant to prescribe, and to what class of children he meant to give that education. You will report whether the school appears to fulfil the purpose of the founder in these two respects; and if not, whether this is due to some fault in the management, or whether the two directions have become incompatible with each other by lapse of time, and scholars are no longer to be found whose parents wish them to learn what the school was founded to teach. It is a further question whether, without reference to its original purpose, the school is now a useful institution. You will therefore endeavour to ascertain—

2. *The quality of the education now given in the school.*—For this purpose you should, if possible, obtain leave to examine at least some of the scholars (say the head class and one other), not in order to pronounce a minute judgment on all the different parts of the instruction, but to test broadly and summarily its general character, the *primâ facie* competence of the instructors, and the intelligence and demeanour of the pupils. The importance of some schools may make it desirable that you should institute a more thorough examination, and this you will do if the time at your disposal permit. In all cases you will report whether, so far as you have tested it, the education is good of its kind, and suitable to the needs of the scholars; whether the discipline appears to be careful and effective; and the moral tone sound. You will endeavour to ascertain whether the parents of the scholars appear to value the teaching that the boys receive, and particularly whether the boys remain long enough at school to derive the full benefit of that teaching. You will report whether the results, taken altogether, are satisfactory and proportionate to the amount of endowment; and if not, whether the fault appears to lie with the school or with the parents, or is due to circumstances independent of both.

3. *The school premises and buildings.*—You will report on any important defects in the situation of the school, on the size and state of the buildings, on the school-rooms, the accommodation for boarders (if any), and the playground.

4. *The possible development or improvement of the school.*—It will be desirable to ascertain both from the trustees and the master whether they contemplate or desire any extension of the school or important alteration in the character of the instruction, in the class of scholars, or in other parts of the scheme under which the school is administered. You will also inquire into the estimation in which the school is held in the neighbourhood, and the grounds for any desire for alterations which you may find prevailing. In order to examine into these points as thoroughly as possible, it will be expedient that you should give notice of your visit some time beforehand, and make arrangements for seeing the governors or such other persons as may be most likely to give you full and correct information.

You will further endeavour to discover, and if time permit to include in your inspection any endowed schools within your district, which, though not founded as grammar schools, and therefore not named in the list forwarded to you, do now actually give a superior education to that given in National schools, or educate scholars of a superior social rank.

In conclusion, I am to warn you that the Commissioners can give you no compulsory powers. The success or failure of your mission will depend very largely on your own tact and prudence. It will be your duty to arrive at the truth in whatever way will give least trouble and annoyance to those from whom you are seeking it.

The Commissioners consider that four months will be sufficient for your inquiry, and request that you will send every month your reports of the schools inspected in that month so far as you may have been able to complete them.

By order of the Commissioners,

H. J. ROBY, Secretary.

No. 5.

ENDOWED SCHOOLS for BOYS.

(1.) CIRCULAR LETTER to TRUSTEES.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
20th April 1865.

GENTLEMEN,

THE Commissioners appointed by Her Majesty on the 28th of December last, “to inquire into the Education given in Schools not comprised within the “scope of Her Majesty’s two recent Commissions on the State of Popular “Education, and on certain Public Schools, and also to consider and report

‘ what measures, if any, are required for the improvement of such Education, “ having especial regard to all Endowments applicable or which can rightly “ be made applicable thereto,” consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing in conjunction with the Master as complete answers as you can. The questions have been drawn in considerable detail in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked A. should be answered by the Governors, and that marked B. by the Master of the school; but in suggesting this distribution they by no means desire to exclude either yourselves or the Master from replying to questions in both papers, if you or he should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 20th of June next.

I have the honour to be,

Gentlemen,

Your obedient servant,

HENRY J. ROBY,

Secretary to the Commission.

To the Trustees
of the ENDOWED School at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Master. ¶

(2.) CIRCULAR LETTER TO MASTER.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
20th April 1865.

SIR,

THE Commissioners appointed by Her Majesty on the 28th of December last, “ to inquire into the Education given in Schools not comprised within the “ scope of Her Majesty’s two recent Commissions on the State of Popular “ Education, and on certain Public Schools, and also to consider and report “ what measures, if any, are required for the improvement of such Education, “ having especial regard to all Endowments applicable or which can rightly be “ made applicable thereto,” consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing in conjunction with the Trustees as complete answers as you can. The questions have been drawn in considerable detail in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked A. should be answered by the Trustees, and that marked B. by the Master of the school; but in suggesting this distribution they by no means desire to exclude either yourself or the Trustees from replying to questions in both papers, if you or they should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 20th of June next.

I have the honour to be,

Sir,
Your obedient servant,
HENRY J. ROBY,
Secretary to the Commission.

To the Master
of the ENDOWED School at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Trustees.

(3.) PARTICULARS of INQUIRY relating to the ENDOWED SCHOOL
at _____
in the COUNTY of _____

A.

CONSTITUTION and ENDOWMENT.

1. By what name is the School commonly known ?
2. When and by whom, and by what instrument was it founded ?
3. In what Town, if any, and in what Parish is it situate ?
4. What is the number of the population of such Town and Parish ?
5. Does any large proportion of the neighbouring population belong to the farming, manufacturing, mining, seafaring, or to any other, and what class ?
6. Is the School—
 - (a) a separate foundation, or
 - (b) a branch of any foundation, comprising also other and what objects ?

In the latter case—

 - (a) are the endowments of the School separate, or
 - (b) is it entitled to any, and what, share of the income of the whole establishment ?
8. Is any special power in force for the modification of the Statutes or constitution of the charity ? and in whom is it vested ?
9. Has any such modification been made, whether under such special power, or under any, and what, general jurisdiction ?
10. If any new scheme has been established for the government of the School within the last 50 years, please to send a copy of such scheme.
11. Mention any parts of the Statutes or Ordinances which, without being formally repealed, have been dispensed with, or ceased to be observed.
12. Will you add any reasons which appear to you to justify any such non-observance ?
13. Where are the instrument of foundation, and any subsequent or separate Statutes or Ordinances governing the School, and its other muniments, deposited ?
14. Are they, or copies of them, accessible to the public ?
15. Are the school site and buildings well adapted to their purpose ?
16. By whom is the School property actually managed ?
17. State the average gross income derived from the whole endowments during the last five years.
18. State the average net amount of such income applicable to the purposes of the foundation during the same years, after the allowance of all outgoings payable in respect of the properties, the expenses of management, and other deductions.
19. State what portion of that amount has been applied to the purposes of the School during the same years.

20. Please to send a balance-sheet of all receipts and expenditure on account of the endowments during the last year, stating any arrears of income received, and any income accrued due but not received at the close of the year.
21. Are the accounts of the School property regularly audited? and at what period? and by whom?
22. If in any year the income exceeds the expenditure, who holds the balance, and what is done with it?
23. If in any year the expenditure exceeds the income, how is the deficiency met?
24. Is any material increase or diminution of income to be expected at any early period, on the expiration of existing leases, or under any new dispositions of the property, or otherwise?
25. Are there any and what ecclesiastical benefices comprised in the endowments?
26. In whose patronage are any such benefices?
27. By whom is each held?
28. Has the incumbent of any such benefice any, and what, present or past relation to the School in respect of any office discharged by him, or otherwise?
29. Are there any exhibitions or scholarships at any University appropriated to the school separately, or with other schools, by the original or any later endowments? If so, state
 - (a) the total number;
 - (b) the amount of each;
 - (c) the period for which it is tenable;
 - (d) the conditions of tenure.
30. Are there any exhibitions tenable at the School? If so, give the same particulars.

GOVERNMENT OF SCHOOL.

31. State the names, descriptions, and residences of the Trustees or Governing Body of the School property.
32. Are there any ex-officio Trustees or Governors? and if so, to what offices or positions is the trust annexed?
33. State what are the means for the renewal or continuance of the trust or management upon the occurrence of any vacancy among the non-official Trustees or Governors.
34. Are there any particular qualifications, whether of name, kin, birth, residence, place of education, religious creed, profession, employment, or other, required in Trustees or Governors?
35. Do the Governors actually exercise any control over
 - (a) the internal management and regulations of the School;
 - (b) the appointment or dismissal of the master, or any of the masters, whether on the foundation or not;
 - (c) the admission or expulsion of the boys;
 - (d) the studies;
 - (e) the discipline;
 - (f) the payments by the boys;
 - (g) the conduct of examinations and appointment of examiners?
36. Is the consent of the Bishop of the diocese or other person required and actually obtained by the Governors for exercising any of their powers?

OBJECTS OF TRUST.

37. For whose benefit was the School founded, as set forth in the deed of foundation?
38. Is the endowment
 - (a) for the education of boys only;
 - or (b) in whole or in part applicable to the education of girls.

39. Are there any, and what, particular qualifications, absolute or preferential, whether of name, kin, birth, residence, age, religious creed, profession or occupation of parents, poverty, or other circumstances required in candidates for admission to the School, or to any advantage thereof?
40. Has any class of boys a right to claim admission to the advantages of the foundation?
41. Can boys of that class, if any, be rejected for incompetence or any other reason?
42. Can they be dismissed or expelled?
43. What does the foundation require to be taught in the School?
44. Does the foundation provide any other benefits for the scholars than instruction; as clothing, board, advancement in life, or the like? If so, specify them.
45. Are the benefits of the foundation, whether instruction or other, open to all the scholars?
46. If there is any limitation, are the recipients selected by merit or nominated, or do they succeed by seniority, or in virtue of any other and what qualifications?
47. Is the number of boys entitled to the benefits of the foundation increasing or diminishing?

MASTERS (including USHER) of SCHOOL.

48. What is the title and description of the head and other foundation masters?
49. How many foundation masters are these?
50. By whom are the head and other foundation masters appointed?
51. Is the right of appointing the master alienable?
52. Are any and what qualifications, absolute or preferential, whether of school, university, religious creed, profession, age, or other circumstances, ordered to be required in the head or other masters?
53. Have any such qualifications been in fact required?
54. Is the office of master held or tenable with any ecclesiastical or other preferment or office?
55. What has been or is the usual practice observed in making the appointment of any master?
56. Is the notice of vacancy published, and in what way?
57. Do the present master or masters hold office subject to any future alterations as to duties or emoluments?
58. Are any residences provided for the head or other foundation masters?
59. If so, are they adapted for the reception of boarders?
60. Do the masters reside in their official residences?
61. Are the masters permitted to receive boarders? with what limitation?
62. Does the head or any other master make payments to other masters, or for any other purposes, out of their official receipts?
63. What is the average net yearly income of each master
 - (a) from the endowment;
 - (b) from fees for instruction;
 - (c) from profits of boarders;
 - (d) from any other sources?
64. Is there any rule or usage respecting superannuation, or any provision for it?
65. Does the power of appointing and dismissing assistant masters or teachers, regular or occasional, rest with the Governors or Head Master, or with whom?

BALANCE SHEET. See *Question 20.*

We, being Governors or Trustees of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(4.) PARTICULARS of INQUIRY relating to the ENDOWED SCHOOL
at _____ in the COUNTY of _____ .

B.

1. Be so good as to fill up the accompanying forms (on separate sheet).

CHARACTER of SCHOOL.

2. Is the School intended for, and actually used by, boarders or day boys, or both?
3. If any great change has occurred in the number or character of the surrounding population, state whether, and when, and how, it has—
(a) affected the success or usefulness of the School;
(b) altered the class or habits of the boys attending it.
4. From what distance do the day boys come?
5. Do they (a) remain for the whole day? and if so where do they dine?
or (b) return to their homes between the school hours?
6. Can you state generally the profession or occupation of the parents or next friends of the boys, whether day boys or boarders, attending the School?
7. On the average of the last five years, how many boys have within one year of leaving the school gone—
(a) to any university?
(b) to any other place of education?

BOARDING HOUSES.

8. What, if any, authority is necessary to enable any person to keep a boarding house in connexion with the School?
9. Does the Head Master keep a boarding house?
10. Do any and what other masters keep boarding houses?
11. Are any boarding houses kept by other than masters in the School?
12. Are the boarding houses generally under the Head Master's control? and does it rest with him, or with what authority, to establish regulations for their management?
13. How many meals a day are given to the boarders?
14. Of what does each meal consist?
15. What is the largest and what is the smallest number of boys in any one bed-room?
16. What is the sum of the cubical contents of all the bed-rooms assigned to the boarders in the largest boarding house? and how many boys sleep in these rooms?
17. Has every boy a separate bed?
18. What are the hours of going to bed and getting up?
19. How is discipline maintained in the bed-rooms?
20. Are there separate rooms for study; if so, to how many boys is one room allotted?

INSTRUCTION and DISCIPLINE.

21. During how many weeks in the year is the School at work?
22. What, if anything, are the boys required to know on admission?
23. Is their possession of this knowledge ascertained by examination?
24. Is the school classified—
(a) by one leading subject or group of subjects solely;
or (b) by one leading subject, &c., chiefly, and other subjects subalternately;
or (c) separately for every subject or group of subjects?
25. Are boys promoted from class to class—
(a) by seniority;
or (b) by marks gained for work done in the half year;
or (c) by examination at the end of the half year;
or (d) in what other way?

26. Does success in one subject affect the promotion in another subject?
27. How many hours a week are the boys in school?
28. What proportion of the lessons are learnt—
 (a) in school;
 (b) out of school under supervision by a master;
 (c) out of school not under supervision?
29. In learning Latin, Greek, French, and German lessons, are the boys allowed—
 (a) to use translations;
 or (b) to have assistance from a master or tutor;
 or (c) to have no aid but grammar and dictionary?
30. Are Latin, Greek, French, and German exercises done—
 (a) in prose;
 (b) in verse?
31. Are such exercises, if any,—
 (a) short sentences taken from Exercise-books;
 (b) continuous pieces for translation;
 (c) original composition?
32. Are examples in arithmetic or mathematics—
 (a) taken from text books;
 (b) dictated orally by the master;
 (c) set in writing?
33. Are the boys taught natural history, physics, or chemistry—
 (a) by text books;
 (b) by oral lectures;
 (c) with specimen objects and experiments shown by the master or lecturer;
 (d) with specimen objects handled and experiments worked by the boys themselves?
34. Are the following subjects taught, and in what way—
 (a) geometrical drawing;
 (b) perspective;
 (c) freehand drawing from the flat;
 (d) freehand drawing from models;
 (e) colouring?
35. Is the theory or practice of music taught?
36. How often is the School examined?
37. By what examiners? and how are they appointed?
38. In what subjects?
39. What system of rewards and prizes is in use in the School?
40. Is it part of the system to modify the course of the School in the case of boys—
 (a) who show a particular aptitude for certain studies;
 (b) who are intended by their parents for certain lines of life;
 (c) who after trial appear specially disqualified for any part of the school work?
 If so, how is it done?
41. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations for Scholarships at the Universities, and for the Civil, Military, and East India services?
42. Is the Head Master supreme over the instruction, or who can interfere with him?
43. Is the school connected with any, and if so, with what religious denomination?
44. What provisions are made for religious instruction?
45. (a) Is the Head Master responsible for the religious instruction?
 (b) Is any other master or person?
46. Does the school-work begin and end with prayers?
47. What prayers are used?
48. Are all boys necessarily present at prayers?

49. In case of boys whose parents wish them to be confirmed, who is responsible for preparing the boys?
50. Are there any lessons on Sundays? and how is the day observed?
51. What are the regulations about attendance on Divine worship on Sunday?
52. Is the Head Master supreme over the discipline? or, if not, who can interfere with him?
53. What punishments are in use? and for what offences are they inflicted?
54. If corporal punishment is in use, is it inflicted publicly or privately?
55. What punishments, if any, can be inflicted by the Head Master only?
56. What punishments, if any, can be inflicted by the under masters, either with or without reporting to the Head Master or others?
57. Are there any monitors or præpostors empowered to aid in maintaining discipline?
58. If there are, by whom, and how, are they appointed?
59. What punishments, if any, can they inflict?
60. Can they inflict such punishments without reporting to the Head Master or others?
61. Have they any other powers, *e.g.*, that of fagging?
62. Are they required to report any serious evil that they may observe among their schoolfellows?
63. Do you believe that they would?
64. Is there any rule that the boys should never be out of the presence of some master or other?
65. Have the boys access to any school library?
66. Under what conditions?

PLAYGROUNDS and RECREATION.

67. Is there a playground attached to the School?
68. If so, is it open to all the boys to use?
69. How large is it?
70. How far is it from the School?
71. Have the boys any, and what, covered place for play in wet weather?
72. How many hours a week are allowed for play?
73. What are the usual games or other bodily exercises?
74. Is there any rule that a master should be always present?
75. Do any of the masters join in the games?
76. Is there a gymnasium?
77. Is drilling, or are any athletic exercises taught as a part of the School system?
78. Are there any school bounds beyond the school precincts, or are the boys allowed to walk in the country at their own discretion?

GENERAL QUESTIONS.

79. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
80. What subjects of instruction do you believe to be preferred by the parents?
81. What difficulties, if any, do you find in the discharge of your duty?
82. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners?
83. If such examiners are desirable, how should they be appointed?
84. Is it, in your judgment, possible or expedient to give boys at school a direct preparation for the particular occupations for which they may be intended by their parents?

I, being the Head Master of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(5.) ENDOWED SCHOOL of _____ in the COUNTY of _____

FORM A.—NUMBER OF SCHOLARS.

	I. NUMBER OF SCHOLARS IN ATTENDANCE.						II. NUMBER OF SCHOLARS WHO HAVE LEFT THE SCHOOL.					
	Scholars on Foundation or Free Boys receiving			Scholars not on Foundation.			Scholars on Foundation or Free Boys receiving			Scholars not on Foundation.		
	Instruction.	Board and Instruction.	Board, Clothing, and Instruction.	Boarding in Masters' Houses.	Boarding in other than Masters' Houses.	Day Boys.	Instruction.	Board and Instruction.	Board, Clothing, and Instruction.	Boarding in Masters' Houses.	Boarding in other than Masters' Houses.	Day Boys.
1. Average during last three years												
Under 10 years of age . . .												
Above 10 and under 14 . . .												
Above 14 and under 16 . . .												
Above 16 . . .												
2. In first half of year 1864 . . .												
Under 10 years of age . . .												
Above 10 and under 14 . . .												
Above 14 and under 16 . . .												
Above 16 . . .												
3. In second half of year 1864 . . .												
Under 10 years of age . . .												
Above 10 and under 14 . . .												
Above 14 and under 16 . . .												
Above 16 . . .												

FORM B.—PROFESSION, &C. OF PARENTS.

N.B.—The ten highest and ten lowest boys in the School order are taken as samples of the whole.

DAY SCHOLARS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Distance of Parents' or Guardians' Residence from School House.
Boys highest in School - 1			
" " " " - 2			
" " " " - 3			
" " " " - 4			
" " " " - 5			
" " " " - 6			
" " " " - 7			
" " " " - 8			
" " " " - 9			
" " " " - 10			
Boys lowest in School - 1			
" " " " - 2			
" " " " - 3			
" " " " - 4			
" " " " - 5			
" " " " - 6			
" " " " - 7			
" " " " - 8			
" " " " - 9			
" " " " - 10			
BOARDERS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Name of Person who keeps Boarding House.
Boys highest in School - 1			
" " " " - 2			
" " " " - 3			
" " " " - 4			
" " " " - 5			
" " " " - 6			
" " " " - 7			
" " " " - 8			
" " " " - 9			
" " " " - 10			
Boys lowest in School - 1			
" " " " - 2			
" " " " - 3			
" " " " - 4			
" " " " - 5			
" " " " - 6			
" " " " - 7			
" " " " - 8			
" " " " - 9			
" " " " - 10			

FORM E.—SCHOOL INSTRUCTION. N. B.—Any subject not taught in the School to be left blank.

Subjects.	Statistics of whole School.		Statistics of First (or Highest) Class in each Subject.		Statistics of Second Class in each Subject.		Statistics of Lowest Class in each Subject.			
	Extra Fee, if any, paid for learning each Subject.	Number of Classes into which these Boys are formed.	Number of Boys learning each Subject.	Names, and precise Quantity of Authors read or Text Books used by the First Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Boys in the Class.
Religious Knowledge										
Greek										
Latin										
French										
German										
Other Foreign Language										
Arithmetic										
Book-keeping										
Mensuration and										
Surveying										
Mathematics, pure or applied, bookish or practical										
Physics										
Natural History										
Chemistry										
History										
Geography										
English Grammar										
English Literature										
English Composition										
Reading										
Writing										
Music										
Drawing										
Other Subjects										

N. B.—Practical and Experimental Mechanics, if taught, are to be included in Physics. Vegetable and Animal Physiology, if taught, are to be included in Natural History.

FORM F.—WEEKLY TIME TABLE.

FORM G.—DISTINCTIONS.

List of DISTINCTIONS gained within the last TEN years by boys of the School
(a) at the Universities; (b) at the competitive examinations for the Civil,
Military, and East India Services; (c) or elsewhere.

I, being the Head Master of the above-named School, hereby certify that
the foregoing Statements are correct.

(Signed)

No. 6.

ENDOWED SCHOOLS for GIRLS.

(1.) CIRCULAR LETTER to TRUSTEES.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
10th May 1865.

GENTLEMEN, or LADIES,

THE Commissioners appointed by Her Majesty on the 28th of December last, "to inquire into the Education given in Schools not comprised within the "scope of Her Majesty's two recent Commissions on the State of Popular "Education, and on certain Public Schools, and also to consider and report "what measures, if any, are required for the improvement of such Education, "having especial regard to all Endowments applicable or which can rightly be "made applicable thereto," consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing, in conjunction with the Master or Mistress, as complete answers as you can. The questions have been drawn in considerable detail, in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked A. should be answered by the Governors, and that marked B. by the Master or Mistress of the school; but in suggesting this distribution they by no means desire to exclude either yourselves or the Master from replying to questions in both papers, if you or he should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 1st of July next.

I have the honour to be,
Gentlemen, or Ladies,
Your obedient servant,
HENRY J. ROBY,
Secretary to the Commission.

To the Trustees
of the ENDOWED School at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Master or Mistress.

(2.) CIRCULAR LETTER to MASTER or MISTRESS.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
10th May 1865.

SIR, or MADAM,

THE Commissioners appointed by Her Majesty on the 28th of December last, "to inquire into the Education given in Schools not comprised within the "scope of Her Majesty's two recent Commissions on the State of Popular "Education, and on certain Public Schools, and also to consider and report "what measures, if any, are required for the improvement of such Education, "having especial regard to all Endowments applicable or which can rightly be "made applicable thereto," consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing, in conjunction with the Governors, as complete answers as you can. The questions have been drawn in considerable detail, in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked A. should be answered by the Governors, and that marked B. by the Master or Mistress of the school; but in suggesting this distribution they by no means desire to exclude either yourself or the Governors from replying to questions in both papers, if you or they should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 1st of July next.

I have the honour to be,

Sir, or Madam,

Your obedient servant,

HENRY J. ROBY,

Secretary to the Commission.

To the Master or Mistress
of the ENDOWED School at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Governors.

By *Proprietary* schools are meant those which are neither *endowed*, nor the private property of the *Schoolmaster* or *Schoolmistress*.

(3.) PARTICULARS of INQUIRY relating to the ENDOWED SCHOOL for GIRLS, at _____ in the COUNTY of _____.

A.

CONSTITUTION and ENDOWMENT.

1. By what name is the School commonly known?
2. When, and by whom, and by what instrument was it founded?
3. In what Town, if any, and in what Parish is it situate?
4. What is the number of the population of such Town and Parish?
5. Does any large proportion of the neighbouring population belong to the farming, manufacturing, mining, seafaring, or to any other, and what class?
6. Is the School—
 - (a) a separate foundation, or
 - (b) a branch of any foundation, comprising also other, and what objects?
7. In the latter case—
 - (a) are the endowments of the School separate, or
 - (b) is it entitled to any, and what, share of the income of the whole establishment?

8. Is any special power in force for the modification of the Statutes or constitution of the charity? and in whom is it vested?
9. Has any such modification been made, whether under such special power, or under any, and what, general jurisdiction?
10. If any new scheme has been established for the government of the School within the last 50 years, please to send a copy of such scheme.
11. Mention any parts of the Statutes or Ordinances which, without being formally repealed, have been dispensed with, or ceased to be observed.
12. Will you add any reasons which appear to you to justify any such non-observance?
13. Where are the instrument of foundation, and any subsequent or separate Statutes or Ordinances governing the School, and its other muniments, deposited?
14. Are they, or copies of them, accessible to the public?
15. Are the school site and buildings well adapted to their purpose?
16. By whom is the School property actually managed?
17. State the average gross income derived from the whole endowments during the last five years.
18. State the average net amount of such income applicable to the purposes of the foundation during the same years, after the allowance of all outgoings payable in respect of the properties, the expenses of management, and other deductions.
19. State what portion of that amount has been applied to the purposes of the School during the same years.
20. Please to send a balance-sheet of all receipts and expenditure on account of the endowments during the last year, stating any arrears of income received, and any income accrued due but not received at the close of the year.
21. Are the accounts of the School property regularly audited? and at what period? and by whom?
22. If in any year the income exceeds the expenditure, who holds the balance, and what is done with it?
23. If in any year the expenditure exceeds the income, how is the deficiency met?
24. Is any material increase or diminution of income to be expected at any early period, on the expiration of existing leases, or under any new dispositions of the property, or otherwise?
25. Are there any exhibitions tenable at the School? If so, state—
 - (a) the total number;
 - (b) the amount of each;
 - (c) the period for which it is tenable;
 - (d) the conditions of tenure.

GOVERNMENT OF SCHOOL.

26. State the names, descriptions, and residences of the Trustees or Governing Body of the School property.
27. Are there any ex-officio Trustees or Governors? and if so, to what offices or positions is the trust annexed?
28. State what are the means for the renewal or continuance of the trust or management upon the occurrence of any vacancy among the non-official Trustees or Governors.
29. Are there any particular qualifications, whether of name, kin, birth, residence, place of education, religious creed, profession, employment, or other, required in Trustees or Governors?
30. Do the Governors actually exercise any control over
 - (a) the internal management and regulations of the School;
 - (b) the appointment or dismissal of the master or mistress, or any of the teachers, whether on the foundation or not;

- (c) the admission or expulsion of the scholars ;
 - (d) the studies ;
 - (e) the discipline ;
 - (f) the payments by the scholars ;
 - (g) the conduct of examinations and appointment of examiners ?
31. Is the consent of the Bishop of the diocese or other person required and actually obtained by the Governors for exercising any of their powers ?

OBJECTS OF TRUST.

32. For whose benefit was the School founded, as set forth in the deed of foundation ?
33. Is the endowment
- (a) for the education of girls only ;
 - or (b) in whole or in part applicable to the education of boys ?
34. Are there any, and what particular qualifications, absolute or preferential, whether of name, kin, birth, residence, age, religious creed, profession or occupation of parents, poverty, or other circumstances required in candidates for admission to the School, or to any advantage thereof ?
35. Has any class of girls a right to claim admission to the advantages of the foundation ?
36. Can girls of that class, if any, be rejected for incompetence or any other reason ?
37. Can they be dismissed or expelled ?
38. What does the foundation require to be taught in the School ?
39. Does the foundation provide any other benefits for the scholars than instruction ; as clothing, board, advancement in life, or the like ? If so, specify them.
40. Are the benefits of the foundation, whether instruction or other, open to all the scholars ?
41. If there is any limitation, are the recipients selected by merit or nominated, or do they succeed by seniority, or in virtue of any other and what qualifications ?
42. Is the number of girls entitled to the benefits of the foundation increasing or diminishing ?

TEACHERS OF SCHOOL.

43. What is the title and description of the head and other foundation teachers ?
44. How many foundation teachers are there ?
45. By whom are the head and other foundation teachers appointed ?
46. Are any and what qualifications, absolute or preferential, whether of school, university, religious creed, profession, age, or other circumstances, ordered to be required in the head or other teachers ?
47. Have any such qualifications been in fact required ?
48. What has been or is the usual practice observed in making the appointment of any teacher ?
49. Is the notice of vacancy published, and in what way ?
50. Do the present teachers hold office subject to any future alterations as to duties or emoluments ?
51. Are any residences provided for the head or other foundation teachers ?
52. If so, are they adapted for the reception of boarders ?
53. Do the teachers reside in their official residences ?
54. Are the teachers permitted to receive boarders ? with what limitation ?
55. Does the head or any other teacher make payments to other teachers, or for any other purposes, out of their official receipts ?

56. What is the average net yearly income of each teacher
- (a) from the endowment;
 - (b) from fees for instruction;
 - (c) from profits of boarders;
 - (d) from any other sources?
57. Is there any rule or usage respecting superannuation, or any provision for it?
58. Does the power of appointing and dismissing assistant teachers, regular or occasional, rest with the Governors or Master or Mistress, or with whom?

BALANCE SHEET. See Question 20.

We, being Governors or Trustees of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(4.) PARTICULARS OF INQUIRY relating to the ENDOWED SCHOOL for GIRLS, at _____ in the COUNTY of _____

B.

1. Be so good as to fill up the accompanying forms (on separate sheet).

CHARACTER OF SCHOOL.

2. Is the School intended for, and actually used by, boarders or day scholars, or both?
3. If any great change has occurred in the number or character of the surrounding population, state whether, and when, and how, it has—
- (a) affected the success or usefulness of the School;
 - (b) altered the class or habits of the scholars attending it.
4. From what distance do the day scholars come?
5. Do they (a) remain for the whole day? and if so where do they dine? or (b) return to their homes between the school hours?
6. Can you state generally the profession or occupation of the parents or next friends of the scholars, whether day scholars or boarders attending the School?
7. On the average of the last five years, how many scholars have within one year of leaving the School gone to any other place of education?

BOARDING HOUSES.

8. What, if any, authority is necessary to enable any person to keep a boarding house in connexion with the School?
9. Does the Head Master or Mistress keep a boarding house?
10. Do any and what other teachers keep boarding houses?
11. Are any boarding houses kept by other than teachers in the School?
12. Are the boarding houses generally under the Head Master's or Mistress's control? and does it rest with him or her, or with what authority, to establish regulations for their management?
13. How many meals a day are given to the boarders?
14. Of what does each meal consist?
15. What is the largest and what is the smallest number of scholars in any one bed-room?
16. What is the sum of the cubical contents of all the bed-rooms assigned to the boarders in the largest boarding house? and how many scholars sleep in these rooms?
17. Has every scholar a separate bed?

18. What are the hours of going to bed and getting up?
19. What provision is there of washing apparatus?
20. How is discipline maintained in the bed-rooms?
21. Are there separate rooms for study? if so, to how many scholars is one room allotted?

INSTRUCTION and DISCIPLINE.

22. During how many weeks in the year is the School at work?
23. What, if anything, are the scholars required to know on admission?
24. Is their possession of this knowledge ascertained by examination?
25. Do the scholars usually come from some other school, or from home teaching?
26. In which case are they better prepared?
27. What is the average time that the pupils remain in the school?
28. Is the school classified—
 - (a) by one leading subject or group of subjects solely;
 - or (b) by one leading subject, &c., chiefly, and other subjects sub-ordinately;
 - or (c) separately for every subject or group of subjects?
29. Are the scholars promoted from class to class—
 - (a) by seniority;
 - or (b) by marks gained for work done in the half year;
 - or (c) by examination at the end of the half year;
 - or (d) in what other way?
30. Does success in one subject affect the promotion in another subject?
31. How many hours a week are the scholars in school?
32. What proportion of the lessons are learnt—
 - (a) in school;
 - (b) out of school under supervision by a teacher;
 - (c) out of school not under supervision?
33. In learning Latin, French, Italian, and German lessons, are the scholars allowed—
 - (a) to use translations;
 - or (b) to have assistance from a teacher;
 - or (c) to have no aid but grammar and dictionary?
34. Are Latin, French, Italian, and German exercises done—
 - (a) in prose;
 - (b) in verse?
35. Are such exercises, if any,—
 - (a) short sentences taken from Exercise-books?
 - (b) continuous pieces for translation;
 - (c) original composition?
36. Are examples in arithmetic or mathematics—
 - (a) taken from text books;
 - (b) dictated orally by the teacher;
 - (c) set in writing?
37. Are the scholars taught history—
 - (a) from abridgments;
 - (b) from standard authors;
 - (c) from oral lectures?
38. Are the scholars taught natural history, physics, or chemistry—
 - (a) by text books;
 - (b) by oral lectures;
 - (c) with specimen objects and experiments shown by the teacher or lecturer;
 - (d) with specimen objects handled and experiments worked by the scholars themselves?

39. Are the following subjects taught, and in what way—
 (a) geometrical drawing;
 (b) perspective;
 (c) freehand drawing from the flat;
 (d) freehand drawing from models;
 (e) colouring?
40. Are the following subjects taught, and in what way—
 (a) harmony;
 (b) instrumental music;
 (c) class singing;
 (d) solo singing?
41. How often is the School examined?
42. By what examiners? and how are they appointed?
43. In what subjects?
44. What system of rewards and prizes is in use in the School?
45. Is the Head Master or Mistress supreme over the instruction, or who can interfere?
36. Is the School connected with any, and if so, with what religious denomination?
47. What provision is made for religious instruction?
48. (a) Is the Head Master or Mistress responsible for the religious instruction?
 (b) Is any other teacher or person?
49. Does the school-work begin and end with prayers?
 0. What prayers are used?
51. Are all the scholars necessarily present at prayers?
52. In case of scholars whose parents wish them to be confirmed, who is responsible for preparing them?
53. Are there any lessons on Sundays? and how is the day observed?
54. What are the regulations about attendance on Divine worship on Sunday?
55. Is the Head Master or Mistress supreme over the discipline? or, if not, who can interfere with him?
56. What punishments are in use? and for what offences are they inflicted?
57. What punishments, if any, can be inflicted by the Head Master or Mistress only?
58. What punishments, if any, can be inflicted by the assistant teachers, either with or without reporting to the Head Master or Mistress, or others?
59. Are there any monitors empowered to aid in maintaining discipline?
60. If there are, by whom, and how, are they appointed?
61. Is there any rule that the scholars should never be out of the presence of some teacher or other?
62. What are the means of enforcing regularity of attendance?
63. Have the scholars access to any school library?
64. Under what conditions?

PLAYGROUNDS AND RECREATION.

65. Is there a playground attached to the School?
66. If so, is it open to all the scholars to use?
67. How large is it?
68. How far is it from the School?
69. Have the scholars any and what covered place for play in wet weather?
70. How many hours a week are allowed for exercise?
71. What are the usual games or other bodily exercises?

72. Is there any rule that a teacher should be always present?
73. Do any of the teachers join in the games?
74. Is there a gymnasium?
75. Are callisthenics taught as a part of the School system?
76. Are there any school bounds beyond the school precincts, or are the scholars allowed to walk out only when accompanied by a teacher?
77. How are the school-rooms warmed and ventilated?
78. Are the seats provided with backs?

GENERAL QUESTIONS.

79. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
80. What subjects of instruction do you believe to be preferred by the parents?
81. What difficulties, if any, do you find in the discharge of your duty?
82. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners?
83. If such examiners are desirable, how should they be appointed?

I, being the Head Master or Mistress of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(5.) ENDOWED SCHOOL for GIRLS at... in the County of

FORM A.—NUMBER of SCHOLARS.

	I. NUMBER OF SCHOLARS IN ATTENDANCE.						II. NUMBER OF SCHOLARS WHO HAVE LEFT THE SCHOOL.					
	Scholars on Foundation or Free Scholars receiving			Scholars not on Foundation.			Scholars on Foundation or Free Scholars receiving			Scholars not on Foundation.		
	Instruction.	Board and Instruction.	Board, Clothing, and Instruction.	Boarding in Teachers' Houses.	Boarding in other than Teachers' Houses.	Day Scholars.	Instruction.	Board and Instruction.	Board, Clothing, and Instruction.	Boarding in Teachers' Houses.	Boarding in other than Teachers' Houses.	Day Scholars.
1. Average during last three years												
Under 10 years of age												
Above 10 and under 14												
Above 14 and under 16												
Above 16												
2. In first half of year 1864												
Under 10 years of age												
Above 10 and under 14												
Above 14 and under 16												
Above 16												
3. In second half of year 1864												
Under 10 years of age												
Above 10 and under 14												
Above 14 and under 16												
Above 16												

FORM B.—PROFESSION, &c., of PARENTS.

N.B.—The ten highest and ten lowest scholars in the School order are taken as samples of the whole.

DAY SCHOLARS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Distance of Parents' or Guardians' Residence from School House.
Scholars highest in School			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Scholars lowest in School			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
BOARDERS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Name of Person who keeps Boarding House.
Scholars highest in School			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Scholars lowest in School			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

FORM E.—SCHOOL INSTRUCTION. N.B.—Any subject not taught in the School to be left blank.

Subject.	Statistics of whole School.			Statistics of First (or Highest) Class in each Subject.			Statistics of Second Class in each Subject.			Statistics of Lowest Class in each Subject.							
	Extra Fee, if any, paid for learning each Subject.	Number of Classes into which those Scholars are formed.	Number of Scholars learning each Subject.	Names and precise Quantity of Authors read or Text Books used by the First Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.	Names, and precise Quantity of Authors read or Text Books used by the Second Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.
Religious Knowledge																	
Latin																	
French																	
Italian																	
German																	
Arithmetic																	
Book-keeping																	
Mathematics, pure or applied, beside preceding																	
Physics																	
Natural History																	
Chemistry																	
History																	
Geography																	
English Grammar																	
English Literature																	
English Composition																	
Reading																	
Writing																	
Instrumental Music																	
Vocal Music																	
Drawing																	
Callisthenics																	
Dancing																	
Needlework																	

Add other subjects (if any).

N.B.—Practical and Experimental Mechanics, if taught, are to be included in Physics. Vegetable and Animal Physiology, if taught, are to be included in Natural History.

FORM F.—WEEKLY TIME TABLE.

I, being the Head Master or Mistress of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

No. 7.

PROPRIETARY SCHOOLS for BOYS.

(1.) CIRCULAR LETTER to GOVERNORS.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
25th April 1865.

GENTLEMEN,

THE Commissioners appointed by Her Majesty on the 28th of December last, "to inquire into the Education given in Schools not comprised within the scope of Her Majesty's two recent Commissions on the State of Popular Education, and on certain Public Schools, and also to consider and report what measures, if any, are required for the improvement of such Education, having especial regard to all Endowments applicable or which can rightly be made applicable thereto," consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing in conjunction with the Master as complete answers as you can. The questions have been drawn in considerable detail in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked I. should be answered by the Governors, and that marked II. by the Master of the school; but in suggesting this distribution they by no means desire to exclude either yourselves or the master from replying to questions in both papers, if you or he should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 24th of June next.

I have the honour to be,

Gentlemen,

Your obedient servant,

HENRY J. ROBY,
Secretary to the Commission.

To the Governors

of the PROPRIETARY School or College at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Master.

By *Proprietary* schools are meant those which are neither *endowed*, nor the private property of the *Schoolmaster*.

(2.) CIRCULAR LETTER to MASTER.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
25th April 1865.

SIR,

THE Commissioners appointed by Her Majesty on the 28th of December last, "to inquire into the Education given in Schools not comprised within the scope of Her Majesty's two recent Commissions on the State of Popular Education, and on certain Public Schools, and also to consider and report what measures, if any, are required for the improvement of such Education, having

“ especial regard to all Endowments applicable or which can rightly be made “ applicable thereto,” consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing in conjunction with the Governors as complete answers as you can. The questions have been drawn in considerable detail in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked I. should be answered by the Governors, and that marked II. by the Master of the school; but in suggesting this distribution they by no means desire to exclude either yourself or the Governors from replying to questions in both papers, if you or they should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 24th of June next.

I have the honour to be,

Sir,

Your obedient servant,

HENRY J. ROBY,

Secretary to the Commission.

To the Master

of the PROPRIETARY School or College at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Governors.

By *Proprietary* schools are meant those which are neither *endowed*, nor the private property of the *Schoolmaster*.

(3.) PARTICULARS of INQUIRY relating to the PROPRIETARY SCHOOL
OR COLLEGE at _____ in the COUNTY of _____

I.

CONSTITUTION and GOVERNMENT of SCHOOL.

1. In what town, if any, and in what parish, is the School situate?
2. What is the constitution of the School?
 - (a) Are the proprietors incorporated?
 - (b) With limited or unlimited liability?
3. Can you send a copy of the instrument by which the School was established, and rules by which it is now governed?
4. In whom are the school buildings and other property vested?
5. What is the mode of becoming a proprietor?
6. What are the rights of the proprietors?
7. If the income in any year exceed the expenditure, is the excess divisible among the proprietors? or what is done with it?
8. Who are the governors or managers of the School?
9. How are they appointed?
10. Are there any, and what special qualifications of any kind required for becoming a proprietor or governor of the School?
11. Do the governors exercise any control over—
 - (a) the internal management and regulation of the School?
 - (b) the appointment and dismissal of the masters?
 - (c) the admission and expulsion of the boys?
 - (d) the studies?
 - (e) the discipline?
 - (f) the conduct of examinations and appointment of examiners?

12. Is there a visitor? or has any person other than proprietors, governors, and masters a right to exercise any control in the above-named matters?
13. How many masters are there in the School?
14. Is there any rule or regular custom respecting the proportion between the number of masters and number of boys?
15. What special qualifications are required for a person to be elected or to continue master?
16. What are the respective powers, duties, and emoluments of each master?
17. Are there any exhibitions at any University appropriated to boys of the School? If so, state—
 - (a) the total number;
 - (b) the amount of each;
 - (c) the period for which it is tenable;
 - (d) the conditions of tenure.
18. Are there any exhibitions tenable at the School? If so, give the same particulars.
19. What are the special objects contemplated in the establishment of the School either as to—
 - (a) persons to be instructed?
 - or (b) subjects to be taught?

We, being Governors of the above-named School or College, hereby certify that the foregoing Statements are correct.

(Signed)

(4.) PARTICULARS OF INQUIRY relating to the PROPRIETARY SCHOOL
or COLLEGE at _____ in the COUNTY of _____

II.*

1. Be so good as to fill up the accompanying forms (on separate sheet).

CHARACTER OF SCHOOL.

2. Is the School intended for, and actually used by, boarders or day boys, or both?
3. If any great change has occurred in the number or character of the surrounding population, state whether, and when, and how, it has—
 - (a) affected the success or usefulness of the School;
 - (b) altered the class or habits of the boys attending it.
4. From what distance do the day boys come?
5. Do they (a) remain for the whole day? and if so, where do they dine?
or (b) return to their homes between the school hours?
6. Can you state generally the profession or occupation of the parents or next friends of the boys, whether day boys or boarders, attending the School?
7. On the average of the last five years, how many boys have within one year of leaving the School gone
 - (a) to any university?
 - (b) to any other place of education?

BOARDING HOUSES.

8. What, if any, authority is necessary to enable any person to keep a boarding house in connexion with the School?
9. Does the Head Master keep a boarding house?
10. Do any and what other masters keep boarding houses?
11. Are any boarding houses kept by other than masters in the School?

* N.B.—This is the same as Question B. for Endowed Schools.

12. Are the boarding houses generally under the Head Master's control? and does it rest with him, or with what authority, to establish regulations for their management?
13. How many meals a day are given to the boarders?
14. Of what does each meal consist?
15. What is the largest and what is the smallest number of boys in any one bed room?
16. What is the sum of the cubical contents of all the bed-rooms assigned to the boarders in the largest boarding house? and how many boys sleep in these rooms?
17. Has every boy a separate bed?
18. What are the hours of going to bed and getting up?
19. How is discipline maintained in the bed-rooms?
20. Are there separate rooms for study; if so, to how many boys is one room allotted?

INSTRUCTION AND DISCIPLINE.

21. During how many weeks in the year is the School at work?
22. What, if anything, are the boys required to know on admission?
23. Is their possession of this knowledge ascertained by examination?
24. Is the School classified—
 - (a) by one leading subject or group of subjects solely;
 - or (b) by one leading subject, &c., chiefly, and other subjects sub-ordinately;
 - or (c) separately for every subject or group of subjects?
25. Are boys promoted from class to class
 - (a) by seniority;
 - or (b) by marks gained for work done in the half year;
 - or (c) by examination at the end of the half year;
 - or (d) in what other way?
26. Does success in one subject affect the promotion in another subject?
27. How many hours a week are the boys in school?
28. What proportion of the lessons are learnt—
 - (a) in school;
 - (b) out of school under supervision by a master;
 - (c) out of school not under supervision?
29. In learning Latin, Greek, French, and German lessons, are the boys allowed—
 - (a) to use translations;
 - or (b) to have assistance from a master or tutor;
 - or (c) to have no aid but grammar and dictionary?
30. Are Latin, Greek, French, and German exercises done—
 - (a) in prose;
 - (b) in verse?
31. Are such exercises, if any,—
 - (a) short sentences taken from Exercise-books;
 - (b) continuous pieces for translation;
 - (c) original composition?
32. Are examples in arithmetic or mathematics—
 - (a) taken from text books;
 - (b) dictated orally by the master;
 - (c) set in writing?
33. Are the boys taught natural history, physics, or chemistry—
 - (a) by text books;
 - (b) by oral lectures;
 - (c) with specimen objects and experiments shown by the master or lecturer;
 - (d) with specimen objects handled and experiments worked by the boys themselves?

34. Are the following subjects taught, and in what way—
 (a) geometrical drawing;
 (b) perspective;
 (c) freehand drawing from the flat;
 (c) freehand drawing from models;
 (e) colouring?
35. Is the theory or practice of music taught?
36. How often is the School examined?
37. By what examiners? and how are they appointed?
38. In what subjects?
39. What system of rewards and prizes is in use in the School?
40. Is it part of the system to modify the course of the School in the case of boys—
 (a) who show a particular aptitude for certain studies;
 (b) who are intended by their parents for certain lines of life;
 (c) who after trial appear specially disqualified for any part of the school work?
 If so, how is it done?
41. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations for Scholarship at the Universities, and for the Civil, Military, and East India services?
42. Is the Head Master supreme over the instruction, or who can interfere with him?
43. Is the School connected with any, and if so, with what religious denomination?
44. What provisions are made for religious instruction?
45. (a) Is the Head Master responsible for the religious instruction?
 (b) Is any other master or person?
46. Does the school-work begin and end with prayers?
47. What prayers are used?
48. Are all boys necessarily present at prayers?
49. In case of boys whose parents wish them to be confirmed, who is responsible for preparing the boys?
50. Are there any lessons on Sundays? and how is the day observed?
51. What are the regulations about attendance on Divine worship on Sunday?
52. Is the Head Master supreme over the discipline? or, if not, who can interfere with him?
53. What punishments are in use? and for what offences are they inflicted?
54. If corporal punishment is in use, is it inflicted publicly or privately?
55. What punishments, if any, can be inflicted by the Head Master only?
56. What punishments, if any, can be inflicted by the under masters, either with or without reporting to the Head Master or others?
57. Are there any monitors or præpostors empowered to aid in maintaining discipline?
58. If there are, by whom, and how, are they appointed?
59. What punishments, if any, can they inflict?
60. Can they inflict such punishments without reporting to the Head Master or others?
61. Have they any other powers, *e.g.*, that of fagging?
62. Are they required to report any serious evil that they may observe among their schoolfellows?
63. Do you believe that they would?
64. Is there any rule that the boys should never be out of the presence of some master or other?

65. Have the boys access to any school library?
66. Under what conditions?

PLAYGROUNDS AND RECREATION.

67. Is there a playground attached to the School?
68. If so, is it open to all the boys to use?
69. How large is it?
70. How far is it from the School?
71. Have the boys any and what covered place for play in wet weather?
72. How many hours a week are allowed for play?
73. What are the usual games or other bodily exercises?
74. Is there any rule that a master should be always present?
75. Do any of the masters join in the games?
76. Is there a gymnasium?
77. Is drilling, or are any athletic exercises taught as a part of the School system?
78. Are there any school bounds beyond the school precincts, or are the boys allowed to walk in the country at their own discretion?

GENERAL QUESTIONS.

79. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
80. What subjects of instruction do you believe to be preferred by the parents?
81. What difficulties, if any, do you find in the discharge of your duty?
82. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners?
83. If such examiners are desirable, how should they be appointed?
84. Is it, in your judgment, possible or expedient to give boys at school a direct preparation for the particular occupations for which they may be intended by their parents?

I, being the Head Master of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(5.) PROPRIETARY SCHOOL or COLLEGE at _____ in the COUNTY of _____

FORM A.—NUMBER OF SCHOLARS.

	I. NUMBER OF SCHOLARS IN ATTENDANCE.			II. NUMBER OF SCHOLARS WHO HAVE LEFT THE SCHOOL.		
	Boarding in Masters' Houses.	Boarding in other than Masters' Houses.	Day Boys.	Boarding in Masters' Houses.	Boarding in other than Masters' Houses.	Day Boys.
1. Average during last three years -						
Under 10 years of age -						
Above 10 and under 14 -						
Above 14 and under 16 -						
Above 16 -						
2. In first half of year 1884 -						
Under 10 years of age -						
Above 10 and under 14 -						
Above 14 and under 16 -						
Above 16 -						
3. In second half of year 1884 -						
Under 10 years of age -						
Above 10 and under 14 -						
Above 14 and under 16 -						
Above 16 -						

FORM B.—PROFESSION, &C. OF PARENTS.

DAY SCHOLARS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Distance of Parents' or Guardians' Residence from School House.
Boys highest in School - 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
Boys lowest in School - 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
BOARDERS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Name of Person who keeps Boarding House.
Boys highest in School - 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
Boys lowest in School - 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			

FORM E.—SCHOOL INSTRUCTION. N.B.—Any subject not taught in the School to be left blank.

Subject.	Statistics of whole School.			Statistics of First (or Highest) Class in each Subject.			Statistics of SECOND Class in each Subject.			Statistics of LOWER Class in each Subject.														
		Extra Fee, if any, paid for learning each Subject.	Number of Classes into which those Boys are formed.	Number of Boys learning each Subject.	Names, and precise Quantity of Authors read or Text Books used by the First Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Boys in the Class.	Names, and precise Quantity of Authors read or Text Books used by the Second Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Boys in the Class.	Names, and precise Quantity of Authors read or Text Books used by the Lowest Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.

N.B.—Practical and Experimental Mechanics, if taught, are to be included in Physics. Vegetable and Animal Physiology, if taught, are to be included in Natural History.

FORM F.—WEEKLY TIME TABLE.

FORM G.—DISTINCTIONS.

List of DISTINCTIONS gained within the last TEN years by boys of the School
(a) at the Universities; (b) at the competitive examinations for the Civil,
Military, and East India Services; (c) or elsewhere.

I, being the Head Master of the above-named School, hereby certify that
the foregoing Statements are correct.

(Signed)

No. 8.

PROPRIETARY SCHOOLS FOR GIRLS.

(1.) CIRCULAR LETTER to GOVERNORS.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.

1st May 1865.

GENTLEMEN, OR LADIES,

THE Commissioners appointed by Her Majesty on the 28th of December last, "to inquire into the Education given in Schools not comprised within " the scope of Her Majesty's two recent Commissions on the State of Popular " Education, and on certain Public Schools, and also to consider and report " what measures, if any, are required for the improvement of such Education, " having especial regard to all Endowments applicable or which can rightly be " made applicable thereto," consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing in conjunction with the Master or Mistress as complete answers as you can. The questions have been drawn in considerable detail in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of questions marked I. should be answered by the Governors, and that marked II. by the Master or Mistress of the school; but in suggesting this distribution they by no means desire to exclude either yourselves or the Master from replying to questions in both papers, if you or he should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 1st of July next.

I have the honour to be,
Gentlemen, or Ladies,

Your obedient servant,

HENRY J. ROBY,

Secretary to the Commission.

To the Governors
of the PROPRIETARY School or College at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Master or Mistress.

By Proprietary schools are meant those which are neither endowed, nor the private property of the Schoolmaster or Schoolmistress.

(2.) CIRCULAR LETTER to MASTER or MISTRESS.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
1st May 1865.

SIR, or MADAM,

THE Commissioners appointed by Her Majesty on the 28th of December last, "to inquire into the Education given in Schools not comprised within the scope of Her Majesty's two recent Commissions on the State of Popular Education, and on certain Public Schools, and also to consider and report what measures, if any, are required for the improvement of such Education, having especial regard to all Endowments applicable or which can rightly be made applicable thereto," consider that they cannot hope to gain satisfactory information on the large and important subject which they are required to investigate without the ready co-operation of those engaged in administering the trusts and conducting the schools which are included in the terms of their Commission. They have therefore framed a series of questions (copies of which are enclosed), embracing the various matters upon which they desire information in the case of the school with which you are connected; and request that you will have the goodness to assist them in the prosecution of these inquiries by furnishing in conjunction with the Governors as complete answers as you can. The questions have been drawn in considerable detail in order to allow of the answers being definite and concise.

The Commissioners think it better that the paper of Questions marked I. should be answered by the Governors, and that marked II. by the Master or Mistress of the school; but in suggesting this distribution they by no means desire to exclude either yourself or the Governors from replying to questions in both papers, if you or they should think fit to do so.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case, if possible, not later than the 1st of July next.

I have the honour to be,

Sir, or Madam,

Your obedient servant,

HENRY J. ROBY,

Secretary to the Commission.

To the Master or Mistress
of the PROPRIETARY School or College at

N.B.—Duplicate copies of the questions are sent for your greater convenience; only one is required to be returned, when filled up, to this office. Copies are also sent simultaneously to the Governors.

By *Proprietary* schools are meant those which are neither *endowed*, nor the private property of the *Schoolmaster* or *Schoolmistress*.

(3.) PARTICULARS of INQUIRY relating to the PROPRIETARY SCHOOL or COLLEGE for GIRLS, at _____ in the COUNTY of _____.

I.

CONSTITUTION and GOVERNMENT of SCHOOL.

1. In what town, if any; and in what parish, is the School situate?
2. What is the constitution of the School?
 - (a) Are the proprietors incorporated?
 - (b) With limited or unlimited liability?
3. Can you send a copy of the instrument by which the School was established, and rules by which it is now governed?
4. In whom are the school buildings and other property vested?
5. What is the mode of becoming a proprietor?
6. What are the rights of the proprietors?
7. If the income in any year exceed the expenditure, is the excess divisible among the proprietors? or what is done with it?
8. Who are the governors or managers of the School?

9. How are they appointed?
10. Are there any, and what special qualifications of any kind required for becoming a proprietor or governor of the School?
11. Do the governors exercise any control over—
 - (a) the internal management and regulation of the School?
 - (b) the appointment and dismissal of the teachers?
 - (c) the admission and expulsion of the scholars?
 - (d) the studies?
 - (e) the discipline?
 - (f) the conduct of examinations and appointment of examiners?
12. Is there a visitor? or has any person other than proprietors, governors, and teachers a right to exercise any control in the above-named matters?
13. How many teachers are there in the School?
14. Is there any rule or regular custom respecting the proportion between the number of teachers and number of scholars?
15. What special qualifications are required for a person to be elected or to continue teacher?
16. What are the respective powers, duties, and emoluments of each teacher?
17. Are there any exhibitions tenable at the School? If so, state—
 - (a) the total number;
 - (b) the amount of each;
 - (c) the period for which it is tenable;
 - (d) the conditions of tenure.
18. What are the special objects contemplated in the establishment of the School either as to—
 - (a) persons to be instructed?
 - or (b) subjects to be taught?

We, being Governors of the above-named School or College, hereby certify that the foregoing Statements are correct.

(Signed)

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- (4.) PARTICULARS of INQUIRY relating to the PROPRIETARY SCHOOL or COLLEGE for GIRLS at in the COUNTY of .

II.

1. Be so good as to fill up the accompanying forms (on separate sheet).

CHARACTER of SCHOOL.

2. Is the School intended for, and actually used by, boarders or day scholars, or both?
3. If any great change has occurred in the number or character of the surrounding population, state whether, and when, and how, it has—
 - (a) affected the success or usefulness of the School;
 - (b) altered the class or habits of the scholars attending it.
4. From what distance do the day scholars come?
5. Do they (a) remain for the whole day? and if so, where do they dine?
or (b) return to their homes between the school hours?
6. Can you state generally the profession or occupation of the parents or next friends of the scholars, whether day scholars or boarders, attending the School?
7. On the average of the last five years, how many scholars have within one year of leaving the school gone to any other place of education?

BOARDING HOUSES.

8. What, if any, authority is necessary to enable any person to keep a boarding house in connexion with the School?
9. Does the Head Master or Mistress keep a boarding house?

10. Do any and what other teachers keep boarding houses ?
11. Are any boarding houses kept by other than teachers in the School.
12. Are the boarding houses generally under the Head Master's or Mistress's control? and does it rest with him or her, or with what authority, to establish regulations for their management?
13. How many meals a day are given to the boarders?
14. Of what does each meal consist?
15. What is the largest and what is the smallest number of scholars in any one bed-room?
16. What is the sum of the cubical contents of all the bed-rooms assigned to the boarders in the largest boarding house? and how many scholars sleep in these rooms?
17. Has every scholar a separate bed?
18. What are the hours of going to bed and getting up?
19. What provision is there of washing apparatus?
20. How is discipline maintained in the bed-rooms?
21. Are there separate rooms for study? if so, to how many scholars is one room allotted?

INSTRUCTION AND DISCIPLINE.

22. During how many weeks in the year is the School at work?
23. What, if anything, are the scholars required to know on admission?
24. Is their possession of this knowledge ascertained by examination?
25. Do the scholars usually come from some other school, or from home teaching?
26. In which case are they better prepared?
27. What is the average time that the pupils remain in the school?
28. Is the school classified—
 - (a) by one leading subject or group of subjects solely;
 - or (b) by one leading subject, &c., chiefly, and other subjects subordi-
nately;
 - or (c) separately for every subject or group of subjects?
29. Are the scholars promoted from class to class
 - (a) by seniority;
 - or (b) by marks gained for work done in the half year;
 - or (c) by examination at the end of the half year;
 - or (d) in what other way?
30. Does success in one subject affect the promotion in another subject?
31. How many hours a week are the scholars in school?
32. What proportion of the lessons are learnt—
 - (a) in school;
 - (b) out of school under supervision by a teacher;
 - (c) out of school not under supervision?
33. In learning Latin, French, Italian, and German lessons, are the scholars allowed—
 - (a) to use translations;
 - or (b) to have assistance from a teacher;
 - or (c) to have no aid but grammar and dictionary?
34. Are Latin, French, Italian, and German exercises done—
 - (a) in prose;
 - (b) in verse?
35. Are such exercises, if any—
 - (a) short sentences taken from Exercise-books;
 - (b) continuous pieces for translation;
 - (c) original composition?

36. Are examples in arithmetic or mathematics—
 - (a) taken from text books;
 - (b) dictated orally by the teacher;
 - (c) set in writing?
37. Are the scholars taught history—
 - (a) from abridgments;
 - (b) from standard authors;
 - (c) from oral lectures?
38. Are the scholars taught natural history, physics, or chemistry—
 - (a) by text books;
 - (b) by oral lectures;
 - (c) with specimen objects and experiments shown by the teacher or lecturer;
 - (d) with specimen objects handled and experiments worked by the scholars themselves?
39. Are the following subjects taught, and in what way—
 - (a) geometrical drawing;
 - (b) perspective;
 - (c) freehand drawing from the flat;
 - (d) freehand drawing from models;
 - (e) colouring?
40. Are the following subjects taught, and in what way—
 - (a) harmony;
 - (b) instrumental music;
 - (c) class singing;
 - (d) solo singing?
41. How often is the School examined?
42. By what examiners? and how are they appointed?
43. In what subjects?
44. What system of rewards and prizes is in use in the School?
45. Is the Head Master or Mistress supreme over the instruction, or who can interfere?
46. Is the School connected with any, and if so, with what religious denomination?
47. What provision is made for religious instruction?
48. (a) Is the Head Master or Mistress responsible for the religious instruction?
- (b) Is any other teacher or person?
49. Does the school-work begin and end with prayers?
50. What prayers are used?
51. Are all the scholars necessarily present at prayers?
52. In case of scholars whose parents wish them to be confirmed, who is responsible for preparing them?
53. Are there any lessons on Sundays? and how is the day observed?
54. What are the regulations about attendance on Divine worship on Sunday?
55. Is the Head Master or Mistress supreme over the discipline? or, if not, who can interfere?
56. What punishments are in use? and for what offences are they inflicted?
57. What punishments, if any, can be inflicted by the Head Master or Mistress only?
58. What punishments, if any, can be inflicted by the assistant teachers, either with or without reporting to the Head Master or Mistress or others?
59. Are there any monitors empowered to aid in maintaining discipline;
60. If there are, by whom, and how, are they appointed?
61. Is there any rule that the scholars should never be out of the presence of some teacher or th

62. What are the means of enforcing regularity of attendance?
63. Have the scholars access to any school library?
64. Under what conditions?

PLAYGROUNDS and RECREATION.

65. Is there a playground attached to the School?
66. If so, is it open to all the scholars to use?
67. How large is it?
68. How far is it from the School?
69. Have the scholars any and what covered place for play in wet weather?
70. How many hours a week are allowed for exercise?
71. What are the usual games or other bodily exercises?
72. Is there any rule that a teacher should be always present?
73. Do any of the teachers join in the games?
74. Is there a gymnasium?
75. Are callisthenics taught as a part of the School system?
76. Are there any school bounds beyond the school precincts, or are the scholar allowed to walk out only when accompanied by a teacher?
77. How are the school rooms warmed and ventilated?
78. Are the seats provided with backs?

GENERAL QUESTIONS.

79. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
80. What subjects of instruction do you believe to be preferred by the parents?
81. What difficulties, if any, do you find in the discharge of your duty?
82. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners?
83. If such examiners are desirable, how should they be appointed?

I, being the Head Master or Mistress of the above-named School, hereby certify that the foregoing statements are correct.

(Signed)

(5.) PROPRIETARY SCHOOL or COLLEGE for GIRLS,
 at _____ in the COUNTY of _____
 FORM A.—NUMBER OF SCHOLARS.

	I. NUMBER OF SCHOLARS IN ATTENDANCE.			II. NUMBER OF SCHOLARS WHO HAVE LEFT THE SCHOOL.		
	Boarding in Teachers' Houses.	Boarders in other than Teachers' Houses.	Day Scholars.	Boarding in Teachers' Houses.	Boarders in other than Teachers' Houses.	Day Scholars.
1. Average during last three years -						
Under 10 years of age						
Above 10 and under 14						
Above 14 and under 16						
Above 16						
2. In first half of year 1884 -						
Under 10 years of age						
Above 10 and under 14						
Above 14 and under 16						
Above 16						
3. In second half of year 1884 -						
Under 10 years of age						
Above 10 and under 14						
Above 14 and under 16						
Above 16						

FORM B.—PROFESSION, &c. of PARENTS.

N.B.—The ten highest and ten lowest scholars in the School order are taken as samples of the whole.

DAY SCHOLARS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Distance of Parents' or Guardians' Residence from School House.
Scholars highest in School			
" " 1			
" " 2			
" " 3			
" " 4			
" " 5			
" " 6			
" " 7			
" " 8			
" " 9			
" " 10			
Scholars lowest in School			
" " 1			
" " 2			
" " 3			
" " 4			
" " 5			
" " 6			
" " 7			
" " 8			
" " 9			
" " 10			

BOARDERS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Name of Person who keeps Boarding House.
Scholars highest in School			
" " 1			
" " 2			
" " 3			
" " 4			
" " 5			
" " 6			
" " 7			
" " 8			
" " 9			
" " 10			
Scholars lowest in School			
" " 1			
" " 2			
" " 3			
" " 4			
" " 5			
" " 6			
" " 7			
" " 8			
" " 9			
" " 10			

FORM E.—SCHOOL INSTRUCTION. N.B.—Any subject not taught in the School to be left blank.

Subject.	Statistics of whole School.		Statistics of Frnsr. (or Highest) Class in each Subject.							Statistics of Second Class in each Subject.							Statistics of Lowest Class in each Subject.						
	Extra Fee, if any, paid for learning each Subject.		Names, and precise Quantity of Authors read or Text Books used by the First Class in each Subject, during the Half-year ended Christmas 1864.							Names, and precise Quantity of Authors read or Text Books used by the Second Class in each Subject, during the Half-year ended Christmas 1864.							Names, and precise Quantity of Authors read or Text Books used by the Lowest Class in each Subject, during the Half-year ended Christmas 1864.						
		Number of Classes into which those Scholars are formed.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.			
		Number of Scholars learning each Subject.																					

Add other subjects (if any).

N.B.—Practical and Experimental Mechanics, if taught, are to be included in Physics. Vegetable and Animal Physiology, if taught, are to be included in Natural History.

FORM F.—WEEKLY TIME TABLE.

I, being the Head Master or Mistress of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

No. 9.

PRIVATE SCHOOLS.

(1.) LETTER from ASSISTANT COMMISSIONER to accompany QUESTIONS.
SCHOOLS INQUIRY COMMISSION.

IN accordance with the instructions which I have received from Her Majesty's Commissioners, I have the honour to enclose Schedules of inquiry relating to the School which is under your care. The Commissioners consider that they cannot hope to obtain satisfactory information on the large and important subject which they are required to investigate, without the ready co-operation of those engaged in conducting the Schools which are included in the terms of their Commission. They trust, therefore, that you will have the goodness to assist them in the prosecution of these inquiries by furnishing answers as complete as you can.

The questions have been drawn in considerable detail partly with a view to the very various circumstances in which different Schools are placed, and partly in order to allow of definite and concise replies. It will not of course be necessary to answer such questions as are inapplicable to the special case of your own School.

You will confer a favour on the Commissioners by transmitting your replies to me at your earliest convenience, and in any case not later than

The Commissioners have instructed me to visit as many of the Private Schools within my district as the time at my disposal will allow. Should your School be one of those selected for a personal visit, I trust that it will not be inconvenient to you to receive me. Due notice will in that case be given of the date.

I have the honour to be,

Your obedient servant,

Assistant Commissioner.

N.B.—Duplicate copies of the questions are sent for your greater convenience ; but it will of course suffice if one, when filled up, is returned to me.

(2.) PARTICULARS of INQUIRY relating to the PRIVATE SCHOOL of
for Boys at in the COUNTY of

1. Be so good as to fill up the accompanying forms (on separate sheet).
2. Give the name and description of the Master of the School.
3. State the duties and emoluments of the Assistant Masters or Teachers.

CHARACTER of SCHOOL.

4. Is the School intended for, and actually used by, boarders or day scholars, or both ?
5. From what distance do the day scholars come ?
6. Do they (a) remain for the whole day ? and if so where do they dine ?
or (b) return to their homes between the school hours ?
7. Can you state generally the profession or occupation of the parents or next friends of the scholars, whether day scholars or boarders, attending the School ?

8. On the average of the last five years, how many scholars have within one year of leaving the school gone—
 (a) To any University?
 (b) To any other place of education?

BOARDING HOUSES.

9. Does the Master keep a boarding house?
 10. Do any Assistant Masters or Teachers keep boarding houses?
 11. How many meals a day are given to the boarders?
 12. Of what does each meal consist?
 13. What is the largest and what is the smallest number of scholars in any one bed-room?
 14. What is the sum of the cubical contents of all the bed-rooms assigned to the boarders in the Master's house? and how many persons sleep in these rooms?
 15. Has every scholar a separate bed?
 16. What are the hours of going to bed and getting up?
 17. What provision is there of washing apparatus?
 18. How is discipline maintained in the bed-rooms?
 19. Are there separate rooms for study? if so, to how many scholars is one room allotted?

INSTRUCTION and DISCIPLINE.

20. During how many weeks in the year is the School at work?
 21. What, if anything, are the scholars required to know on admission?
 22. Do the scholars usually come from some other school, or from home teaching?
 23. In which case are they better prepared?
 24. What is the average time that the pupils remain in the School?
 25. Is the School classified—
 (a) by one leading subject or group of subjects solely;
 or (b) by one leading subject, &c., chiefly, and other subjects subordinately;
 or (c) separately for every subject or group of subjects?
 26. Are the scholars promoted from class to class—
 (a) by seniority;
 or (b) by marks gained for work done in the half year;
 or (c) by examination at the end of the half year;
 or (d) in what other way?
 27. Does success in one subject affect the promotion in another subject?
 28. How many hours a week are the scholars in school?
 29. What proportion of the lessons are learnt—
 (a) in school;
 (b) out of School under supervision by a teacher;
 (c) out of school not under supervision?
 30. In learning Latin, Greek, French, and German lessons, are the scholars allowed—
 (a) to use translations;
 or (b) to have assistance from a teacher;
 or (c) to have no aid but grammar and dictionary?
 31. Are Latin, Greek, French, and German exercises done—
 (a) in prose;
 (b) in verse?
 32. Are such exercises, if any,—
 (a) short sentences taken from Exercise-books;
 (b) continuous pieces for translation;
 (c) original composition?

33. Are examples in arithmetic or mathematics—
 (a) taken from text books ;
 (b) dictated orally by the teacher ;
 (c) set in writing ?
34. Are the scholars taught history—
 (a) from abridgments ;
 (b) from standard authors ;
 (c) from oral lectures ?
35. Are the scholars taught natural history, physics, or chemistry—
 (a) by text books ;
 (b) by oral lectures ;
 (c) with specimen objects and experiments shown by the teacher or lecturer ;
 (d) with specimen objects handled and experiments worked by the scholars themselves ?
36. Are the following subjects taught, and in what way—
 (a) geometrical drawing ;
 (b) perspective ;
 (c) freehand drawing from the flat ;
 (d) freehand drawing from models ;
 (e) colouring ?
37. Are the following subjects taught, and in what way—
 (a) harmony ;
 (b) instrumental music ;
 (c) class singing ;
 (d) solo singing ?
38. How often is the School examined ?
39. By what examiners ? and how are they appointed ?
40. In what subjects ?
41. What system of rewards and prizes is in use in the School ?
42. Is it part of the system to modify the course of the School in the case of boys—
 (a) who show a particular aptitude for certain studies ;
 (b) who are intended by their parents for certain lines of life ;
 (c) who after trial appear specially disqualified for any part of the school-work ?
 If so, how is it done ?
43. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations for Scholarships at the Universities, and for the Civil, Military, and East India services ?
44. Is the School connected with any, and if so, with what religious denomination ?
45. What provision is made for religious instruction ?
46. Does the school-work begin and end with prayers ?
47. What prayers are used ?
48. Are all the scholars necessarily present at prayers ?
49. In case of scholars whose parents wish them to be confirmed, by whom are they prepared ?
50. Are there any lessons on Sundays ? and how is the day observed ?
51. What are the regulations about attendance on Divine worship on Sunday ?
52. What punishments are in use ? and for what offences are they inflicted ?
53. If corporal punishment is in use, is it inflicted publicly or privately ?
54. What punishments, if any, can be inflicted by the Master only ?
55. What punishments, if any, can be inflicted by the Assistant Masters or Teachers, either with or without reporting to the Master ?
56. Are there any monitors empowered to aid in maintaining discipline ?
57. If there are, by whom, and how, are they appointed ?

58. Is there any rule that the scholars should never be out of the presence of some teacher or other?
59. What are the means of enforcing regularity of attendance?
60. What are the most frequent causes alleged for occasional absence from school?
61. Have the scholars access to any school library?
62. Under what conditions?

PLAYGROUNDS and RECREATION.

63. Is there a playground attached to the School?
64. If so, is it open to all the scholars to use?
65. How large is it?
66. How far is it from the School?
67. Have the scholars any and what covered place for play in wet weather?
68. How many hours a week are allowed for play?
69. What are the usual games or other bodily exercises?
70. Is there any rule that a master should be always present?
71. Do any of the masters join in the games?
72. Is there a gymnasium?
73. Is drilling or are any athletic exercises taught as a part of the school system?
74. Are there any school bounds beyond the school precincts, or are the scholars allowed to walk in the country at their own discretion?
75. How are the school-rooms warmed and ventilated?

GENERAL QUESTIONS.

76. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
77. What subjects of instruction do you believe to be preferred by the parents?
78. What difficulties, if any, do you find in the discharge of your duty?
79. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners?
80. If such examiners are desirable, how should they be appointed?
81. Is it, in your judgment, possible or expedient to give boys at school a direct preparation for the particular occupations for which they may be intended by their parents?

I, being the Master of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(3.) PRIVATE SCHOOL of _____ at _____ in the COUNTY of _____ for BOYS,

FORM A.—NUMBER of SCHOLARS.

	NUMBER OF SCHOLARS IN ATTENDANCE.		NUMBER OF SCHOLARS WHO HAVE LEFT THE SCHOOL.	
	Boarders.	Day Scholars.	Boarders.	Day Scholars.
1. Average during last three years -				
Under 10 years of age -				
Above 10 and under 14 -				
Above 14 and under 16 -				
Above 16 -				
2. In first half of year 1864 -				
Under 10 years of age -				
Above 10 and under 14 -				
Above 14 and under 16 -				
Above 16 -				
3. In second half of year 1864 -				
Under 10 years of age -				
Above 10 and under 14 -				
Above 14 and under 16 -				
Above 16 -				

FORM B.—PROFESSION, &C. of PARENTS.

N.B.—The ten highest and ten lowest scholars in the School order are taken as samples of the whole.

DAY SCHOLARS.	Profession or Occupa- tion of Parent.	Residence of Parent or Guardian.	Distance of Parents' or Guardians' Residence from School House.
Scholars highest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
Scholars lowest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
BOARDERS.	Profession or Occupa- tion of Parent.	Residence of Parent or Guardian.	Name of Person who keeps Boarding House.
Scholars highest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
Scholars lowest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			

FORM F.—WEEKLY TIME TABLE.

FORM G.—DISTINCTIONS.

List of **DISTINCTIONS** gained within the last **TEN** years by boys of the School
(*a*) at the Universities; (*b*) at the competitive examinations for the Civil,
Military, and East India Services; (*c*) or elsewhere.

I, being the Master of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(4). **PARTICULARS OF INQUIRY** relating to the **PRIVATE SCHOOL** of
for **GIRLS**, at _____ in the **COUNTY** of _____

1. Be so good as to fill up the accompanying forms (on separate sheet).
2. Give the name and description of the Master or Mistress of the School.
3. State the duties and emoluments of the Assistant Masters or Teachers.

CHARACTER OF SCHOOL.

4. Is the School intended for, and actually used by, boarders or day scholars, or both?
5. From what distance do the day scholars come?
6. Do they (*a*) remain for the whole day? and if so where do they dine?
or (*b*) return to their homes between the school hours?
7. Can you state generally the profession or occupation of the parents or next friends of the scholars, whether day scholars or boarders, attending the School?
8. On the average of the last five years, how many scholars have within one year of leaving the school gone to any other place of education?

BOARDING HOUSES.

9. Does the Master or Mistress keep a boarding house?
10. Do any Assistant Masters or Teachers keep boarding houses?
11. How many meals a day are given to the boarders?
12. Of what does each meal consist?
13. What is the largest and what is the smallest number of scholars in any one bed-room?
14. What is the sum of the cubical contents of all the bed-rooms assigned to the boarders in the Master's or Mistress's house? and how many persons sleep in these rooms?
15. Has every scholar a separate bed?
16. What are the hours of going to bed and getting up?
17. What provision is there of washing apparatus?
18. How is discipline maintained in the bed-rooms?
19. Are there separate rooms for study? if so, to how many scholars is one room allotted?

INSTRUCTION AND DISCIPLINE.

20. During how many weeks in the year is the School at work?
21. What, if anything, are the scholars required to know on admission?
22. Do the scholars usually come from some other school, or from home teaching?
23. In which case are they better prepared?

24. What is the average time that the pupils remain in the school?
25. Is the school classified—
 (a) by one leading subject or group of subjects solely ;
 or (b) by one leading subject, &c., chiefly, and other subjects subordi-
 nately ;
 or (c) separately for every subject or group of subjects ?
26. Are the scholars promoted from class to class .
 (a) by seniority ;
 or (b) by marks gained for work done in the half year ;
 or (c) by examination at the end of the half year ;
 or (d) in what other way ?
27. Does success in one subject affect the promotion in another subject ?
28. How many hours a week are the scholars in school ?
29. What proportion of the lessons are learnt—
 (a) in school ;
 (b) out of school under supervision by a teacher ;
 (c) out of school not under supervision ?
30. In learning Latin, French, Italian, and German lessons, are the scholars
 allowed—
 (a) to use translations ;
 or (b) to have assistance from a teacher ;
 or (c) to have no aid but grammar and dictionary ;
31. Are Latin, French, Italian, and German exercises done—
 (a) in prose ;
 (b) in verse ?
32. Are such exercises, if any,—
 (a) short sentences taken from Exercise-books ;
 (b) continuous pieces for translation ;
 (c) original composition ?
33. Are examples in arithmetic or mathematics—
 (a) taken from text books ;
 (b) dictated orally by the teacher ;
 (c) set in writing ?
34. Are the scholars taught history—
 (a) from abridgments ;
 (b) from standard authors ;
 (c) from oral lectures ?
35. Are the scholars taught natural history, physics, or chemistry—
 (a) by text books ;
 (b) by oral lectures ;
 (c) with specimen objects and experiments shown by the teacher or
 lecturer ;
 (d) with specimen objects handled and experiments worked by the
 scholars themselves ?
36. Are the following subjects taught, and in what way—
 (a) geometrical drawing ;
 (b) perspective ;
 (c) freehand drawing from the flat ;
 (d) freehand drawing from models ;
 (e) colouring ?
37. Are the following subjects taught, and in what way—
 (a) harmony ;
 (b) instrumental music ;
 (c) class singing ;
 (d) solo singing ?
38. How often is the School examined ?
39. By what examiners ? and how are they appointed ?
40. In what subjects ?
41. What system of rewards and prizes is in use in the School ?
42. Is the School connected with any, and if so, with what religious denomi-
 nation ?

43. What provision is made for religious instruction ?
44. Does the school-work begin and end with prayers ?
45. What prayers are used ?
46. Are all the scholars necessarily present at prayers ?
47. In case of scholars whose parents wish them to be confirmed, by whom are they prepared ?
48. Are there any lessons on Sundays ? and how is the day observed ?
49. What are the regulations about attendance on Divine worship on Sunday ?
50. What punishments are in use ; and for what offences are they inflicted ?
51. What punishments, if any, can be inflicted by the Master or Mistress only ?
52. What punishments, if any, can be inflicted by the Assistant Masters or Teachers, either with or without reporting to the Master or Mistress ?
53. Are there any monitors empowered to aid in maintaining discipline ?
54. If there are, by whom, and how, are they appointed ?
55. Is there any rule that the scholars should never be out of the presence of some teacher or other ?
56. What are the means of enforcing regularity of attendance ?
57. What are the most frequent causes alleged for occasional absence from school ?
58. Have the scholars access to any school library ?
59. Under what conditions ?

PLAYGROUNDS AND RECREATIONS.

60. Is there a playground attached to the School ?
61. If so, is it open to all the scholars to use ?
62. How large is it ?
63. How far is it from the School ?
64. Have the scholars any and what covered place for exercise in wet-weather ?
65. How many hours a week are allowed for exercise ?
66. What are the usual games or other bodily exercises ?
67. Is there any rule that a teacher should be always present ?
68. Do any of the teachers join in the games ?
69. Is there a gymnasium ?
70. Are callisthenics taught as a part of the School system ?
71. Are there any school bounds beyond the school precincts, or are the scholars allowed to walk out only when accompanied by a teacher ?
72. How are the school-rooms warmed and ventilated ?
73. Are the seats provided with backs ?

GENERAL QUESTIONS.

74. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars ?
75. What subjects of instruction do you believe to be preferred by the parents ?
76. What difficulties, if any, do you find in the discharge of your duty ?
77. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners ?
78. If such examiners are desirable, how should they be appointed ?

I, being the Master or Mistress of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

(5.) PRIVATE SCHOOL of _____ in the COUNTY of _____ for GIRLS,
 at _____
 FORM A.—NUMBER of SCHOLARS.

	NUMBER OF SCHOLARS IN ATTENDANCE.		NUMBER OF SCHOLARS WHO HAVE LEFT THE SCHOOL.	
	Boarders.	Day Scholars.	Boarders.	Day Scholars.
1. Average during last three years - -				
Under 10 years of age - - -				
Above 10 and under 14 - - -				
Above 14 and under 16 - - -				
Above 16 - - -				
2. In first half of year 1864 - - -				
Under 10 years of age - - -				
Above 10 and under 14 - - -				
Above 14 and under 16 - - -				
Above 16 - - -				
3. In second half of year 1864 - - -				
Under 10 years of age - - -				
Above 10 and under 14 - - -				
Above 14 and under 16 - - -				
Above 16 - - -				

FORM B.—PROFESSION, &C. of PARENTS.

N.B.—The ten highest and ten lowest scholars in the School order are taken as samples of the whole.

DAY SCHOLARS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Distance of Parents' or Guardians' Residence from School House.
Scholars highest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
Scholars lowest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
BOARDERS.	Profession or Occupation of Parent.	Residence of Parent or Guardian.	Name of Person who keeps Boarding House.
Scholars highest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			
Scholars lowest in School 1			
" " - 2			
" " - 3			
" " - 4			
" " - 5			
" " - 6			
" " - 7			
" " - 8			
" " - 9			
" " - 10			

FORM E.—SCHOOL INSTRUCTION. N.B.—Any subject not taught in the School to be left blank.

Subject.	Statistics of whole School.							Statistics of First (or Highest) Class in each Subject.							Statistics of Second Class in each Subject.							Statistics of Lower Class in each Subject.						
	Extra Fee, if any, paid for learning each Subject.	Number of Classes into which those Scholars are formed.	Number of Scholars learning each Subject.	Names, and precise Quantity of Authors read or Text Books used by the First Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.	Names, and precise Quantity of Authors read or Text Books used by the Second Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.	Names, and precise Quantity of Authors read or Text Books used by the Lowest Class in each Subject, during the Half-year ended Christmas 1864.	Aggregate of Time per Week given to each Subject.	Number of Exercises per Week.	Average Time given to each Lesson, excluding Time for Preparation.	Number of Lessons per Week.	Average Age.	Number of Scholars in the Class.				
Religious Knowledge.																												
Latin																												
French																												
Italian																												
German																												
Aritmetic																												
Book-keeping																												
Mathematics																												
(pure or applied, beside preceding)																												
Physics																												
Natural History																												
Chemistry																												
History																												
Geography																												
English Grammar																												
English Literature																												
English Composition																												
Writing																												
Instrumental Music																												
Vocal Music																												
Dancing																												
Callisthenics																												
Dancing																												
Needlework																												
Other Subjects																												

N.B.—Practical and Experimental Mechanics, if taught, are to be included in Physics. Vegetable and Animal Physiology, if taught, are to be included in Natural History.

FORM F.—WEEKLY TIME TABLE.

I, being the Master or Mistress of the above-named School, hereby certify that the foregoing Statements are correct.

(Signed)

No. 10.

INQUIRIES into ENDOWED SCHOOLS classed as *Non-classical* Schools in the Digest of the Charity Commissioners Report, published in 1842.

(1.) LETTER TO MASTER [or MISTRESS] TO ACCOMPANY SCHEDULE OF INQUIRIES.

Schools Inquiry Commission,
1867.

SIR [or MADAM],

HER Majesty's Schools Inquiry Commissioners desire to obtain accurate information on certain matters in reference to the endowed school of which you are master [or mistress]. I am, therefore, instructed to send you the enclosed questions, and request you to favour them by answering as many of them as you are able to answer, and forwarding the paper containing those answers to the trustees of the school in the enclosed envelope *as soon as possible*.

I am to request you also to inform me at the same time of the name and address of the trustee or clerk to the trustees to whom you have thus forwarded your paper of answers.

Your reply to me should be addressed,—

<p>The Secretary of State, Home Department, Whitehall, S.W. Schools Inquiry Commission.</p>

This address requires no postage.

I am, Sir [or Madam],

Your obedient Servant,

H. J. ROBY,

Secretary to the Commissioners.

To the Master of
Endowed School at

(2.) LETTER TO TRUSTEES TO ACCOMPANY SCHEDULE OF INQUIRIES.

Schools Inquiry Commission,
1867.

GENTLEMEN,

HER Majesty's Schools Inquiry Commissioners desire to obtain accurate information on certain matters in reference to the endowed school of which you are trustees. I have, therefore, been instructed to send the enclosed paper of questions to the master [or mistress], and request him [or her] to forward the paper to you with answers to such of the questions as he [or she] is able to answer. I have to request you to favour the Commissioners by adding answers to the questions which he [or she] has not answered, and to return the paper to me as soon as possible. It is important that I should receive this information within three weeks from the above date.

SCHOOLS INQUIRY COMMISSION :

Your reply to me should be addressed,—

The Secretary of State, Home Department, Whitehall. S.W. Schools Inquiry Commission.
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This address requires no postage.

I am, Gentlemen,
 Your obedient Servant,
 H. J. ROBY.
Secretary to the Commissioners.

To the Trustees of
 Endowed School at

(3.) SCHEDULE of INQUIRIES sent with LETTERS 1 and 2.

SCHOOLS INQUIRY COMMISSION.

Endowed School of

1. Name of school?
2. Town, or township, or (if not in a town) parish in which school is situated?
3. Name of founder?
4. Date of foundation?
5. If school is not a separate charity, of what charity is it part?
6. Gross income of school (or of charity of which school is part), in 1866* from endowment only?
7. Amount actually applied from endowment in 1866* to education, not including boarding, clothes, &c.
8. Amount actually applied from endowment in 1866* to benefit of scholars other than education, *e.g.*, board, clothing, advancement in life, &c.
9. Any residence for master or mistress?
10. Fee, if any, paid by scholars?
11. Occupation of parents of scholars?
12. Number of scholars in 1867, receiving as follows :—

Instruction.		Clothing.		Board.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.

* If this sum was exceptionally large or small, please *add* the usual sum.

13. If any scholars receive instruction in the following subjects, please state the number :—

Instruction.									
Latin.		French.		Euclid or Algebra.		Mensuration or Book-keeping.		Chemistry or Natural Science.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.

- | | |
|---|--|
| <p>14. Number of scholars apprenticed or receiving gift in money, or other benefit, on leaving school in 1866?</p> <p>15. Present number of trustees?</p> <p>16. Who appoint master or mistress?</p> <p>17. Has master a University degree? or is master or mistress certificated?</p> <p>18. Is school under inspection of Privy Council?</p> <p>19. Number of teachers, inclusive of head master or mistress?</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

I hereby certify the foregoing statements to be correct.
 To be signed by master [or mistress]
 and trustees [or clerk to trustees].

No. 11.

INQUIRIES respecting restricted SCHOLARSHIPS and EXHIBITIONS.

(1.) LETTER addressed to HEADS of COLLEGES respecting restricted SCHOLARSHIPS and EXHIBITIONS tenable at their respective COLLEGES.

Schools Inquiry Commission,
 2, Victoria Street, S.W.,
 1867.

REV. SIR,

I AM instructed by Her Majesty's Schools Inquiry Commissioners to inform you that the answers given by the trustees of Schools to certain questions respecting exhibitions, which, with others, had been addressed to them by the Commissioners, frequently differ widely from the statements made in the Oxford and Cambridge University Calendars and other sources of information.

The Commissioners believe that this difference of statement is frequently due to the fact of changes having been made under the authority of the Oxford and Cambridge University Acts, of which changes the trustees are not fully aware. I am therefore instructed to request that in order to secure accuracy on this matter you will have the goodness at your earliest convenience to supply answers to the enclosed questions, respecting all restricted scholarships and exhibitions tenable at your college.

It is desirable that each schedule should be confined to one separate foundation, unless two or more foundations have been completely united or have identical conditions and advantages.

I am, Rev. Sir,
 Your obedient Servant,

The Rev. the
 College.

Secretary.

(2.) SCHEDULE of INQUIRIES sent with above LETTER.

SCHOOLS INQUIRY COMMISSION.

It is requested that this Schedule may contain the particulars of one foundation only, except where two or more foundations have been amalgamated.

EXHIBITION of SCHOLARSHIPS tenable at
in the University of

College,

1. Name of founder?	_____
2. Date of foundation?	_____
3. Description of property forming the endowment?	_____
4. In whom the property is vested?	_____
5. Present* number of exhibitions or scholarships on this foundation?	_____
6. Present* annual payment to each exhibitor or (scholar)?	_____
7. Other privileges, if any? <i>e.g.</i> rooms, commons, &c.	_____
8. Length of tenure of exhibition?	_____
9. Conditions of tenure? <i>e.g.</i> residence at college.	_____
10. Who are the electors?	_____
11. What schools are entitled to send candidates, and in what order of preference?	_____
12. What qualifications, absolute or preferential, are required in a candidate? <i>e.g.</i> attendance at school for a certain period.	_____
13. Are intellectual qualifications determined by examination?	_____
14. If two or more schools may send candidates, how is selection made?	_____
15. In default of candidates, or fitting candidates, is vacancy otherwise filled? and is it filled for full length of tenure?	_____
16. Please to add any particulars of importance which are not provided for in the above questions.	_____

I hereby certify the foregoing statements to be correct.

(Signed)

* *Note.*—If any changes in these or other particulars are in progress, please *add* the anticipated result.

No. 12.

INQUIRIES respecting PLACES where UNDERGRADUATES were educated previous to RESIDENCE at the UNIVERSITY.

- (1.) LETTER addressed to HEADS of COLLEGES in the UNIVERSITIES of OXFORD and CAMBRIDGE, to accompany forms of inquiry for UNDERGRADUATES to fill up.

Schools Inquiry Commission,
2, Victoria Street, S.W.,
1867.

REV. SIR,

HER Majesty's Commissioners are desirous of obtaining trustworthy information as to the degree in which different schools and different classes of schools prepare, or contribute to prepare, boys for the Universities.

It appears to the Commissioners that this information will be most readily and satisfactorily obtained if every undergraduate now in residence at the Universities will favour the Commissioners by giving the particulars named on the second leaf of the accompanying form. [See (2.)]

I am therefore instructed to request that you will oblige the Commissioners by giving them the benefit of your co-operation, and requesting the undergraduates of your college to comply with their wish.

This information being desired in reference to its bearing on the schools, and not at all in reference to particular individuals, the Commissioners do not propose to publish the name of any undergraduate.

The Commissioners think it will facilitate compliance with their wishes, if each undergraduate receive the information and directions which are given on the first leaf of the accompanying form.

I have to add that if you will favour the Commissioners by informing me of the number of undergraduates in residence at your college, a sufficient number of forms shall be sent to you at once.

I am, Rev. Sir,
Your obedient Servant,
Secretary.

The Reverend the
College.

(2.)

SCHOOLS INQUIRY COMMISSION.

THE (Master) of (Trinity) College, having been informed by Her Majesty's Schools Inquiry Commissioners that they are desirous of obtaining trustworthy information as to the degree in which different schools and different classes of schools prepare or contribute to prepare boys for the universities, requests Mr. (Undergraduate's name) to have the goodness to fill up the annexed form and return it to Her Majesty's Commissioners addressed as follows :—

<p>The Secretary of State, Home Department, Whitehall, London, S.W.</p>
<p>Registrar, Schools Inquiry Commission.</p>

The above address requires no postage.

Her Majesty's Commissioners state that the information requested will not be published with the subscriber's name.

UNIVERSITY OF

COLLEGE.

Mr. _____ is requested to favour Her Majesty's Commissioners by entering in chronological order the several places at which he was educated during any part, exceeding three months, of the *four* years immediately preceding the commencement of his residence at the University, with the other particulars named.

Place of Instruction, and Name of Head Master, or, if Private, of Tutor.	Whether Public or Private.	Number of Years or portions of Years of attendance at such School, &c.	Description of additional Instruction, if any, beyond what was given at the Schools, &c., named, <i>received at the same time.</i>

Term and year in which the undersigned commenced residence at University

Name and value of any Scholarship or Exhibition at the College or University obtained by the undersigned by open competition

Name (if any) and value of any Scholarship or exhibition awarded to the undersigned at School, or held by him under preferential restrictions as to School, place of birth, kindred, or otherwise

I hereby certify the foregoing statements to be correct.
(Signed) _____

The above application was favourably received by almost all the Heads (or Tutors) of the several Colleges and answers from most of the Undergraduates of the several Colleges were returned.

No answer of any kind was received from the Heads of
Magdalen Hall and }
New Inn Hall - } Oxford.

The Provost of King's College and Master of Jesus College, Cambridge, sent the following answers.

(3.) From the PROVOST of KING'S COLLEGE, CAMBRIDGE.

King's College, Cambridge.
May 3rd, 1867.

SIR,

I HAVE received your letter of the 25th ultimo, sent under the instruction of the Schools Inquiry Commission, and requesting my co-operation in communicating to the Undergraduates of this College a form, in accordance with which they will be asked to supply information to Her Majesty's Commissioners.

I entertain the greatest possible respect for the name of Her Majesty, and I believe that the Commissioners appointed in Her name for "Schools Inquiry" have the best possible intentions in the object which they propose to themselves in this part of their inquiry. Nevertheless, for various reasons of objection, I decline most respectfully to be the medium of communication with the Undergraduates of this College in such a matter as the scheme proposed by the Commissioners for obtaining the information which they desire.

Of course I am aware that my assistance is not essential, and that, if the Commissioners still think their proposed measure unobjectionable, it will be easy for them, notwithstanding my objection to countenance the plan by my co-operation, to find some other means of acquainting themselves with the names of the few Undergraduates belonging to the College over which I have the honour to preside.

I am, Sir,

Your obedient servant,

H. J. Roby, Esq.,
Secretary.

RICHARD OKES,
Provost.

(4.) FROM THE MASTER OF JESUS COLLEGE, CAMBRIDGE.

SIR,

Cambridge, 24th May 1867.

I HAVE the honour to enclose replies to such questions of Her Majesty's School Inquiry Commissioners as relate to all restricted Scholarships and Exhibitions tenable at this College.

As, also, you directed my attention to the Returns which those Commissioners requested myself and others to obtain from our Undergraduates, I must be excused for expressing the opinion that the usual good sense and judgment of the Commissioners must have been in abeyance when they made that request. For independently of the little weight that the Commissioners are likely to attach to facts related by the memory of youth and inexperience at a distance of "four years" from the time when those facts are said to have occurred; the idea suggested by the Returns requested and the letter that accompanied them,—viz., that Her Majesty's Commissioners are prepared to subject all the Schoolmasters of England to the action of a system of secret inquisition will, I am certain, not commend itself to the English feelings of the Commissioners on further consideration.

I have the honour to be, Sir,

Your obedient servant,

H. J. Roby, Esq.,

G. E. CORRIE,
Master of Jesus College.

(5.) REPLY TO THE LETTER OF THE MASTER OF JESUS COLLEGE.

Schools Inquiry Commission,

2, Victoria Street, S.W.,

REV. SIR,

29th May 1867.

I AM instructed by Her Majesty's Commissioners to acknowledge the receipt of your letter of the 24th May, and to state in reply that they believe it to have been written in some misapprehension of the inquiry to which it relates.

The Commissioners requested that each Undergraduate would inform them of—

1. The place or places where he received his instruction during four years preceding his commencing residence at the University;
2. Whether the school, &c. was public or private;
3. The time during which such instruction was received;
4. The description of additional instruction received at the same time (by which the subject, and its nature as public or private was intended);
5. The term and year in which the Undergraduate commenced residence;
- 6, 7. The name and value of any open or restricted Exhibition which the Undergraduate has gained.

These being the facts which each Undergraduate was requested to state, the Commissioners are unable to see why the "youth and inexperience" of the respondents should diminish the value to be attached to their statement.

Nor can the Commissioners see any objection to the omission to publish the Undergraduate's name, such omission being usual in the publication of statistics.

I am instructed to thank you for the answers given by you to the Commissioners' questions respecting restricted Scholarships and Exhibitions tenable at your College.

The Rev. the Master of
Jesus College Cambridge.

I have, &c.
H. J. ROBY.

(6.)

The following was sent, with the sanction and assistance of the Registrar of the University of London, to all persons who matriculated at that University in the years 1864, 1865, 1866.

SCHOOLS INQUIRY COMMISSION.

THE Registrar of the University of London having been informed by Her Majesty's Schools Inquiry Commissioners that they are desirous of obtaining trustworthy information as to the degree in which different schools and different classes of schools prepare or contribute to prepare boys for the universities, requests Mr. _____ to have the goodness to fill up the annexed form, and return it to Her Majesty's Commissioners addressed as follows :—

<p>The Secretary of State, Home Department, Whitehall, London, S.W.</p> <p style="text-align: center;">Registrar, Schools Inquiry Commission.</p>

The above address requires no postage.

Her Majesty's Commissioners state that the information requested will not be published with the subscriber's name.

UNIVERSITY OF LONDON.

Mr. _____ is requested to favour Her Majesty's Commissioners by entering in chronological order the several places at which he was educated during any part, exceeding three months, of the *four* years immediately preceding his matriculation at the University, with the other particulars named.

Place of Instruction and Name of Head Master, or, if Private, of Tutor.	Whether Public or Private.	Number of Years or portions of Years of attendance at such School, &c.	Description of additional Instruction, if any, beyond what was given at the Schools, &c. named, <i>received at the same time.</i>

Year and month in which the undersigned matriculated at the University }
 Name and value of any Scholarship or Exhibition or Prixe (in money) at the University obtained by the undersigned }
 Name (if any) and value of any Scholarship or Exhibition, to be held at the University or other place of superior instruction, awarded to the undersigned at School, or ueld by him under preferential restrictions as to School, place of birth, kindred, or otherwise }

I hereby certify the foregoing statements to be correct.
 (Signed) _____

No. 12a.

Schools Inquiry Commission,
 2, Victoria Street, S.W.,
 November 1867.

SIR,

HER Majesty's Commissioners being desirous to complete and correct some statistics which are being prepared respecting the number of Undergraduates sent from each School to the Universities of Oxford and Cambridge and resident there in May 1867, request the favour of your filling up, and returning within a week in the accompanying envelope (which requires no postage stamp), the paper sent herewith.

I am, Sir,
 Your obedient servant,
 H. J. ROBY,
 Secretary.

GRAMMAR SCHOOL.

- I.—Number of Undergraduates resident at the University of Oxford or Cambridge in *May* 1867 who were educated for *two* years at the above-named School, and went to the University *within one year* from leaving the same School; those who were day scholars at the School being distinguished from those who were boarders -
- II.—Number included in I. who held at the University any Exhibition or Scholarship *restricted* to the School or County, &c., whether assigned at the School or at the University -
- III.—Number included in I. who held at the University any *unrestricted* Exhibition or Scholarship -

Number resident in May 1867 at	
Oxford.	Cambridge.
Day Scholars	
Day Scholars	
Day Scholars	

If the total number of Undergraduates is less than six please to add the names (not for publication).

(Signed)

Head Master.

CORRESPONDENCE.

No. 13.

MEMORIAL RESPECTING EDUCATION OF GIRLS, AND REPLY THERETO.

(1.)

To the Royal Commissioners of 1864 on Education.

MY LORDS AND GENTLEMEN,

We desire to bring under your consideration the great interest which the Middle Classes have in the Education of Girls.

Hitherto the endowments available for the education of the Middle Classes have been applied almost exclusively to the Education of Boys. Inasmuch, however, as the object of your Commission appears to be not so much an investigation into the management of funds as the ascertaining the actual state of Middle Class Education in England, and the suggestion of measures for its improvement, we are led to believe that the Education of Girls and the means of improving it are within the scope of your inquiry.

As being connected with, or interested in, various institutions, public and private, established for the Education of Girls of the Upper and Middle Classes, we desire to express our readiness to place at your disposal whatever information we may be able to afford in answer to your inquiries.

We are,

MY LORDS AND GENTLEMEN,

Your obedient Servants,

A. P. STANLEY, D.D., Dean of Westminster, Principal of Queen's College, London.

E. H. PLUMPTRE, M.A., Professor and Dean, ditto.

THOMAS A. COCK, M.A., Professor of Mathematical and Physical Science, ditto.

F. D. MAURICE, M.A., Professor of English History and Literature, ditto.

MAURICE MEYRICK, Professor of Latin, ditto.

HENRY ALFORD, Dean of Canterbury, Member of Council, ditto.

ALETHEA L. ADEANE - - - - -

H. BLANCHE AIRLIE - - - - -

ELIZABETH ARGYLL - - - - -

MARIAN BELL - - - - -

A. H. HOUGHTON - - - - -

M. MONTEAGLE - - - - -

LUCILLA POWELL - - - - -

AUGUSTA STANLEY - - - - -

HENRIETTA MARIA STANLEY, of Alderley - - - - -

CATHERINE TAIT, Fulham Palace - - - - -

ELIZABETH TWINING - - - - -

CHARLOTTE WOOD, 31 Great George Street - - - - -

FRANCES WEDGEWOOD - - - - -

ERASMUS A. DARWIN, Chairman of the Council, Bedford College, London.

JANE MARTINEAU, Hon Sec., ditto.

F. S. CART, Chairman of the Board of Professors, ditto.

RICHARD CULL, F.S.A., Hon. Sec., ditto.

CATHERINE AJKIN, Hon Sec. to the Lady Visitors, ditto.

FRANCES MARTIN, Superintendent of School, ditto.

J. SLANEY PAKINGTON, President of the Worcestershire Union of Educational Institutes.

HENRY J. BARTON, M.A., Joint Secretary of the Northamptonshire Education Society.

EMILY TAYLOR, Hon. Sec. of the West Central Collegiate School for Young Ladies.

EMMA LINGEN, 19, Gloucester Terrace, London.

RUSSELL GURNEY, Recorder of London.

JESSIE BOUCHERETT, Hon. Sec. of the Middle Class School for Girls, Howland St., London.

ANNE JEMIMA CLOUGH, late Manager of the Middle Class School, Ambleside. MARY ELIZA PORTER, Superintendent of Educational Home for Training Governesses, Bolham, Tiverton.

WILHELMINA TAYLOR, Superintendent of the York Quarterly Meeting's School for the Daughters of "Friends."

LYDIA COOPER, Principal of Wanstead House School, Cambridge.

M. A. and J. S. WATSON, Principals of Ladies' Boarding School, Uxbridge.

CAROLINE SANDERSON, L.C.P., Principal of Ladies' Collegiate School, Kensington.

E. L. and C. L. TOOTAL, Principals of Boarding and Day School for Ladies, Leeds.

H. T. and M. F. SHREWSBURY, Principals of Ladies' School, Sheffield.

DOROTHEA BEALE, Principal of the Ladies' College, Cheltenham (Proprietary).

ALFRED BARRY, B.D., Vice President, ditto.

E. CHARNOCK, Head Mistress of New Girls' School, Burton's Foundation, Loughborough.

MARY TRETWELL, Kinder Garten and Ladies' School, Whalley Range, Manchester.

MARY V. JEFFERY, Principal of Ladies' School, Bath.

MARGARET C. WHITE, Principal of North-east London Collegiate School for Ladies.

CHARLOTTE BENVENTI, Principal of the Ladies' Academy, Swansea.
 MARY RILES, Principal of an Establishment for Young Ladies, Shirley Hall, Southampton.
 EMMA DEWHIRST, Principal of Ladies' School, Huddersworth, Sheffield.
 EMMA R. ELLIS, Principal of the Moravian Ladies' School, Bedford.
 JOHN LANG, Director ditto ditto.
 AMELIA WHITE, Principal of Ladies' School, Winchester.
 ELIZA NUTTER, Principal of Burton House School, Westmoreland.
 ELIZA B. GRAVENER, Principal of Ladies' School, Deal.
 HARRIET HARRISON and JANE EDIS, Directors of Hyde Park College.
 M. A. CARTER, Principal of Wellesley College, Nottingham.
 ELIZABETH C. WOLSTENHOLME, Principal of the Grange School, Boothstown, Manchester.
 ELLEN DREW, Principal of Ladies' School, Barnstaple.
 MARY ANN BROOKE, ditto, Hull.
 FRANCES MARY BUSS, Principal of North London Collegiate School for Ladies.
 JAMES G. C. FUSSELL, H.M.I. Schools } Managers of Chantry School for Girls,
 J. J. ALLEN - - - - - } near Frome.
 SUSAN KYBERD, Principal of, ditto.
 M. A. MILNE, Principal of Ladies' School, Newcastle-on-Tyne.
 ELIZA GOWLAND, ditto, Blackburn.
 OLIVIA MOETON, ditto, Radford Villa, Worksop.
 JANE SAVAGE, Schoolmistress, Stockton Mount Seminary, Warrington.
 MARY DAVIES, Principal of Ladies' School, Brighton.
 AMELIA PULLEN, Principal of Boarding School, Plymouth.
 H. and C. HOLLAND, Principals of Middle Class Girls' School, Leeds.
 ELIZABETH SEWELL, Bonchurch, Isle of Wight.
 J. E. EVANS and M. LEIFART, Principals of Penbroke House School, Harrogate.
 JANE PROCTER, Principal of "Friends" School, Darlington.
 ELIZABETH DRACUP, Principal of Ladies' School, Grange in Cartmel.
 ANNE ADCOCK, ditto, Ilkley.
 MARY FRANCES GODDARD, ditto, Matlock.
 MARIA C. LEGGE, ditto, Doncaster.
 MARY BLANCHE, Principal of Ladies' College, Northleach.
 F. V. THORNTON, Rector of Saltbill with Callington, Principal of the Callington Grammar School for Boys and Girls.
 ANNE DAVIS, Principal of School, Malvern.
 M. A. TREIB, Principal of Percy House School, Portsmouth.
 ELIZA and OLIVIA LEADMAN, Principals of Ladies' School, Leeds.

(2.)

Schools Inquiry Commission,
 2, Victoria Street, S.W..
 28th February 1865.

MADAM,

I AM instructed by the Schools Inquiry Commissioners to state in reply to the memorial addressed to them by a large number of ladies and gentlemen respecting the education of girls, and transmitted by you on the 23rd of January last, that having attentively considered the extent and direction of the inquiry entrusted to them, they have arrived at certain conclusions, which they authorize me to communicate to you, so far as relates to the subject of the memorial.

By the terms of Her Majesty's Commission they are directed to inquire into the education given in schools not comprised within the scope of the two recent Commissions on Popular Education, and on certain public schools, and also to consider and report what measures, if any, are required for the improvement of such education, having especial regard to all endowments applicable or which can rightly be made applicable thereto.

It appears to the Commissioners that while the task assigned them embraces an investigation within certain limits into the education both of boys and girls, these limits are narrower in the case of the latter than in that of the former. Girls are much more often educated at home, or in schools too small to be entitled to the name, and neither domestic education nor private tuition is a matter with which the Commissioners have to deal.

The endowments appropriated to the education of the middle and upper classes, or which may rightly be applied to it, will form an important part of the Commissioners' inquiry. Neither the number nor the value of the endowments, which belong either in whole or in part to the education of girls, is at all comparable to that of those which are provided for boys. This again, therefore, diminishes the share which the former can claim in the investigation of the present Commission.

Subject however to these limitations which arise from the nature of the case, the Commissioners will endeavour to embrace in their inquiry the education of both sexes alike. Accordingly they will instruct the Assistant Commissioners, whom it is their purpose to send into selected districts of England, to report upon the state and prospects of girls' education as well as on that of boys.

The Commissioners expect also to derive much important information from the evidence of persons of special experience and knowledge on the various matters connected with their inquiry. Among these witnesses they will be ready to include such persons as may be recommended to them as best qualified to express opinions on the subject of your memorial.

What recommendations, if any, the Commissioners may be able to make it is premature even to discuss at present. They must depend to a great degree on the information which the Commissioners hope thus to obtain. If however it should seem to them desirable to apply to the purposes of education any charitable endowments not so applied already, they need scarcely say that they will carefully weigh the claims of girls no less than of boys.

In conclusion I am directed to thank the memorialists through you for their offer of valuable assistance, and remain,

Miss E. A. Bostock.

Madam,
Your obedient servant,
(Signed) HENRY J. ROBY,
Secretary.

No. 14.

(1.) LETTER accompanying MEMORIAL respecting Need for Place of HIGHER EDUCATION for GIRLS.

17, Cunningham Place, London, N. W.,
July 9th, 1867.

SIR,

I BEG to hand to you a Memorial addressed to the Royal Schools Inquiry Commission, signed by 521 teachers of girls, and 175 ladies and gentlemen not directly concerned in teaching girls.

I am, Sir,

Yours obediently,
EMILY DAVIES.

H. J. Roby, Esq.
&c. &c.

(2.) MEMORIAL.

TO THE ROYAL SCHOOLS INQUIRY COMMISSIONERS.

MY LORDS AND GENTLEMEN,

WE beg respectfully to invite your attention to a matter which, in our work as teachers of girls, has come under our special cognizance.

As managers of ladies' schools, and as governesses in families, we observe a deficiency in the education of women, which it is not in the power of private teachers, however able and zealous, to supply, namely, the want of adequate means and inducements for continuing study beyond the school period. While admitting that there is room for improvement in the earlier stages of education, we venture to submit that such improvement might most reasonably be expected from the offer of increased facilities to persons who are about to become teachers for carrying on their studies to a high point, together with some satisfactory means of discriminating between those who are qualified for their work and those who are not.

There are in England no public institutions for women analogous to the Universities for men, in which a complete education is given, and at the same time duly certified by an external body of recognized authority. We have reason to believe that opportunities of undergoing a course of instruction and discipline adapted to advanced students, combined with examinations testing and attesting the quality of the education received, would not only be eagerly welcomed by the higher class of teachers, but would also be made use of by many young women, having no definite object in view other than that of self-improvement. It is a constantly recurring occasion of regret to conscientious and successful teachers that

precisely at the moment when a genuine and intelligent love of knowledge has been awakened, and the labours of years are beginning to bear fruit, a scarcely voluntary idleness takes the place of steady effort, and the habits of intellectual industry and intellectual pleasure formed in the school room, gradually give way under the pressure of frivolous and unsatisfying distractions.

Our experience has led us to the conviction that the foundation of a place of education for adult female students, at which certificates should be conferred by an independent authority, and to which scholarships and exhibitions should be attached, is among the most urgent educational wants of the present time, and we venture to ask that in any recommendations which the Commission may see fit to make respecting the application of school endowments or other charities, special regard may be paid to the need for such an institution, and to other measures providing for the higher education of women.

We are,
My Lords and Gentlemen,
Your obedient servants,

(Signed by)

CATHERINE JOHNSTON, 162, Westbourne Terrace, London, President of the London Association of Schoolmistresses.
FRANCES MARY BUSS, Treasurer.
MARY C. PORTER, Hon. Sec. of the Newcastle and Gateshead Association of Schoolmistresses.
ELIZABETH GLOYN, President of the Manchester Board of Schoolmistresses.
MILLCENT ANNE PAGE, Superintendent of Royal Victoria Patriotic Asylum.
ELIZABETH C. WOLSTENHOLME, Boothstown, Manchester.
SUSAN KYBERD, Chantry.
FRANCES MARTIN, Bradford College School, London.
HARRIET and EMILY HARRISON, Hyde Park College.
DOROTHEA BEALE, Ladies' College, Cheltenham.
SUSAN WOOD, Clergy Daughters' School, Caterham.
And 509 others.

(3.) The prayer of the memorialists was supported by the following :—

The Dean of Canterbury.
The Countess de Grey.
Vice-Chancellor Sir W. Page Wood.
Lady Wood.
E. H. Sieveking, M.D.
Sir J. P. Kay Shuttleworth, Bart.
Right Hon. Russell Gurney, M.P.
Mrs. Russell Gurney.
Sir James Clark.
M. E. Grant Duff, M.P.
The Bishop of St. David's.
Right Hon. H. A. Bruce, M.P.
Professor Huxley.
Hon. Mrs. Locke King.
Anna Swanwick.
Rev. Canon Champneys.
Rev. Canon Norris.
Sir Chas. Lyell.
James Paget, F.R.S.
R. Quain, F.R.S.
The Dean of Durham.
Dowager Viscountess Combermere.
Right Hon. Lord Romilly.
Alfred Tennyson.
Robert Browning.

The Dean of Ely.
George Grote, Esq.
Rev. James Martineau.
T. K. Chambers, M.D.
The Dean of Bristol.
Lady Marian Alford.
Sir Francis H. Goldsmid, Bart., M.P.
Lady Goldsmid.
Lady Lubbock.
Emily Taylor.
Lord Robert Montagu, M.P.
R. Druitt, M.D.
W. Farr, F.R.S.
The Venerable Archdeacon Prest.
The Venerable Archdeacon Fearon.
Professor Tyndall.
Sir F. Crossley, Bart., M.P.
Hon. and Rev. S. Best.
Mrs. Manning.
Isa Craig Knox.
M. D. Hill, Q.C.
J. Stansfeld, M.P.
E. Holland, M.P.
W. M. Gunson, M.A., Tutor of
Christ's, Cambridge.

- G. M. Humphry, M.D., F.R.S.,
Professor of Anatomy, Cambridge.
- Rev. J. B. Lightfoot, D.D., Hulsean
Professor, Divinity.
- Henry Jackson, Fellow and As-
sistant Tutor, Trinity.
- Rev. W. J. Beaumont, Fellow of
Trinity, Cambridge.
- Rev. E. W. Blore, Fellow and Tutor,
Cambridge.
- Edward T. Leeke, Fellow and As-
sistant Tutor, Trinity, Cambridge.
- Rev. R. Burn, Fellow and Tutor,
Trinity, Cambridge.
- Rev. J. Lamb, Senior Fellow and
Bursar, Cambridge.
- Wm. Aldis Wright, Librarian, Tri-
nity, Cambridge.
- Rev. T. G. Bonney, Fellow and
Dean, St. John's, Camb.
- W. P. Hiern, Fellow of St. John's,
Camb.
- T. Waraker, LL.D, Lecturer, Tri-
nity Hall, Camb.
- J. B. Pearson, Fellow and Lecturer,
St. John's, Camb.
- C. E. Graves, Lecturer, and late
Fellow, St. John's, Camb.
- Rev. T. Markby, Classical Lecturer,
Trinity Hall, Camb.
- R. C. Jebb, M.A., Fellow of Tri-
nity, Camb.
- Rev. Canon Hey, York.
- Charles Stuart Parker, Fellow of
University College, Oxford.
- Geo. Osborne Morgan, Lincoln's Inn.
- C. P. Ilbert, Fellow of Balliol Col-
lege, Oxford.
- Horace Davey, University College
and of Lincoln's Inn.
- John Westlake, late Fellow of
Trinity College, Cambridge, and
Lincoln's Inn.
- Frederick Harrison, Fellow of Wad-
ham College, Oxford, and Lin-
coln's Inn.
- Hon. Mrs. Wm. Cowper.
- Gertrude J. King, Secretary to
Employment of Women Society.
- James Heywood, F.R.S.
- Arthur Sidgwick, Rugby, Fellow
of Trinity College, Cambridge.
- Mary Sidgwick.
- James Surtees Philpotts, Rugby,
New College, Oxford.
- Francis Elliott Kitchener, Rugby,
Fellow of Trinity College, Cam-
bridge.
- Henry Lee Warner, Rugby, Fellow
of St. John's, Cambridge.
- Rev. Dr. Hesse, Merchant Ta-
lor's School and Gray's Inn.
- Godfrey Lushington, late Fellow of
All Souls' College, Oxford.
- Rev. S. A. Pears, D.D., Head
Master, Repton.
- Rev. Dr. Kennedy, Regius Pro-
fessor of Greek, Cambridge.
- Wm. Jenner, M.D.
- Lady Churchill.
- Rev. Norman Macleod, D.D.
- Sir Harry Verney, M.P.
- E. Carleton Tufnell.
- Hon. E. Lyulph Stanley.
- Hon. Dudley Campbell.
- Rev. Montague Hawtrey, Rector of
Kimpton, Prebend and Rural
Dean.
- Hon. Geo. C. Brodrick, Fellow of
Merton's College, Oxford.
- Viscountess Amberley.
- Hon. and Rev. W. H. Lyttel-
ton.
- Rev. George Butler, Principal of
Liverpool College.
- Mrs. Butler.
- Rev. Newman Hall.
- W. Tyler Smith, M.D.
- Rev. T. G. Rowsell.
- Chas. Wykeham Martin, M.P.
- Alex. Bain, M.A., Professor of
Logic, Aberdeen.
- James Nicol, Professor of Natural
History, Aberdeen.
- Rev. T. Pelham Dale.
- Rev. Charles Lee.
- Rev. Richard Burgess.
- John Grey, Lipwood House, North-
umberland.
- M. T. Bass, M.P.
- Thomas Bazley, M.P.
- Rev. F. W. Farrar, F.R.S.
- John S. Reynolds, Honorary Secre-
tary Home and Colonial School
Society.
- Rev. J. H. Bigg, D.D.
- Rev. Joseph Angus, D.D.
- James H. Hammick, F.S.S.
- P. A. Taylor, M.P.
- Rev. H. J. Barton, Honorary Se-
cretary to the Northampton Edu-
cation Society.
- William Smith, LL.D.
- Edward James, Q.C., M.P.
- L. Oliphant, M.P.
- Rev. J. Llewelyn Davies.
- G. Goldney, M.P.
- Rev. J. J. Evans.
- Rev. E. A. Abbott, Head Master of
City of London School.
- E. Dresser Rogers.
- W. Newmarch, F.R.S.
- J. A. Symonds, M.D., Clifton.
- J. E. Gorst, M.P.
- Professor Fischer, St. Andrews.
- Professor Shairp, St. Andrews.
- Professor Bell, St. Andrews.
- Professor Macdonald, St. Andrews.

- Sir Benjamin Brodie, Bart., Professor of Chemistry, Oxford.
 Lady Brodie.
 Elizabeth Twining.
 Rev. J. Wolstenholme, Christ's College, Cambridge.
 Edward A. Freeman.
 Edwin Chadwick, C.B.
 Bartholomew Price, M.A., F.R.S., Professor of Natural Philosophy, Oxford.
 R. B. Clifton, M.A., Professor of Experimental Philosophy, Oxford.
 J. J. Sylvester, Professor of Mathematics, Woolwich.
 Rev. N. Pinder, late Fellow and Tutor of Trinity College and Public Examiner, Oxford.
 Rev. J. M. Wilson, Professor of Moral Philosophy, Oxon.
 Kenelm S. Digby, M.A., Fellow and late Tutor of Christ's College, Oxford.
 R. W. Raper, B.A., Fellow and Lecturer, Queen's College, Oxford.
 Rev. J. Lee Warner, M.A., Fellow and Lecturer of University College, Oxford.
 Lady Bowring.
 Mary Carpenter.
 J. C. Laycock, Huddersfield.
 Edwd. Huth, Huddersfield.
 Samuel Robinson, President of Manchester New College.
 W. McKerrow, D.D.
 W. Sidney Gibson, M.A., Tyne-mouth.
 Charles Wickstead, B.A.
 P. H. Wickstead, M.A.
 Rev. H. Holden, D.D., Head Master, Durham.
 Rev. W. B. Pope.
 Duncan McLaren, M.P.
 Geo. E. Day, M.D., F.R.S.
 Samuel Morley.
- John Clayton, Town Clerk, Newcastle-on-Tyne.
 Sir John Fife, Newcastle-on-Tyne.
 Robt. Rawlinson, C.B., Civil Engineer.
 E. Akroyd, M.P.
 Albert Venn Dicey, Trinity College, Oxford and Temple.
 Albert O. Rutson, Magdalen College, Oxford, and Lincoln's Inn.
 Frederic W. H. Myers, Trinity College, Cambridge.
 Mrs. Pattison.
 Rev. J. Heale, Rector of Poyntington.
 J. Rhoades, M.A., Clifton.
 H. Reade, M.A., Clifton.
 H. Couchman, M.A., Clifton.
 Cornwell Price, M.A., B.C.L., Clifton.
 Rev. Henry Hayman, Cheltenham.
 J. D. Coleridge, M.P.
 —. Phillips, Oxford.
 Professor Rolleston, Oxford.
 Elizabeth M. Green, Honorary Secretary to Local Examination for Girls, Cambridge.
 J. Ruskin.
 Manley Hopkins.
 Emily French, 41, Fitzwilliam Square.
 J. J. Stewart Perowne, B.D., Vice Principal of St. David's College, Lampeter.
 John Canthorn.
 John Struthers, M.D., Professor of Anatomy in the University of Aberdeen.
 Christina Struthers.
 W. Blouchers.
 J. Stanley Pakington, President of Worcestershire Educational Institute Union.
 J. Tulloch, D.D., Vice-Chancellor of University of St. Andrews.

(4.) Reply to the memorial :—

2, Victoria Street, S.W.,
 10th July 1867.

MADAM,

I AM instructed by Her Majesty's Commissioners to acknowledge the receipt of a memorial signed by a large number of teachers of girls, and supported by a large number of ladies and gentlemen not directly engaged in teaching girls, praying "that in any recommendation which the Commissioners may see fit to make respecting the application of "School Endowments or other charities, special regard may be paid to "the need" for the foundation of a place of education for adult female students, and to other measures providing for the higher education of women.

I am directed to add, that the Commissioners will give their consideration to the subject of the memorial.

I am, &c.

H. J. ROBY.

Miss Emily Davies.

No. 15.

CORRESPONDENCE WITH TOWN COUNCIL OF BIRMINGHAM.

(1.)

To the Honourable the Commissioners appointed by Her Majesty the Queen to inquire into the Endowed Schools in England.

The Memorial of the Mayor, Aldermen, and Burgesses of the Borough of Birmingham, in the County of Warwick.

SH EWETH,

THAT King Edward the Sixth by his Letters Patent, dated the second day of January 1552, did found and endow a public grammar school in Birmingham aforesaid, called the Free Grammar School of King Edward the Sixth, for the education and instruction of boys and youth in grammar.

That the said Letters Patent vested the property, administration, and conduct of the said school in twenty persons, inhabitants of the said town, and did ordain that when it should happen that any one or any of the said twenty governors should die, or elsewhere out of the town, parish, and manor of Birmingham aforesaid should dwell, and with his family should depart, that then and so often it should be lawful for others of the said governors another fit person or fit persons of the more discreet and more trusty inhabitants of the said town, parish, and manor, into the place, or places, of him or them, to succeed in the said office of governor, to choose and nominate, and this as often as the case should so happen.

That the said Letters Patent did empower the said governors, with the advice of the bishop of the diocese there for the time being, from time to time to make fit and wholesome statutes and ordinances in writing touching the order, government, and direction of the masters and scholars of the said school, and otherwise touching the said school, and the order, government, preservation, and disposition of the rents and revenues to the sustentation of the said scholars.

That the Letters Patent are expressly intituled, "For the inhabitants of the Town of Birmingham, concerning a Free School in the same town, to themselves and their successors."

That the present revenue of the said Free School is very large, and will, under good management, be greatly increased and augmented from time to time.

That for the better and more open and responsible management of the said school the nomination and election of the governors should be by the Council of the borough of Birmingham, and that the number of governors should be increased to twenty-one, nine of whom should be elected from the members of the Council, six from the magistrates on the Commission of the Peace of the said borough, and six from the inhabitants of the said borough of Birmingham generally, and that one-third of the whole number of governors should go out of office every second year.

That in the event of the prayer of your Memorialists for the vesting in the Council the power to elect governors of the school being granted, your Memorialists will be prepared to submit their views as to the mode in which the change should be effected.

That your Memorialists entertain the strongest objection to the practice that now prevails of admitting boys to the school upon the nomination of individual governors, and are of opinion that the governors should exercise the duties of their office in their collective capacity only.

Your Memorialists pray that they may be heard by themselves, their Counsel, Agents, and Witnesses, before your honourable Board, when it shall enter upon the inquiry into the constitution and government of the said school.

HENRY WIGGIN, Mayor. L.S.

(2.)

2, Victoria Street,
Schools Inquiry Commission,
24th May, 1865.

SIR,

I AM directed by the Schools Inquiry Commissioners to acknowledge the receipt of a memorial from the mayor, aldermen, and burgesses of the borough of Birmingham recommending an alteration in the present mode of electing the governors of King Edward's Grammar School, Birmingham, and praying to be heard by this Commission in support of the said proposal.

In reply I am directed to state to you for the information of the memorialists, that if in the course of this inquiry the Commissioners should deem it desirable to make special recommendations with reference to King Edward's School, Birmingham, they will be ready to afford the memorialists an opportunity of stating their views to them.

I have, &c.

HENRY J. ROBY,

Henry Wiggin, Esq.,
Mayor of Birmingham.

(3.)

Borough of Birmingham,
Mayor's Office,
December 5th, 1865.

SIR,

The Free Grammar School of King Edward the 6th, Birmingham.

On the next side I beg leave to forward to you a copy of a resolution adopted by the Council of this borough at their meeting on the 31st October last, and I am instructed at the same time respectfully to draw your attention to the prayer of the Memorial of the Council, forwarded to you through your Inspector, Mr. Green, on the 18th of May last.

I am, Sir,

Your obedient servant,

Henry J. Roby, Esq.,
Schools Inquiry Commission,
2, Victoria Street, Westminster.

EDWIN VATES, Mayor.

BOROUGH OF BIRMINGHAM.

At a Special Meeting of the Council of this Borough held the 31st day of
October 1865,

Henry Wiggin, Esq., Mayor, in the Chair,

IT WAS RESOLVED.

THAT the Report of the General Purposes Committee be approved, and that it having come to the knowledge of this Council, that inquiries respecting King Edward's School have been made by an Inspector from the Commissioners in a private and conversational way, this Council do instruct the General Purposes Committee to represent to the Commissioners, that in the opinion of this Council the importance of the inquiry in reference both to the interests of the public and the governors of the school requires that the evidence should be taken in public, and opportunity afforded to all interested to attend, either to give evidence, or to cross examine the witnesses adduced by others.

(4.)

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
18th December, 1865.

SIR,

I HAVE laid before Her Majesty's Commissioners your letter of the 5th inst., communicating a Resolution adopted by the Council of the Borough of Birmingham at their meeting on the 31st October, and calling attention to the prayer of the Memorial of the Council forwarded to the Commissioners through their Inspector, Mr. Green, on the 18th of May last.

I am directed by the Commissioners to state to you for the information of the Council, that they have communicated with Mr. Green, their Assistant Commissioner for Warwickshire, on the subject of your letter, and they are

informed by him that he has conducted his inquiry in relation to King Edward's School in conformity with the Commissioners' instructions, and in the same manner in which he has inquired into other schools. The Commissioners consider that the method which they have authorized is adapted to the nature of the investigation entrusted to them by Her Majesty, and that such a formal inquiry into each separate school as the Council appear to contemplate is precluded by the very large number of schools which are comprised within the scope of their Commission.

Considering, however, the importance of King Edward's School, the Commissioners will endeavour at no distant period to hear such witnesses as the Council may consider fit to represent the opinions of the inhabitants of Birmingham on the present state of the school, and any improvements which it may be desirable to make in it. Due notice will be given you of the time which the Commissioners will devote to this purpose.

Edwin Yates, Esq.,
Mayor of Birmingham.

I am, &c.
HENRY J. ROBY.

No. 16.

(1.) LETTER to the CHAIRMAN of the COMMISSION accompanying MEMORIAL relative to BLUE COAT SCHOOL of EXETER.

226, High Street, Exeter.
15th January 1867.

MY LORD,

As secretary to a committee of citizens, who feel a deep interest in the management of the Exeter Blue Coat School, I have been requested to forward to your Lordship the enclosed Memorial, which has been readily signed here.

I remain,
Your Lordship's,
Obedient servant,
E. T. SWEETLAND.

Right Hon.
Lord Taunton.

(2.) Memorial.

To the RIGHT HON. LORD TAUNTON and the other MEMBERS of the MIDDLE-CLASS SCHOOLS COMMISSION.

The undersigned Memorial of the Citizens of Exeter sheweth,—

That the Blue Coat School of Exeter fails in the principal object for which it was founded.

The history of this foundation is as follows :—

In 1632 an educational movement took place in Exeter, and the mayor, bailiffs, and commonalty of the city determined to establish a "free school for the education of youth in good literature." The site chosen was at the East Gate of the city, the old foundation of St. John's Hospital. In the year 1637, Charles the First granted Letters Patent to the corporation of St. John's Hospital in furtherance of this object, declaring its purposes to be "for the relief, setting on work, and education in good learning and otherwise of poor children born and inhabiting the city of Exeter, who either had no parents, or those so poor as not to be able to maintain them, and also for the relief and maintenance of impotent poor people inhabiting there and not able to work." The government of the hospital was vested by Charter in the mayor and municipality of the city.

Dependant upon and subject to the St. John's Hospital corporation is the Blue School, which was instituted for teaching "reading, writing, and arithmetic" to boys nominated by the said corporation. The master of the school received an allowance for the food and clothing of the boys; there was a writing master, and the expenses of both were paid by the funds of the hospital, and a premium of 6*l.* was given to each boy

on his being bound an apprentice. In 1823 the Charity Commissioners reported that "an active superintendence would be highly advantageous to the establishment."

With other charities of the city the government passed to two separate bodies of trustees, known by the names of the "Trustees" and "General Trustees." The St. John's Hospital trust and its dependencies, among them the Blue School, are under the government of the Church Trustees.

It is not so much of the character of the education given, or the management of the school, that your memorialists complain, but that whether from the exclusive composition of the trust, or from other causes, the benefits of the charity have been withholden from the general community and almost exclusively directed into one political channel, and have been made the instrument of unequal and partial patronage.

Your memorialists request that your Honourable Commission will institute an inquiry into the manner in which the appointments have been made and to whom they have been given; and they venture to believe that the result of such an inquiry must be to admit the children of citizens having equal claims to a fair and just participation in the advantages of the charity.

JOHN BOWRING, Kt., J.P., F.R.S.
 HENRY NORRINGTON, Town Councillor.
 THOMAS FLOUD, Solicitor.
 JOHN DAMEREL, J.P.
 WILLIAM CARTER, Town Councillor.
 WILLIAM MORTIMER, Town Councillor.
 PEARCE M. HADLEY, Town Councillor.
 JOHN TREHANE, Town Councillor.
 WILLIAM HENRY GRACHSIAS, J.P., Exeter.
 HENRY HUGHES, Town Councillor.
 T. LATIMER, J.P.
 WILLIAM MOORE, Town Councillor.
 J. P. NICHOLS, Town Councillor.
 JOHN T. TRIMBLE, Town Councillor.
 JOHN CHALK, Town Councillor.
 B. J. FORD, Solicitor, Exeter.
 THOMAS WHISTLER, Town Councillor.
 A. T. TOPHAM, Town Councillor.
 SEGAR BASTARD, Town Councillor.
 JOSEPH ROWE BROOKING, Town Councillor.
 H. FORD.

And 211 others.

- (3.) The SECRETARY of the COMMISSION to the CLERK of the TRUSTEES of ST. JOHN'S HOSPITAL, with a copy of the MEMORIAL.

Schools Inquiry Commission,
 2 Victoria Street, Westminster, S.W.
 22nd February 1867.

SIR,

I AM instructed by Her Majesty's Commissioners to forward to you for the consideration of the Trustees of St. John's Hospital, a copy of the memorial recently addressed to the Commissioners by some of the citizens of Exeter, and to state that the Commissioners will give their attention to any statement which the Trustees may desire to make in reply to the said memorial.

I am, &c.

H. J. ROBY.

John Daw, Esq.,
 Clerk to the Trustees of
 St. John's Hospital, Exeter.

(4.) The CLERK of the TRUSTEES of St. JOHN'S HOSPITAL, EXETER, to the SECRETARY of the COMMISSION.

13, Bedford Circus, Exeter,
6th March 1867.

SIR,

REFERRING to your communication dated the 22nd ulto., I have the honour to send you a copy of a resolution passed at a meeting of the Trustees of St. John's Hospital.

I am, Sir,

H. J. Roby, Esq.,
Schools Inquiry Commission,
2 Victoria Street, Westminster,
London.

Your obedient servant,
JOHN DAW,
per R. Daw,
Clerk to the Trustees.

(Copy Resolution.)

At a meeting of the Trustees of St. John's Hospital, on Monday the 25th of February, 1867.

Present:—Mr. Henry Hooper.
,, George Braund.
,, J. Clench.
Dr. Miller.
Mr. W. Kennaway.
Dr. Shapter.
Mr. R. Sanders.
,, R. S. Gard.

Read letter from Mr. Roby, Secretary to the Schools Inquiry Commission, with printed memorial from Sir John Bowring, Knt., and other inhabitants of Exeter, complaining of the Blue School being almost exclusively directed into one political channel and made the instrument of unequal and partial patronage.

Resolved, unanimously, that the clerk do reply denying the charges made, and stating the willingness of the Trustees to have an investigation by persons duly authorized to make the inquiry.

(5.) REPLY from the SECRETARY of the COMMISSION to the MEMORIALISTS.

Schools Inquiry Commission,
2, Victoria Street, S.W.
26th March 1867.

SIR,

IN reply to the memorial to H. M. Commissioners, forwarded to me on the 15th January, and signed by a large number of the citizens of Exeter, complaining of the way in which the patronage of the Blue Coat School of Exeter has been exercised.

I am instructed to state that the Commissioners have forwarded a copy of the memorial to the Trustees of St. John's Hospital, and have received from them in reply a copy of a resolution passed at a meeting held on the 25th February, which denies the charge made in the memorial, and states the willingness of the Trustees to have an investigation by persons duly authorized to make the inquiry.

The Commissioners do not consider that they could institute any inquiry into the administration of this particular trust, which would be likely to lead to a satisfactory result; but in any general recommendations which they may make respecting the management of school trusts, they will bear in mind the statements made by the memorialists and the trustees respectively.

I am, &c.

Mr. E. T. Sweetland,
226, High Street, Exeter.

H. ROBY.

- (6.) REPLY from SECRETARY of COMMISSION to the CLERK of the TRUSTEES of ST. JOHN'S HOSPITAL, accompanying a Copy of the Letter (5).

Schools Inquiry Commission,
2, Victoria Street, S.W.
26th March 1867.

SIR,

I AM instructed by Her Majesty's Commissioners in reply to your letter of the 6th instant, for the information of the Trustees of St. John's Hospital, to forward to you a copy of a letter which I have to-day forwarded to the gentlemen who subscribed the memorial referred to in the same.

I am, &c.
H. J. ROBY.

John Daw, Esq.,
Clerk to the Trustees of
St. John's Hospital, Exeter.

No. 17.

CORRESPONDENCE RESPECTING ROCHESTER CATHEDRAL SCHOOL.

- (1.) FROM REV. R. WHISTON, M.A., HEAD MASTER of the CATHEDRAL SCHOOL, ROCHESTER, to the MEMBERS of the SCHOOLS INQUIRY COMMISSION.

MY LORDS AND GENTLEMEN,

Rochester, March 16, 1867.

IN the evidence which I had the honour to submit to you last year, you may remember that I made some remarks upon the system of appointment to the scholarships and exhibitions connected with the cathedral school here, and stated that I considered it to be injurious to the school and the neighbourhood, because it does not encourage merit, but ignores or rather rejects the principle of competition. Since then the Dean and Chapter has confirmed, not to say aggravated the truth of my statements, in a manner which I find it a duty to explain to you, and with the hope that you may think fit to propose and recommend a remedy for what it must, I think, be admitted is a wrong to the school and its masters and scholars. I proceed to state what I complain of.

In June 1865 an exhibition was vacant at Cambridge, for which we had a candidate in the school proceeding to the University the then following October, who was the son of a poor clergyman, and who afterwards gained an open scholarship at Pembroke College, and who was in every respect thoroughly deserving of it. For some reason or other the Chapter, instead of electing him at once, pressed the acceptance of the vacant exhibition on another pupil of the school named Girling, telling him that they wished to elect him because he was a native of the city, and for so long (seven years) a pupil of the school, in preference to a foreigner. Mr. G. was then not 17, and declined, as also did his father when the Chapter pressed him as well as his son. The sole remaining candidate was *then* under the direction of the Chapter subjected without previous notice, and from 8 p.m. to 10 p.m. to a hard examination, including one of the most difficult choruses in the Greek language. This, however, he got through, and was at last after a delay of three or four days elected.

This was in June 1865, and in 1866 there was another vacancy at Cambridge for which Mr. Girling *was* a candidate, and to which a member of the Chapter assured me they would be glad to elect him because he was a native of the city and had been so long on the foundation of the school. Before, however, his election came on, another candidate unexpectedly offered himself, and without any examination as in the year before, he was elected to the rejection of Girling, though he was not a native of the city but lived 100 miles from it and had only been in the school two years and was in the second class, whereas Girling was in the first. Had the election been thus decided by the result of a competitive examination it would have been hard, if not somewhat unjust under all the

circumstances, but then no complaint would have been made by myself or any one else. I should add that the candidate thus preferred was not superior in conduct nor in greater need than the other, and had he been superior in literary qualifications it would have been an injustice to him to deprive him of his credit of honourable success by denying him all opportunity of proving that superiority and making his election even appear an act of favouritism for himself or ill-will against another.

But this is not my only grievance, for the Chapter will not recognize the principle of competitive examination for the foundation scholarships, and how far they go in rejecting it will appear from the following statement. Our statutes require the candidate's "*mediocriter callere rudimenta grammaticæ, idque arbitrio Decani atque Archididascali,*" accordingly, it was till recently the practice to examine them *vivâ voce* only, with assistance from the examiners, so that the examination was little better than a farce, and inferior candidates were often elected. Thereupon I introduced the system of written examinations in English, Latin, and Greek grammar, and in June 1866, there being three vacancies, I examined by paper, after an oral examination by the Vice-dean and myself, and reported to the Chapter in order of merit the names of those whom I approved with the number of marks attained by each. Now the statutes require that the foundation scholars be "*ingeniis quoad fieri potest ad discendum aptis et natis,*" but the Chapter informed me that they thought it their duty to pay no regard to the second private examination since it seemed to have been conducted on a principle which they did not recognize as contemplated in the statutes. My own opinion was that the examination would assist and guide them in electing according to the principle prescribed by the statute, and adopted at other schools with similar statutes, especially at Canterbury with the sanction of the Archbishop. Their election, however, did not seem to me to be based upon any such principle, or defensible upon any principle, and I thought it inconsistent with the true interests of one of the boys elected.

In the following November (1866) we had only one vacancy and an examination as in the June previous. The result I reported to the Chapter as follows:—
"Candidates who have passed, with their marks:—

J. W.	-	-	827	M. W.	-	-	507
G. M.	-	-	586	F. J.	-	-	485
H. R.	-	-	563	T. R.	-	-	403
A. R.	-	-	522	J. F.	-	-	392
R. C.	-	-	508	C. P.	-	-	359.

On this occasion the Chapter elected the *last* of all the ten, and I can only believe that they elected him because I had reported him as *the last*; for, on no one ground whatever, whether of birth-place, conduct, circumstances, number of family, or time at the school, nor on the ground of their combination, was he superior to the rest, and in a previous examination within the same six months, conducted by a nominee of the Chapter, he occupied the same place relatively to the rest as I gave him.

Now, my Lords and Gentlemen, I am aware that you can give me no redress in the cases which I have described, but I respectfully submit to you that they are, so to say, crucial examples of the abuses and wrongs which may be inflicted upon the public when scholarships are not decided by competition, and I beg to express my earnest hope that the facts which I have laid before you will induce you to take some notice of them and to recommend to the Legislation the adoption of some means to prevent the repetition of such appointments as I complain of.

I have, &c.

ROBERT WHISTON,
Head Master of the King's School, Rochester,
and late Senior Fellow of Trin. Coll., Camb.

(2.) From the Same to the SECRETARY of the SCHOOLS INQUIRY COMMISSION.

DEAR SIR,

Rochester, March 15, 1867.

In reply to your inquiry, I beg to state that in classics alone Girling was far superior to the other candidate, and that although the latter was a better mathematician, Girling would, in my opinion and in that of his schoolfellows also, have gained decidedly more marks in an examination embracing both. Had modern languages been included also, the result would, I believe, have been still more clearly in his favour.

But I have not yet stated all my case; and, in justice to myself, and I think I may add to the public, I beg to lay before the Commissioners some further facts, without which they cannot understand the extent of the wrong which I feel has been done to the Cathedral School by its Governors.

For the Statutes say, "Statuimus ut ex bonis ecclesiæ nostræ quatuor scholares pauperes semper alantur; duo videlicet in Academia Cantabrigiensi, et duo alii in Acad. Ox¹. Neminem verò admitti volumus nisi qui *grammaticam* ita calleat ut ad liberales artes discendas aptus et idoneus existat. Hos autem quatuor scholasticos volumus ut Decanus et C. *ex hac nostra schola semper* eligant. Quod si in hac nostra schola nullus huic muneri idoneus inveniantur, alium undecunq̄ *predictis qualitatibus ornatum* deligere permittimus, modo in dictis Academiis Collegii aut Domus alicujus Socius aut Discipulus non fuerit."

Now it has so happened, as many students leave Cambridge in January, that we have not had a pupil in the school ready to succeed to a vacancy when created, and then the Chapter, instead of waiting till pupils actually in the school were ready to go to College, have availed themselves of the discretion granted permissively by the Statutes, and have given away the exhibition to a stranger to hold for the four years or more allowed by the statutes, and thus deprived our own pupils of a scholarship altogether. Manifestly the obligations of the statutes would have been equally satisfied by paying the stipend to an undergraduate until our own pupils could receive it. In one case, they refused to sanction the resignation of one of our Cambridge exhibitions (as I suggested) by a stranger (born in Suffolk) who had only one more term to hold it, so as to create a vacancy for a native of Rochester who had been four or five years in the school, and whose mother is a widow not in good circumstances, and living almost under the shadow of the cathedral. This young man was going to Cambridge in October, the vacancy did arise within four or five months afterwards, but he was then over 20, the statutable limit of age, and he was deprived of his exhibition altogether. We had no other pupil then ready to go up to Cambridge, and the Chapter gave it to a gentleman of Chesham, who held it for about five years. Now in 1865 I knew there would be a vacancy in another Cambridge exhibition, to which the Chapter would elect at their Midsummer audit, and I had no one in the school ready to take it, and I naturally wished that it should not fall to an entire stranger. I therefore asked a friend at Cambridge to send us a deserving youth to be a candidate for it, sending him the extract from our statutes as above. So Mr. Storrs came in March (24th), attended the school, was *bonâ fide* one of its pupils, and was examined as such by a nominee of the Chapter, who reported of him that in mathematics "he must be classed entirely by himself." He also gained an open exhibition at Pembroke College, of which I informed the Chapter. Perhaps, I should add that he was not examined in classics with his schoolfellows, as his classical reading had been different from theirs. He was accordingly the only candidate; but the Chapter, instead of electing him at once, sent for other pupils of the school to offer the exhibition to them, and then finally pressed Girling to take it. He was not 17, and his phrase to me was that they "worried him to take it," telling him that they wished to give it to him rather than a stranger, and because he had been so long in the school. They then sent for his father, and the accompanying (copy) letter describes what took place. In the meantime I told the Chapter Clerk that if Storrs was not elected, I would apply to the Court of Chancery, and he was afterwards subjected to his examination and without previous notice, at 8 p.m., in the *πολλὰ τὰ δεινὰ* of the "Antigone," and one or two hard chapters of the "De Bello Civili," which he had read with me in school. Subsequently the Chapter informed me that they had appointed him, but as unconnected with the

school, though I am precluded by the conditions of my appointment from taking private pupils. This was in June 1865; and in June 1866, when we had another vacancy, and it was not known that there would be any other candidate than Girling, the Vice-Dean said to me that the Chapter wished to appoint him because he was a native of the city, and had been so long (five years) on the foundation of the school. A few days afterwards the yearly examination was completed, and in his report the examiner placed Girling second of the first class, and the *then* new candidate (A. B. I may call him) last of the second in classics. But "A. B." was placed first in mathematics, and the examiner observed of him that in this subject he had "read considerably beyond the rest of the school." But at the same time Girling was fifth in mathematics, and the two next above him obtained only 389 and 376 marks respectively against his 371. Thereupon "A. B." was elected without any further examination, and without any reference to me; though moreover he was not examined to the best of my belief in any test of grammatical knowledge except the Greek Testament. Now should the Chapter plead that they elected A. B. for his mathematics? The answer is that Storrs in 1865 was equally distinguished in the Examiner's Report, and still more so by his success at Cambridge, and yet the Chapter expressed their wish to elect Girling in preference to *him*. Moreover, I do not think that A. B. could have passed the examination which Storrs had to pass. In fact, whatever reasons were alleged for preferring Girling to Storrs in 1865, existed in greater force for preferring him to A. B. in 1866, with the further fact that Storrs was decidedly more needy than A. B. Then again the Chapter do not recognize even arithmetic as a part of "grammatica" or an admissible test subject for the King's scholars, and they cannot even allege that they elected A. B. for his superiority in attainments or abilities without reflecting on themselves in their election (last June) of the last of those who were reported by myself as eligible for the one vacant King's scholarship in November 1866. To complete my case I should add that I remember an instance of one of our pupils who was reduced by the Chapter to the alternative of proceeding to Oxford a year before the usual age, or losing the Exhibition, and one exhibitioner appointed by them and who never was in the school, stood in his College examination at Cambridge as follows:—

In 1858, out of 26 men he was in	Mathematics.	Classics.	Theology.
In 1859, out of 25 {	21st.	12th.	22nd.
	16th.	20th.	21st.

Clearly he was not "*prædictis qualitibus ornatus.*" Now allow me to observe that I have no objection against a copy of what I have written being forwarded to the Chapter, on the understanding that their reply, if they make one, be communicated to myself. But if my statements remain uncontradicted, I would respectfully submit to the Commission that I have established a case of public wrong as well as of private injury, to prevent the repetition of which I trust I may, and not without their sympathy, ask of them to adopt whatever course they may in their wisdom consider most desirable and efficacious.

The statutes of our founder "are framed," as the Cathedral Commission observed, "with design." "*Ut pietas et bonæ litteræ perpetuo in ecclesia nostra floreat, et suo tempore in gloriam Dei et reipublicæ commodum et ornamentum fructificent.*" But I scarcely need point out that the disposition of the scholarships and exhibitions by the Chapter is utterly inconsistent with the encouragement of learning or the honour and advantage of the community.

On this ground alone I feel that I am justified in appealing to the Commissioners, and begging of you to communicate to them this letter, with my sincere regret for troubling them with such a correspondence.

I remain, dear Sir,

Yours faithfully,

ROBERT WHISTON.

H. J. Roby, Esq.

P.S.—I may as well append the words of the examiner in 1866. He said:—"In Euclid Stephens deserves especial mention, having obtained very nearly the full maximum of marks in a long paper. A. B. also sent in a very good

“paper, and the best papers in arithmetic and algebra. He has read considerably beyond the rest of the school in mathematics, and did creditable papers in trigonometry and mechanics. . . . I can speak with much commendation of the work of the school in divinity. In form VI. Bell and *Girling*, and in form V. Thomas chiefly distinguished themselves.”

Moreover, I should not omit that the exhibition to which A. B. was appointed was vacant (as I believe) for one year previous, and though *Girling*'s father asked that the unpaid year's stipend might be given to him, no notice was taken of his request.

(3.) APPENDIX to (2.)

FROM MR. F. J. GIRLING to the Very Rev. the PROVOST OF ORIEL.

REV. SIR,

July 14, 1866.

A REMARK made by you when you called on me with respect to my son and the exhibition recently awarded by the Chapter, induced me to take the liberty of again addressing you. It is perfectly true, as you pointed out to me, the Chapter did not bind themselves to give my son an exhibition this year; but I cannot forget the words addressed to me by Dr. Griffith when I was sent for by the Chapter last year. He said:—“You see, Mr. *Girling*, how anxious we are to give the exhibition to your son in preference to a boy who is not a native of the place; your son was *born* in the town, and has been at the school many years.” Although the rev. doctor's remarks contained no direct pledge, I think you will admit that enough was said to give my son an almost certain hope of obtaining the next exhibition in the gift of the Chapter. Indeed the extreme reluctance with which the rev. gentlemen received my refusal of the exhibition last year, left little or no doubt in my mind that, should an opportunity offer, they would willingly confer on my son what his youth before made me feel it my duty to decline accepting. The very qualifications which Dr. Griffith urged as rendering my son so peculiarly eligible in his having been born in the city, and a pupil of the King's School for so many years, are entirely lacking in the boy on whom the choice of the Chapter has so unexpectedly fallen, he having been at the school only about two years, and not even born within the diocese. It was therefore not unnatural for me, when I heard that the Chapter had arrived at a decision so opposed to their previously expressed wishes, to fear that my son must since the last award have been guilty of some misconduct or idleness sufficiently grave to outweigh those other qualifications on his possession of which they last year laid so much stress. Consequently I felt anxious to ascertain whether there was any ground for my fears; but since you have so kindly and positively assured me there were none at all, I am more than ever unable to understand why his claims should have been so entirely ignored. Surely it would have been fairer to have allowed the two candidates to compete for the prize than to have silently passed over the very one who had received from the Chapter such strong reason to believe he would obtain it.

I trust, sir, the importance of the matter, not so much in a pecuniary sense as in the serious effect such a disappointment might exercise on the boy's zeal in study, will sufficiently excuse my intruding, and at such length, on your time. The courtesy with which you received my former application on the subject gives me reason to hope that you will not deem it lost time to look deeper into the matter, and afford me any information that may tend to lessen my son's disappointment.

I am, Rev. Sir,

Yours obediently,

F. J. GIRLING.

(4.) APPENDIX to (2.)

From Rev. E. HAWKINS, D.D., Provost of Oriel College, Oxford, and Canon of Rochester, to Mr. F. J. GIRLING.

MY DEAR SIR,

Precincts, July 17, 1866.

YOUR son must never allow himself to be disheartened by the result of our election, when there are two candidates and only one vacancy. Of the two candidates in the former case, acting under the directions of our statutes, we should have chosen your son, and the more gladly because he was the son of a neighbour. But there is not a word in our Statutes about our giving a preference to a neighbour or a native of this place, however glad we may be to do so without injustice to another candidate. In the last instance we thought the other candidate was to be preferred. But this does not imply any fault in your son. Had there been two vacancies he would have been elected also. So pray let him not be disheartened, but persevere in good conduct and industry.

I am, Sir,

Your faithful servant

Mr. Girling.

EDWARD HAWKINS.

(5.) The SECRETARY of the COMMISSION to the DEAN OF ROCHESTER, accompanying a COPY of MR. WHISTON'S LETTERS and ENCLOSURES as given above.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
March 22, 1867.

VERY REV. SIR,

I AM instructed by Her Majesty's Commissioners to forward to you a copy of two letters recently addressed to them by the Rev. R. Whiston, relative to recent elections by the Dean and Chapter of Rochester, of Exhibitors from the Cathedral School at Rochester, and to add that the Commissioners will give their attention to any statement which the Dean and Chapter may desire to make in reply to the statements made by the Rev. R. Whiston.

I am, &c.

H. J. ROBY.

The Very Rev.

The Dean of Rochester.

(6.) The SECRETARY of the COMMISSION to the REV. R. WHISTON.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.
March 2, 1866.

REV. SIR,

I AM instructed by Her Majesty's Commissioners to state to you that they have forwarded a copy of your letters of the 14th and 16th instant, with a copy of the enclosures in the same to the Dean of Rochester, and have informed the Dean that the Commissioners will give their attention to any statement which the Dean and Chapter may desire to make in reply to the statements made by you.

I am, &c.

H. J. ROBY.

Rev. R. Whiston, Rochester.

(7.) From the CHAPTER CLERK of ROCHESTER CATHEDRAL to the SECRETARY of the SCHOOLS INQUIRY COMMISSION.

SIR,

The Precincts, Rochester, April 25, 1867.

I AM directed by the Dean and Chapter of Rochester to request you to convey their thanks to the Schools' Inquiry Commissioners for their courtesy in sending them copies of Mr. Whiston's letters of March 14th and 16th last, relative to the appointment, by the Dean and Chapter, of scholars and exhibitors, and in promising to give their attention to any reply which the Dean and Chapter may desire to make to Mr. Whiston's statements.

The Dean and Chapter greatly regret indeed that there should be any occasion for troubling the Commissioners upon matters which are not immediately connected with the subject of their inquiries. Had these letters really established any case of "public wrong as well as of private injury" on the part of the Dean and Chapter, as the Governors of the Cathedral School, or were it true, as is here alleged, "that the disposal of the scholarships and exhibitions by the Chapter is utterly inconsistent with the encouragement of learning, or the honour and advantage of the community," appeal might have been made to the visitor for redress.

But having with great concern seen such charges preferred against them, the Dean and Chapter think it due to themselves and to the Commissioners that they should offer some reply to accusations which they cannot but regard as unjust and calumnious.

I. With reference, then, to these complaints generally, the substance of the head master's charges appears to be that in awarding scholarships, or electing exhibitioners, the Dean and Chapter discourage merit by rejecting competitive examinations.

The exact truth, however, is that an examination, and selection on the ground of merit *does* enter into the process by which their appointments to scholarships are made, as will appear presently. It is true that they do not make competitive examinations the *sole* ground of their appointments, which it appears to them would be objectionable for the following reasons.

(1.) It would not be in accordance with their statutes, which not only do not prescribe competitive examinations in order to the appointment either of exhibitioners, or of boys on the foundation of the school; but having in both cases described the objects in view, and the qualifications of the candidates, with special reference to their circumstances and need of the endowments, the statutes in the case of the foundation scholars make the Dean and Chapter the electors, but only of such boys as the Dean and head master shall have found to be qualified in point of knowledge, that qualification being their ability to read and write, and a moderate acquaintance with the first rudiments of grammar.

The head master indeed would comprise a knowledge of general grammar under this head, and would contend for a competitive examination, as it would appear, under the colour of another expression in the statute, namely, that the candidates shall be "*ingeniis (quoad fieri potest) ad discendum natis et aptis.*" But this the Dean and Chapter regard as an attempt to strain the statutes beyond the intention of the founder.—[See the statute No. 26 set forth in Appendix A.]

(2.) Were a competitive examination to be introduced, even with the proper statutable restriction to candidates in poor circumstances, no machinery is provided for conducting it. And it would be obviously necessary, considering that the candidates consist to a great extent, usually, of members of the school, that the examination should be confided not to the Head Master, but to independent examiners.

(3.) But further, a competitive examination would too probably tend to divert the school from its proper design by giving an undue advantage to the sons of the wealthier classes enjoying the privilege of a better preparatory education, whereas the school appears to have been designed rather for the children of the middle classes.

The method which the Dean and Chapter actually pursue, in accordance, as they apprehend with their statutes, is as follows:—

(a.) With regard to the *Foundation Scholarship*; the statutable qualification of all the candidates having been first ascertained by the Dean (or Vice-Dean) and the Head Master, the Dean and Chapter as the electors have to select the boys on the Foundation from those who are reported as so qualified. And the practical effect of this preliminary examination, as at present conducted, is to reserve only a very limited number of the candidates for the choice of the electors. Thus out of 172 candidates in the last five years, the vacancies being 29, only 54 were reported as qualified, 118 having been rejected. But the electors have not only a particular report from the Head Master of the circumstances of the boys and their parents, their ages and conduct, and place in the school, if members of it; they have the Dean's or Vice-Dean's report of the preliminary examination of all the candidates, and also, in regard to such of them as are already at

the school, the report of the examiner annually appointed by the Dean and Chapter to examine the school.

They have thus a considerable knowledge of the boys' ability and acquirements as well as character and circumstances; and therefore, in the particular case referred to by the Head Master, they did not hold themselves bound to follow the guidance of a list of marks obtained at a subsequent private examination introduced and conducted by himself,

(b.) In regard to the exhibitions, when a vacancy occurs, the Dean and Chapter first inquire of the Head Master whether there are any candidates at the school properly qualified, and prepared to go to the Universities; the statutes requiring that they shall elect a youth so qualified from the school if there be such an one there, but if not, permitting them to elect a person similarly qualified from any other quarter.

But since some recent instances under this head have been made the subject of special complaint, the Dean and Chapter beg leave to enter into some details, which may serve to show how far competition has been of late promoted or impeded, by what has actually occurred.

II. For in June 1865, an exhibition having become vacant, to the usual inquiry by the Dean and Chapter whether there was any fit candidate at the school, the Head Master replied that there was one and only one. But as the name of this candidate was unknown to the Dean and Chapter, and he had not appeared at any previous examination of the school, they inquired further, and ascertained the facts which to prevent mistake or cavil shall be stated in the words of the Head Master in his second letter (March 16th). "In 1865 I knew there would be a vacancy in another Cambridge exhibition to which the Chapter would elect at their Midsummer audit, and I had no one in the school ready to take it, and I naturally wished that it should not fall to an entire stranger. I therefore asked a friend at Cambridge to send us a deserving youth to be a candidate for it; sending him the extract from our statutes as above. So Mr. Storrs came in March (24th), attended the school, was *bonâ fide* one of its pupils, and was examined as such by a nominee of the Chapter, who reported of him that in mathematics he must be classed entirely by himself. He also gained an open exhibition at Pembroke College, of which I informed the Chapter. Perhaps I should add that he was not examined in classics with his schoolfellows as his classical reading had been different from theirs. He was accordingly the only candidate."

This being the history, then, of the introduction of this youth into the school on the 24th of March, for the purpose of claiming the vacant exhibition in June, it did not appear to the Dean and Chapter that he could be fairly regarded as a pupil of the school at all; that a nominal residence of three months at Rochester (part of that short time having been spent, as they understood, at Cambridge), was not what the statutes contemplated; that any credit he might gain at the University ought not to be claimed by the Cathedral School; that the Head Master had taken upon himself the functions of the Dean and Chapter, whose business it was to find a fit candidate if there were none at the school and had created a fiction and unstatutable claim to the vacant exhibition.

Under these circumstances the Dean and Chapter inquired again whether there was any boy at the school duly qualified and desirous to proceed to the University, and they were informed that Girling was so circumstanced. The boy's father, however, considered him too young (he would not have been quite 17 years and three months when his residence at Cambridge would have commenced) and he declined the exhibition on his son's behalf.

They had then to consider whether they should look out for other candidates not of the school, in accordance with the statutes, or elect the youth whose claim as a member of the school they regarded as unfair, but who was otherwise eligible, well reported of as to conduct and character, and in need of the exhibition. Finding, however, that he had not been even presented to the examiner of the school for any classical examination, they requested the Examiner, Mr. Edwards, Fellow of Merton College, though he had completed his labours, to examine him in his classical learning as the statutes appeared to require. Mr. Edwards very kindly did so, examining him, as the Dean and Chapter believe, in the very books which he had just been reading. Thus, what is represented as a hardship upon the boy, was designed to be, and really was, a kindness, and the youth was elected.

The circumstances of this cases being thus peculiar, a minute was entered in their books to record them, of which a copy is sent herewith. [See Appendix B.]

The way in which the youth had been imported into the school certainly in no way tended to encourage competition, or competitive examinations, but only to narrow the choice of the electors to a single candidate.

And so it was likewise in 1866, when the next vacancy occurred. For here again in reply to the enquiry, what candidates for the exhibition there were in the school, the Master returned only one name, and that the name of the youth Girling, whom the Dean and Chapter would have elected before, and whom they would have readily elected now had he been indeed the only candidate. But that proved not to be the case. They were informed that there was another candidate, equally a member of the school, and every way fit for the appointment. The Dean and Chapter had been careful on the former occasion to acquaint the father of Girling that if he then declined the exhibition, he must not suppose that his son would necessarily be elected at any future time when there might be other candidates, which indeed he has very properly admitted. They had therefore to consider the claims of the two candidates, both of them of excellent character, but one was the only child of a tradesman in good circumstances in Rochester, the other was one of several children of a medical practitioner, in greater need, as they judged, of the exhibition, whilst the former had enjoyed the advantages of the foundation for several years, from which the second candidate had been precluded by coming later to the school. Their respective acquirements were sufficiently known to the Dean and Chapter from their Examiner's report. Girling was the better scholar, the other far above him in mathematics, and the exhibition was at Cambridge, and they appointed the second candidate, that is to say, the one whose name had in the first instance been kept back from them.

The Dean and Chapter had no personal acquaintance with either of these youths, or with their parents. They seldom have in these cases; and the Commissioners will scarcely suppose that they can have any desire but to make the best appointment they can.

Nor will the Commissioners pay attention to complaints which must be founded upon mere conjecture, where the complainant is not an elector, nor present at the election of which he complains. *Ex. gra.*: Their appointment of a boy to a scholarship on the *Foundation* has been complained of, and he is supposed to have been appointed because he had obtained the fewest marks in the Head Master's list after his private examination of the boys before adverted to. But this is a mere gratuitous assumption and not founded on fact. In point of fact, if his marks were not considered, his age, circumstances, and character were taken into account. He was one of those among the candidates who would have been superannuated before the next election, and his conduct had been reported by the Head Master as "very good."

As to certain cases, again, which have been made the subject of complaint, where the head master desired to create vacancies by anticipation, in order to gain exhibitions for boys in the school who would be superannuated if the vacancies occurred only in their due course, the Commissioners will probably be of opinion that the Dean and Chapter were right in giving no sanction to such proceedings. In one of these cases it came to their knowledge that he had proposed to buy off an exhibitioner, who might have held his exhibition longer (until he could take the degree of M.A.); in another, he even sought to procure the ejection of a young man from his exhibition who in no way seemed to the Dean and Chapter to deserve such treatment, and the visitor upon appeal confirmed their judgment.

Not that they might not have been glad that the boys, in whose favour such attempts were made, should have gained exhibitions had vacancies occurred in sufficient time; but they object to the creation of a vacancy by anticipation, which, however convenient to a particular boy at the time, might throw out some other person at a future time, or might indeed lead to injustice to several others afterwards whose interest might be affected by the first change in the due succession of the vacancies.

And here again the Commissioners will perceive that attempts of this nature by no means tended towards opening the election more widely, but were calcu-

lated on the contrary to restrict the choice of the electors to some particular member of the school.

The Dean and Chapter beg to repeat the expression of their regret that they should have had any occasion to trouble the Commissioners at so great length, and upon matters, some of them, they fear, scarcely within the scope of the Commissioners' inquiries. But if on the other hand there is any further information which the Commissioners may desire, they will be happy to supply it; and since part of their examiner's report has been quoted, they think it may throw light upon the subject if they subjoin a copy of the whole of it.

[See Appendix C.]

I am, Sir,

Your obedient Servant,

GEO. HY. KNIGHTS,

For Mr. Essell and self,

Chapter Clerks.

H. J. Roby, Esq.

APPENDIX A.

(No. 26.) "De Pueris Grammaticis et eorum Informatoribus."

"Ut Pietas et bonæ literæ perpetuo in Ecclesia nostra suppullulascent, crescant, floreat, et suo tempore in Gloriam Dei, et Reipublicæ Commodum, et ornamentum fructificent, statuimus et ordinamus, ut ad electionem et designationem Decani, aut eo absente, Vice-Decani et Capituli sint perpetuo in Ecclesia nostra Roffensi, viginti pueri pauperes, et amicorum ope destituti, de Bonis Ecclesiæ nostræ alendi, ingenis (quoad fieri potest) ad discendum natis et aptis. Quos tamen admitti nolumus in pauperes pueros ecclesiæ nostræ, antequam noverint legere, scribere, et mediocriter calluerint prima grammaticæ rudimenta, idque iudicio Decani et Archi-Didascali. Atque hos pueros volumus impensis Ecclesiæ nostræ ali, donec mediocrem Latine Grammaticæ notitiam adepti fuerint, cui rei dabitur quatuor annorum spatium, aut, si ita Decano et Archi-Didascalo visum sit, ad summum quinque, et non amplius. Volumus autem ut nullus, nisi Ecclesiæ nostræ Roffensis Chorista fuerit, in pauperem Discipulum Ecclesiæ nostræ eligatur, qui nonum ætatis suæ annum non compleverit, vel qui quintum decimum ætatis suæ annum excesserit. Quod si quis Puerorum insigni tarditate, et hebetudine notabilis sit, aut natura ab literis abhorrenti, hunc post multam probationem, volumus per Decanum expelli, et alio amandari, ne velut fucus apum mella devoret. Atque hic conscientiam informatorum oneramus ut quantam maximam potuerint operam ac diligentiam adhibeant, quo pueri omnes in literis progrediantur et proficiant, et ne quem puerorum tarditatis vitio insigniter notatum, inter cæteros diutius inutiliter hæreret sinant, quin illius nomen statim Decano deferant, ut eo amoto, ad illius locum aptior per Decanum, aut eo absente, Vice-Decanum et Capitulum eligatur. Statuimus præterea, ut per Decanum, vel eo absente, Vice-Decanum et Capitulum, unus eligatur Latine et Græcæ doctus, bonæ famæ, et piæ vitæ, docendi facultate imbutus, qui tam viginti illos Ecclesiæ nostræ pueros, quam alios quoscunque grammaticam discendi gratia ad scholam nostram confluentes pietate excolat, et bonis literis exornet. Hic in schola nostra primas obtineat, et Archi-Didascalus sive præcipuus informator esto. Rursum per Decanum, aut eo absente, Vice-Decanum et Capitulum volumus virum alterum eligi, bonæ famæ, et piæ vitæ, Latine doctum, docendique facultate imbutum, qui sub Archi-Didascalo pueros docebit, prima scilicet grammaticæ rudimenta, et proinde Hypo-Didascalus sive secundarius informator appellabitur. Hos vero informatores puerorum volumus, ut regulis et docendi ordini, quem Decanus et Capitulum præscribendum duxerint, diligenter ac fideliter obsecundent. Quod si desidiosi aut negligentes, aut minus ad docendum apti inveniuntur, post trinam monitionem a Decano et Capitulo amoveantur, et ab officio deponantur. Omnia autem ad functionem suam spectantia, se fideliter præstituros iuramento promittent.

APPENDIX B.

"The resignation of Mr. George J. Peachell, of the exhibition held by him at Cambridge, was read, and also a letter from the Head Master recommending Mr. John Storrs as the only statutablely qualified candidate in the school, about to proceed to Cambridge for election to the exhibition.

Mr. John Storrs, appointed to an exhibition.

Minutes of Chapter, 30th June, 1865. "On inquiry, the Dean and Chapter were informed that Mr. Storrs had been in the school for only three months, and that he was induced to come to the school in order to be (as he supposed) qualified for this exhibition. It appeared that he had not been classed in the school, but was rather a private pupil of the Head Master.

"The Dean and Chapter considered that under these circumstances Mr. Storrs could not be regarded as a scholar of the school, nor, as having in that character, any claim to the vacant exhibition, and this they stated to him.

"The Dean and Chapter then made enquiry according to their usual practice and ascertained that there was no boy actually at the school ready to go to the University of Cambridge.

"They proceeded, therefore, in accordance with the statute provided in that case, to consider the fitness of Mr. Storrs as a candidate unconnected with the Grammar School. They requested their Examiner of the school to ascertain his acquirements in classical knowledge and divinity. The report of the Examiner being favourable, and testimonials presented by Mr. Storrs from his late master at Bristol and others being satisfactory, the Dean and Chapter resolved,—

"That Mr. John Storrs be and he is hereby nominated and appointed to the exhibition in the University of Cambridge, so vacant by the resignation of the said Mr. George J. Peachell."

APPENDIX C.

REPORT of the REV. EDWARD MOORE, Fellow of Merton College, Oxford, of his Examination of the Cathedral Grammar School, Rochester, June 29, 1866.

"GENTLEMEN,

"HAVING concluded my examination of the Cathedral School, I beg leave to lay before you the following Report:—

"I consider the mathematical work presented to me (consisting of arithmetic, Euclid, and algebra) to be very satisfactory throughout the school. In Euclid, Stephens deserves especial mention, having obtained very nearly the full maximum of marks in a long paper. Vores, sen., also sent in a very good paper on this subject, and the best papers in arithmetic and algebra. Vores has read considerably beyond the rest of the school in mathematics, and did creditable papers in trigonometry and mechanics.

"The history and geography paper set to the four lower forms was, on the whole, unusually well done. J. Duke and Stephens in Form IV. sent in remarkably good papers, and in Form III. J. Ward, W. Ward, and G. Bird acquitted themselves very creditably.

"I am able to speak with much commendation of the work of the school in divinity. In Form VI. Bell and Girling, and in Form V. Thomas, chiefly distinguished themselves. In Form IV. (where the work was very good and tolerable even throughout the form) I should select for especial praise J. Duke and Hovell (æq.), and in Form III. Vores and J. Ward (æq.)

"Of the classical work I am compelled to speak in terms of more qualified commendation. Bell is *facile princeps* in this branch, and several of his papers showed considerable knowledge of his books and much promise. It appeared to me, however, that all the forms, more or less, were weak in parsing, both in *viva voce* and on paper. But the most serious defect seems to be the comparative neglect of Latin and Greek composition, if I may judge from the results of the present examination. It appeared to me very strange that throughout the school not a single copy of verses was offered, and only one piece of Greek or Latin prose. I can scarcely suppose that composition is so entirely set aside as this fact would seem to indicate. It does seem clear, however, that a subject so entirely unrepresented in the examination cannot have that weight assigned to it in the ordinary work of the school which its very great importance deserves.

"I trust I may be allowed to say a few words before closing this Report on the nature and conduct of the examination itself. I do not know upon what grounds the demands made upon the examiner rest; but I have no hesitation in saying that to have accomplished all that the Head Master proposed to me would have been absolutely impossible in the time allowed for the examination,

It amounted to nothing less than a complete examination of the whole school in every subject (mathematics, divinity, history, geography, and classics), and in every book in every subject which they had read during the half year in all the forms; and also the classification by marks of every boy in every one of such subjects. Double the time allowed would scarcely be sufficient for this. Consequently I was compelled to omit some few subjects altogether, to make the *vivâ voce* examination in others little more than a form, and even to examine some of the papers in a hurried and rather superficial manner. I would venture to suggest that some definite understanding should be come to by the Chapter, as to what they will require from future examiners.

"It would accord with the practice of all other schools with which I am acquainted if the examiner were required to test thoroughly only the three upper forms (at most) in *all* their work, leaving the details of the work of the lower forms to the masters themselves, the examiner merely satisfying himself as to the general character and condition of the work of those forms by a *vivâ voce* examination in grammar and in some one of their books. This would enable him to conduct the examination of the upper forms in a far more thorough and satisfactory manner than is now possible, while he would still be able to report to the Chapter on the general efficiency of the teaching received by the boys in the lower part of the school.

"The enclosed classical and mathematical lists give the results of my examination in detail. The classical list includes the divinity, history, and geography of the school.

"I have the honour to remain,

"Gentleman,

"Your obedient servant,

(Signed) "EDWARD MOORE."

"The Very Rev. the Dean
and the Rev. the Chapter
of Rochester."

(1.) The SECRETARY of the COMMISSION to the REV. R. WHISTON.

Schools Inquiry Commission,
2, Victoria Street, S.W.,
May 9, 1867.

REV. SIR,

I AM instructed by Her Majesty's Commissioners to send you a copy of a letter addressed to the Commissioners by the Chapter Clerk of Rochester Cathedral in reply to your letters to the Commissioners dated the 14th and 16th March last. The correspondence has been printed for the convenience of the Commissioners, and the Chapter Clerk's letter will be found in the copy I send herewith.

I am, Rev. &c.

H. J. ROBY.

Rev. R. Whiston.

(2.) The SECRETARY of the COMMISSION to the CHAPTER CLERK OF
ROCHESTER CATHEDRAL.

Schools Inquiry Commission,
2, Victoria Street, S.W.,
May 9, 1867.

SIR,

I AM instructed by Her Majesty's Commissioners to state to you that they have directed a copy of your letter of the 25th April to be sent to Mr. Whiston. The correspondence has been printed for the convenience of the Commissioners, and a copy (as sent to day to Mr. Whiston) is enclosed herewith.

I am, &c.

H. J. ROBY.

Geo. Henry Knight, Esq.

A letter was received from the Rev. R. Whiston, contesting many statements in the letter of the Dean and Chapter, but the Commissioners considered it unnecessary that the correspondence should be continued further.

No. 18.

CORRESPONDENCE with the UNIVERSITY of DURHAM.

(1.) The REGISTRAR of the UNIVERSITY of DURHAM to the EXAMINER of the COMMISSION.

MY LORD,
University College, Durham,
March 22, 1867.

I AM directed by the Warden and Senate of the University of Durham to forward to your Lordship the accompanying memorial addressed to Her Majesty's Commissioners for inquiring into the condition of Endowed Schools.

The Warden and Senate will gladly corroborate by evidence the statements therein contained, and supply any further information which the Commissioners may require.

I have the honour to be,

Your Lordship's obedient servant,

FRAS. F. WALROND,

Registrar of the University.

The Lord Taunton.

(2.) MEMORIAL.

TO HER MAJESTY'S COMMISSIONERS OF ENDOWED SCHOOLS.

MY LORDS AND GENTLEMEN,

WE, the Warden and Senate of the University of Durham, understanding that in many of the schools which have come under your inspection as Her Majesty's Commissioners appointed to inquire into Endowed Schools, the masterships are open only to graduates of the older universities, respectfully represent.

That this university was founded by Royal Charter in the year 1837;

That it has been in active operation since that time;

That it has continued to educate and send out graduates, of whom two hundred and ninety-two have been admitted to the degree of Master of Arts and higher degrees, qualified to discharge the duties of masters in the endowed schools of the country;

And we pray that you will take such measures as you may be able, and may think fit to take, in order to extend to the graduates of the University of Durham the privilege of eligibility to these masterships.

And we are,

Your obedient servants,

Signed on behalf of the } GEORGE WADDINGTON, D.D.,
Warden and Senate } Warden of the University.

Durham, March 20, 1867.

(3.) REPLY.

REV. SIR,

26th March, 1867.

I HAVE the honour to acknowledge on behalf of Her Majesty's Commissioners, the receipt of the memorial of the Warden and Senate of the University of Durham, forwarded through you on the 22nd instant, and to state in reply that the Commissioners have had their attention drawn to the limitations which are at present put upon the choice of the Masters of Grammar Schools by the requirement to elect only graduates of the Universities of Oxford and Cambridge to the mastership in the said schools; and that the Commissioners will carefully consider how far it is desirable to retain such limitations.

I have the honour, &c.

The Rev. F. S. Walrond,
Registrar of the University of
Durham.

TAUNTON,
Chairman.

No. 19.

MEMORIAL in reference to SKIPTON GRAMMAR SCHOOL, presented through
MR. BAINES, one of the COMMISSIONERS.

TO HER MAJESTY'S SCHOOLS INQUIRY COMMISSIONERS.

The Memorial of the undersigned, being Inhabitants of the Parish of
Skipton-in-Craven, in the County of York :

Respectfully sheweth, as follows :—

1. In the year 1548 a Free Grammar School was founded at Skipton-in-Craven, by William Ermysted, Clerk.

2. The present gross income, arising from the lands and other endowments of the school, amounts to about 760*l.* per annum, and is capable of considerable increase.

3. The town of Skipton-in-Craven is situated in the West Riding, in the centre of a thriving agricultural district, and in the immediate neighbourhood of numerous and important manufacturing towns of Yorkshire and Lancashire.

4. In the month of July 1865, the Charity Commissioners of England and Wales, after inquiry into the state of the school, certified to the Attorney-General that of late years the school had been in a most unsatisfactory condition, and that it would be proper that legal proceedings should be instituted in relation thereto.

5. In the month of November, in the same year, the Attorney-General filed an information in the High Court of Chancery in relation to the Charity, and therein prayed that a scheme might be settled under the direction of the Court for the future more efficient government of the school and administration of the revenues thereof.

6. A scheme (a copy of which is annexed hereto) has accordingly been settled under the direction of the Master of the Rolls, but, inasmuch as the objects of the scheme cannot be obtained without the authority of Parliament, the Attorney-General has been authorized by the Court to apply to Parliament for an Act to carry the scheme into effect.

7. In pursuance of such authority, a bill embodying the proposed scheme has been introduced into, and is now being promoted in the House of Lords.

8. The preamble to the bill contains the following words :—“Whereas
“by reason of the lapse of time and the altered state of circumstances
“since the Charity was founded, and for the better regulation of the
“Charity, it is expedient that the scheme which modifies some of the
“provisions of the Deed of Foundation herein-before recited shall be
“carried into effect.”

9. The scheme provides (amongst other things) :—

I.—For the establishment of two separate Schools—an Upper School in which the course of instruction is to be predominantly classical; and a Lower or English School, the character of which is elementary: the apportionment of the endowment being regulated in accordance with the assumed relative importance of the two Schools.

II.—For the impress upon the Schools of a distinctive Church of England character :—

- (a) In the constitution of the Board of Trustees;
- (b) In the qualification of all the Masters;
- (c) And (subject to a conscience clause) in the prescribed course of religious instruction.

10. Your Memorialists are aggrieved by these provisions. They submit that, regard being had to the educational wants and religious sentiments of the inhabitants of Skipton and the surrounding neighbourhood, for whose benefit this School exists, the principal provisions of the scheme are conceived in a spirit, sanctioned perhaps by legal precedent, but out of harmony with those altered circumstances of which the preamble to the Bill speaks. They submit further that it is unreasonable to invoke the aid of Parliament for certain limited purposes, and to stop short of seeking full Parliamentary recognition of those deeper changes which, in

the lapse of time have been wrought in the social habits and religious feelings of the commercial and industrial classes of the people.

11. They are, however, advised that the grievances of which they complain are not peculiar to the particular circumstances of this particular foundation, but are incident to all similar foundations throughout the country, and moreover that they are the result of certain arbitrary presumptions and rules of law, some of which have been recognized and ratified by modern Parliamentary enactment.

12. Your Memorialists, therefore, being deeply convinced of the vital importance of education, and of the pressing necessity which exists for bringing the ancient educational foundations of the country into unison with the practical wants and religious convictions of the various classes of the people,

RESPECTFULLY PRAY :

That, in the high interests of national education, Her Majesty's Commissioners will be pleased to include in their Report to Her Majesty such recommendations touching the subject aforesaid as may lead to legislative relief for your Memorialists, and for the large class of persons interested in Schools similarly situated throughout the country.

A. Nicolson, Skipton Castle.
 J. B. Denhurst, manufacturer.
 R. H. Sidgwick, manufacturer.
 Wm. Stockdale, Jun., grocer, &c.
 James Johnston, woollen draper.
 Baldissero Porvi, gentleman.
 Richard Thornton, ironmonger.
 William Crump, druggist.
 James Shuttleworth, draper.
 Wm. Demaine, tailor and draper.
 J. Johnson, Roman Catholic priest.

Robt. Corkshott, tallow chandler.
 Thos. Windsor, Congregational minister.
 Robt. Johnston, tea dealer.
 William Farries, woollen draper.
 John Hogg, auctioneer.
 John Ward, Wesleyan minister.
 Jonathan Lee, shoe maker.
 John Winterbottom, bookseller and stationer.
 Robert Little, draper.

And 303 others.

No. 20.

LETTER communicating a RESOLUTION of the COLLEGE OF PRECEPTORS.

College of Preceptors, 42, Queen Square, W.C.,

June 24, 1865.

MY LORD,

AT a meeting of the Council of this Corporation on the 17th inst. the following resolution was carried unanimously, and I was instructed to forward a copy thereof to you :—

“ That although this Council regrets that the Government has not placed
 “ on the present Royal Commission a single representative of the numerous
 “ and influential body of English private schoolmasters, yet it recommends all
 “ the Fellows, Licentiates, Associates, and Members of this College to contri-
 “ bute to the success of the inquiry into middle class education, by affording
 “ full information regarding their schools, if applied to for information by the
 “ Commissioners or their Assistants.”

I have the honour to remain,

Your Lordship's obedient and humble servant,

The Rt. Hon. Lord Taunton.

JOHN ROBSON, Secretary.

The following Report was sent to the Commissioners and is here re-printed as officially published by the Association.

ON THE BEST MEANS FOR PROMOTING SCIENTIFIC EDUCATION IN SCHOOLS.—A REPORT PRESENTED TO THE GENERAL COMMITTEE OF THE BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE AT DUNDEE, 1867.

P R E F A C E.

THE importance of introducing Natural Science into the Higher Schools of this country was brought before two Sections of the Meeting of the British Association at Nottingham, 1866, and a proposal to appoint a Committee for the purpose of considering the best method of extending Scientific Education in Schools was referred to the Council of the Association.

At a meeting of the Council, held on November 15, 1866, a Committee was appointed for the purpose of inquiring into the subject.

This Committee consisted of the General Officers of the Association, the Trustees, the Rev. F. W. Farrar, M.A., F.R.S., the Rev. T. N. Hutchinson, M.A., Professor Huxley, F.R.S., Mr. Joseph Payne, Professor Tyndall, F.R.S., and Mr. J. M. Wilson, M.A.

A Report drawn up by the Rev. F. W. Farrar, Mr. G. Griffith, Prof. Huxley, Prof. Tyndall, and Mr. J. M. Wilson, and revised by the Committee, was presented to the Council and received by them on March 9, 1867.

At a subsequent special meeting the Report was considered by the Council, and it was resolved to adopt the recommendations and to submit the report to the General Committee of the Association. At the Meeting at Dundee, September, 1867, the report was received by the General Committee, and the following resolution was passed :—

That the President of the Association be requested to communicate the Report of the Committee appointed by the Council to consider the best means for promoting Scientific Education in Schools to the President of the Privy Council, and to the Parliamentary Committee, on the part of the Association, and that the General Officers be authorized to give publicity to the Report.

T A B L E O F C O N T E N T S.

<p>1. Demand for the introduction of natural science into schools.</p> <p>2. Its present position at schools and universities.</p> <p>3. Reasons for the introduction of science into schools.</p> <p>4. Difficulties in the way of introducing it.</p> <p>5. Distinction between scientific <i>information</i> and scientific <i>training</i>. I. Subjects for scientific information. II. Subjects for scientific training. i. Experimental physics. ii. Chemistry. iii. Botany.</p>	<p>6. Modes of giving instruction. I. A compulsory system. II. A voluntary system.</p> <p>7. Recommendations.</p> <p>Appendix A.—On the position of natural science at universities, schools, &c. I. Oxford. II. Cambridge. III. The University of London. IV. The College of Preceptors. V. The French schools. VI. The German schools.</p> <p>Appendix B.—On the natural science teaching at Rugby.</p> <p>Appendix C.—On the teaching of science at Harrow School.</p>
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R E P O R T.

1. A DEMAND for the introduction of Science into the modern system of education has increased so steadily during the last few years, and has received the approval of so many men of the highest eminence in every rank and profession, and especially of those who have made the theory and practice of

education their study, that it is impossible to doubt the existence of a general, and even a national desire to facilitate the acquisition of some scientific knowledge by boys at our public and other schools.

2. We would point out that there is already a *general* recognition of science as an element in liberal education. It is encouraged to a greater or less degree, by the English, Scotch, and Irish Universities, it is recognized as an optional study by the College of Preceptors, it forms one of the subjects in the Local Examinations of Oxford and Cambridge; and it has even been partially introduced into several Public Schools. We have added an appendix containing information on some of these points*; but the means at present adopted in our Schools and Universities for making this teaching effective, are, in our opinion, capable of great improvement.

3. That general education in schools ought to include some training in Science is an opinion that has been strongly urged on the following grounds:—

As providing the best discipline in observation and collection of facts, in the combination of inductive with deductive reasoning, and in accuracy both of thought and language.

Because it is found in practice to remedy some of the defects of the ordinary school education. Many boys, on whom the ordinary school studies produce very slight effect, are stimulated and improved by instruction in science; and it is found to be a most valuable element in the education of those who show special aptitude for literary culture.

Because the methods and results of science have so profoundly affected all the philosophical thought of the age, that an educated man is under a very great disadvantage if he is unacquainted with them.

Because very great intellectual pleasure is derived in after life from even a moderate acquaintance with science.

On grounds of practical utility as materially affecting the present position and future progress of civilization.

This opinion is fully supported by the popular judgment. All who have much to do with the parents of boys in the upper classes of life are aware that, as a rule, they value education in Science on some or all of the grounds above stated.

4. There are difficulties in the way of introducing science into schools, and we shall make some remarks on them; they will be found, we believe, to be by no means insuperable.

First among these difficulties is the necessary increase of expense; for if science is to be taught, at least one additional master must be appointed, and it will be necessary in some cases to provide him with additional school-rooms and a fund for the purchase of apparatus. It is obvious that the money which will be requisite for both the initial and current expenses must in general be obtained by increasing the school fees. This difficulty is a real but not a fatal one. In a wealthy country like England a slight increase in the cost of education will not be allowed (in cases where it is unavoidable) to stand in the way of what is generally looked on as an important educational reform; and parents will not be unwilling to pay a small additional fee if they are satisfied that the instruction in science is to be made a reality.

Another ground of hesitation is the fear that the teaching of science will injure the teaching in classics. But we do not think that there need be the slightest apprehension that any one of the valuable results of a classical education will be diminished by the introduction of science. It is a very general opinion, in which schoolmasters heartily concur, that much more knowledge and intellectual vigour might be obtained by most boys, during the many years they spend at school, than what they do, as a matter of fact, obtain. It should, we think, be frankly acknowledged, and indeed few are found who deny it, that an exclusively classical education, however well it may operate in the case of the very few who distinguish themselves in its curriculum, fails deplorably for the majority of minds. As a general rule the small proportion of boys who leave our schools for the Universities consist undeniably of those who have

* See Appendix A.

advanced furthest in classical studies; and judging the existing system of education by these boys alone, we have to confess that it frequently ends in astonishing ignorance. This ignorance, often previously acknowledged and deplored, has been dwelt on with much emphasis, and brought into great prominence by the recent Royal Commission for Inquiry into our Public Schools. We need not fear that we shall do great damage by endeavouring to improve a system which has not been found to yield satisfactory results. And we believe, further, that the philological abilities of the very few who succeed in attaining to a satisfactory knowledge of classics will be rather stimulated than impeded by a more expansive training.

Lastly, it may be objected that an undue strain will be put upon the minds of boys by the introduction of the proposed subjects. We would reply that the same objections were made, and in some schools are still made, to the introduction of mathematics and modern languages, and are found by general experience to have been untenable. A change of studies, involving the play of a new set of faculties, often produces a sense of positive relief; and at a time when it is thought necessary to devote to games so large a proportion of a boy's available time, the danger of a general over-pressure to the intellectual powers is very small, while any such danger in individual cases can always be obviated by special remissions. We do not wish to advocate any addition to the hours of work in schools, where it is believed that they are already as numerous as is desirable; but in such schools some hours a week could still be given up to science by a curtailment of the vastly preponderant time at present devoted to classical studies, and especially to Greek and Latin Composition.

5. To the selection of the subjects that ought to be included in a programme of scientific instruction in public schools we have given our best attention; and we would make the following remarks on the principles by which we have been guided in the selection that we shall propose.

There is an important distinction between scientific *information* and scientific *training*; in other words, between general literary acquaintance with scientific facts and the knowledge of methods that may be gained by studying the facts at first hand under the guidance of a competent teacher. Both of these are valuable; it is very desirable, for example, that boys should have some general information about the ordinary phenomena of nature, such as the simple facts of astronomy, of geology, of physical geography, and of elementary physiology. On the other hand, the scientific habit of mind, which is the principal benefit resulting from scientific training, and which is of incalculable value whatever be the pursuits of after life, can better be attained by a thorough knowledge of the facts and principles of one science than by a general acquaintance with what has been said or written about many. Both of these should coexist, we think, at any school which professes to offer the highest liberal education; and at every school it will be easy to provide at least for giving some scientific information.

I. The subjects that we recommend for scientific *information* as distinguished from training, should comprehend a general description of the solar system; of the form and physical geography of the earth, and of such natural phenomena as tides, currents, winds, and the causes that influence climate; of the broad facts of geology; of elementary natural history, with especial reference to the useful plants and animals; and of the rudiments of physiology. This is a kind of information which requires less preparation on the part of the teacher; and its effectiveness will depend on his knowledge, clearness, method, and sympathy with his pupils. Nothing will be gained by circumscribing these subjects by any general syllabus; they may safely be left to the discretion of the masters who teach them.

II. And for scientific *training* we are decidedly of opinion that the subjects which have paramount claims are experimental physics, elementary chemistry, and botany.

i. The science of experimental physics deals with subjects which come within the range of every boy's experience; it embraces the phenomena and laws of light, heat, sound, electricity, and magnetism, the elements of mechanics, and the mechanical properties of liquids and gases. The thorough knowledge of

these subjects includes the practical mastery of the apparatus employed in their investigation. The study of experimental physics involves the observation and colligation of facts, and the discovery and application of principles. It is both inductive and deductive. It exercises the attention and the memory, but makes both of them subservient to an intellectual discipline higher than either. The teacher can so present his facts as to make them suggest the principles which underlie them, while, once in possession of the principle, the learner may be stimulated to deduce from it results which lie beyond the bounds of his experience. The subsequent verification of his deduction by experiment never fails to excite his interest and awaken his delight. The effects obtained in the class-room will be made the key to the explanation of natural phenomena,—of thunder and lightning, of rain and snow, of dew and hoarfrost, of winds and waves, of atmospheric refraction and reflexion, of the rainbow and the mirage, of meteorites, of terrestrial magnetism, of the pressure and buoyancy of water and of air. Thus the knowledge acquired by the study of experimental physics is, of itself, of the highest value, while the acquisition of that knowledge brings into healthful and vigorous play every faculty of the learner's mind. Not only are natural phenomena made the objects of intelligent observation, but they furnish material for thought to wrestle with and to overcome, the growth of intellectual strength being the sure concomitant of the enjoyment of intellectual victory. We do not entertain a doubt that the competent teacher who loves his subject and can sympathize with his pupils, will find in experimental physics a store of knowledge of the most fascinating kind, and an instrument of mental training of exceeding power.

ii. Chemistry is remarkable for the comprehensive character of the training which it affords. Not only does it exercise the memory and the reasoning powers, but it also teaches the student to gather by his own experiments and observations the facts upon which to reason.

It affords a corrective of each of the two extremes against which real educators of youth are constantly struggling. For on the one hand it leads even sluggish or uncultivated minds from simple and interesting observations to general ideas and conclusions, and gives them a taste of intellectual enjoyment and a desire for learning. On the other hand, it checks over-confidence in mere reasoning, and shows the way in which valid extensions of our ideas grow out of a series of more and more rational and accurate observations of external nature.

It must not, however, be supposed that all so-called teaching of chemistry produces results of this kind. Young men do occasionally come up to public examinations with a literary acquaintance with special facts and even principles of chemistry, sufficient to enable them to describe those facts from some one point of view and to enunciate the principles in fluent language, and who yet know nothing of the real meaning of the phrases which they have learnt. Such mere literary acquaintance with scientific facts is in chemistry an incalculable evil to the student if he be allowed to mistake it for science.

Whether the student is to learn much or little of chemistry his very first lessons must be samples of the science. He must see the chief phenomena which are described to him, so that the words of each description may afterwards call up in his mind an image of the thing; he must make simple experiments, and learn to describe accurately what he has done and what he has observed; he must learn to use the knowledge which he has acquired before proceeding to the acquisition of more; and he must rise gradually from well-examined facts to general laws and theories.

Among the commonest non-metallic elements and their simplest compounds the teacher in a school will find abundant scope for his chief exertions.

iii. Botany has also strong claims to be regarded as a subject for scientific training. It has been introduced into the regular school course at Rugby (where it is the first branch of National Science which is studied); and the voluntary pursuit of it is encouraged at Harrow and at some other schools with satisfactory results. It only requires observation, attention, and the acquisition of some new words; but it also evolves the powers of comparison and colligation of facts in a remarkable degree. Of all sciences it seems to offer the greatest facilities for observation in the fields and gardens; and to this

must be added the fact that boys, from their familiarity with fruits, trees, and flowers, start with a considerable general knowledge of botanical facts. It admits therefore pre-eminently of being taught in the true scientific method. The teaching of science is made really valuable by training the learner's mind to examine into his present knowledge, to arrange and criticise it, and to look for additional information. The science must be begun where it touches his past experience, and this experience must be converted into scientific knowledge. The discretion of the teacher will best determine the range of botany at which it is desirable to aim.

6. The modes of giving instruction in the subjects which we have recommended are reducible to two. I. A compulsory system of instruction may be adapted, similar to that which exists at Rugby, where science has now for nearly three years been introduced on precisely the same footing as mathematics and modern languages, and is necessarily taught to all boys. II. A voluntary system may be encouraged, as has been done for many years at Harrow, where scientific instruction on such objects as have been enumerated above is now given in a systematic series of lectures, on which the attendance of all boys who are interested in them is entirely optional.

Of these systems it is impossible not to feel that the compulsory system is the most complete and satisfactory. The experience of different schools will indicate how it may best be adopted, and what modifications of it may be made to suit the different school arrangements. It will often be very desirable to supplement it by the voluntary system to enable the boys of higher scientific ability to study those parts of the course of experimental physics which will rarely, if ever, be included in the compulsory school system. Lectures may also be occasionally given by some non-resident lecturer with a view of stimulating the attention and interest of the boys. We add appendices containing details of these two systems as worked at Rugby and Harrow*, and we believe that a combination of the two would leave little or nothing to be desired.

The thorough teaching of the physical sciences at schools will not, however, be possible unless there is a general improvement in the knowledge of arithmetic. At present many boys of thirteen and fourteen are sent to the public schools almost totally ignorant of the elements of Arithmetic, and in such cases they gain only the most limited and meagre knowledge of it; and the great majority enter ill taught. It is a serious and lasting injury to boys so to neglect Arithmetic in their early education; it arises partly from the desire of the masters of preparatory schools to send up their boys fitted to take a good place in the classical school, and from the indifference of the public schools themselves to the evil that has resulted.

7. With a view to the furtherance of this scheme, we make the following suggestions:—

i. That in all schools natural science be one of the subjects to be taught, and that in every public school at least one natural science master be appointed for the purpose.

ii. That at least three hours a week be devoted to such scientific instruction.

iii. That natural science should be placed on an equal footing with mathematics and modern languages in effecting promotions and in winning honours and prizes.

iv. That some knowledge of arithmetic should be required for admission into all public schools.

v. That the Universities and Colleges be invited to assist in the introduction of scientific education, by making natural science a subject of examination, either at matriculation, or at an early period of a University career.

vi. That the importance of appointing lecturers in science, and offering entrance scholarships, exhibitions, and fellowships for the encouragement of scientific attainments be represented to the authorities of the Colleges.

With reference to the last two recommendations, we would observe that, without the co-operation of the Universities, science can never be effectively introduced into school education. Although not more than 35 per cent., even

* See Appendices B and C.

of the boys at our great public schools, proceed to the University, and at the majority of schools a still smaller proportion, yet the curriculum of a public school course is almost exclusively prepared with reference to the requirements of the Universities and the rewards for proficiency that they offer. No more decisive proof could be furnished of the fact that the Universities and Colleges have it in their power to alter and improve the whole higher education of England.

APPENDIX A. I. OXFORD.

THE Natural-Science School at Oxford was established in the year 1853. By recent changes the University allows those who have gained a first, second, or third class in this school to graduate without passing the classical school, provided they have obtained honours, or have passed in three books at least, at the second classical examination, viz. moderations (which is usually passed in the second year of residence): honours in this school are thus placed on an equality with classical honours. The first classical examination, "responsions," is generally passed in the first term of residence. Arithmetic and two books of Euclid, or algebra up to simple equations, are a necessary part of this examination.

The University offers ample opportunities for the study of physics, chemistry, physiology, and other branches of natural science. At present only a few of the Colleges have lectures on this subject; while for classics and mathematics every College professes to have an adequate staff of teachers. At Christ Church, however, a very complete chemical laboratory has been lately opened.

A junior studentship at Christ Church, and a demyship at Magdalen College, tenable for five years, are, by the statutes of those colleges, awarded annually for proficiency in natural science. A scholarship, tenable for three years, lately founded by Miss Brackenbury at Balliol College for the promotion of the study of Natural Science, will be given away every two years. With the exception of Merton College, where a scholarship is to be shortly given for proficiency in natural science, no college has hitherto assigned any scholarships to natural science. The number of scholarships at the college is stated to be about 400, varying in annual value from 100*l.* to 60*l.* With these should be reckoned college exhibitions*, to the number of at least 220, which range in annual value from 145*l.* to 20*l.*, and exhibitions awarded at school, many of which are of considerable value.

The two Burdett-Coutts geological scholarships, tenable for two years, and of the annual value of 75*l.*, are open to all members of the University who have passed the examination for the B.A. degree, and have not exceeded the 27th term from their matriculation. Every year a fellowship of 200*l.* a year, tenable for three years (half of which time must be spent on the Continent) on Dr. Radcliffe's foundation, is at present competed for by candidates who, having taken a first class in the school of natural science, propose to enter the medical profession.

At Christ Church two of the senior studentships (fellowships) are awarded for proficiency in natural science: at the examination for one of these chemistry is the principal subject, and for the other physiology.

At Magdalen College it is provided that, for twenty years from the year 1857, every fifth fellowship is assigned to mathematics and physical science alternately. In the statutes of this and of every college in Oxford (except Corpus, Exeter, and Lincoln†) the following clause occurs:—"The system of examinations

* At Magdalen College there will be twenty exhibitions tenable for five years, and of the value of 75*l.* a year, to be held by persons in need of support at the University; in the election to these, "the subjects of examination, for one exhibition at least in each year, shall be mathematics and physical science alternately."

† These Colleges exercised the powers of making statutes granted to them by the Oxford University Act of 1854, 17 and 18 Vic. c. 81. In the statutes of Exeter College it is provided that, in the election of Fellows "preference shall be given to those candidates in whom shall be found the highest moral and intellectual qualifications, such intellectual qualifications having been tested by an examination in such subjects as the College from time to time shall determine." In the statutes of Lincoln College the following clause occurs:—"Pateat autem societas non iis tantum, qui in literis Græcis et Latinis se profecisse probaverint, sed etiam aliarum bonarum artium peritis juvenibus." And in the statutes of Corpus Christi College, "Quicumque se candidatos offerant examinentur in bonis literis et scientiis, sicut Presidenti et sociis videbitur."

“ shall always be such as shall render fellowships accessible, from time to time, to excellence in every branch of knowledge for the time being recognized in the schools of the University.” This clause, so far as it relates to the study of natural science, has been acted on only by Queen’s College and at Merton College, where a natural-science fellowship will be filled up during the course of the present year.

At Pembroke College one of the two Sheppard fellows must proceed to the degree of Bachelor and Doctor of Medicine in the University. At the late election to this fellowship natural science was the principal subject in the examination. The number of college fellowships in Oxford is at present about 400.

II. CAMBRIDGE.

It is important to distinguish between the University and the Colleges at Cambridge as at Oxford.

There is a natural-science tripos in which the University examines in the whole range of natural sciences, and grants honours precisely in the same manner as in classics or mathematics.

The University also recognizes the natural sciences as an alternative subject for the ordinary degree. As the regulations on this point are comparatively recent, it will be well to state them here.

A student who intends to take an ordinary degree without taking honours has to pass three examinations during his course of three years,—the first, or previous examination, a year’s residence, in Paley, Latin, Greek, Euclid, and arithmetic, and one of the Gospels in Greek; the second, or general examination, towards the end of his second year, in the Acts of the Apostles in Greek, Latin, Greek, Latin prose composition, algebra, and elementary mechanics; and the third, or special examination, at the end of his third year, in one of the following five subjects:—1. Theology; 2. Moral Science; 3. Law; 4. Natural Science; 5. Mechanism and applied science.

In the natural-science examination a choice is given of chemistry, geology, botany, and zoology.

There are only five colleges in Cambridge that take any notice of natural science, namely, King’s, Caius, Sidney Sussex, St. John’s, and Downing. At King’s two exhibitions have been given away partly for proficiency in this subject; but there are no lectures, and it is doubtful whether similar exhibitions will be given in future. At Caius there is a medical lecturer and one scholarship given away annually for anatomy and physiology. At Sidney Sussex two scholarships annually are given away for mathematics and natural science, and a prize of 20*l.* for scientific knowledge; there is also a laboratory for the use of students. At St. John’s there is a chemical lecturer and laboratory; and though at this college there is no sort of examination in natural science, either for scholarships or fellowships, it is believed distinction in the subject may be taken into account in both elections. Downing was founded with “ especial reference to the studies of law and medicine;” there is a lecturer here in medicine and natural science, and in the scholarship examinations one paper in these subjects; no scholarship is appropriated to them, but they are allowed equal weight with other subjects in the choice of candidates. It is believed that the same principle will govern the election to fellowships in this college, though no fellowship has yet been given for honours in natural science. We believe that, owing to the new University regulations (mentioned above), the authorities of Trinity College have determined to appoint a lecturer in natural science; the matter is under deliberation in other colleges, and it is not improbable that the same considerations will induce them to follow this example.

It must always be remembered that the practice is rare in Cambridge of appropriating fellowships and scholarships to special subjects. At present public opinion in the University does not reckon scientific distinction as on a par with mathematical or classical; hence the progress of the subject seems enclosed in this inevitable circle—the ablest men do not study natural science because no rewards are given for it, and no rewards are given for it because the ablest men do not study it. But it may be hoped that the disinterested zeal of teachers and learners will rapidly break through this circle; in that case the subject may be placed on a satisfactory footing without any express legislative provision.

III. THE UNIVERSITY OF LONDON.

At the University of London the claims of science to form a part of every liberal education have long been recognized. At the matriculation examination the student is required to show that he possesses at least a popular knowledge of the following subjects :—

- a. In *mechanics*: the composition and resolution of forces; the mechanical powers; a definition of the centre of gravity; and the general laws of motion.
- b. In *hydrostatics, hydraulics, and pneumatics*: the pressure of liquids and gases; specific gravity; and the principles of the action of the barometer, the syphon, the common pump and forcing-pump, and the air-pump.
- c. In *acoustics*: the nature of sound.
- d. In *optics*: the laws of refraction and reflection, and the formation of images by simple lenses.
- e. In *chemistry*: the phenomena and laws of heat; the chemistry of the non-metallic elements; general nature of acids, bases, &c.; constitution of the atmosphere, composition of water, &c.

At the examination for the degree of B.A. a more extensive knowledge of these subjects is required, and the candidate is further examined in the following branches of science :—

- f. *Astronomy*: principal phenomena depending on the motion of the earth round the sun, and on its rotation about its own axis: general description of the solar system, and explanation of lunar and solar eclipses.
- g. *Animal physiology*: the properties of the elementary animal textures; the principles of animal mechanics; the processes of digestion, absorption, assimilation; the general plan of circulation in the great divisions of the animal kingdom; the mechanism of respiration; the structure and actions of the nervous system; and the organs of sense.

Besides the degree examination there is also an examination for *honours* in mathematics and natural philosophy, in which, of course, a much wider range of scientific knowledge is required.

We would venture to remark that if a similar elementary acquaintance with the general principles of sciences were required for matriculation at Oxford and Cambridge, it is certain that they would at once become a subject of regular teaching in all our great public schools.

There are also two specially scientific degrees, a Bachelor of Science and a Doctor of Science. For the B.Sc. there are two examinations of a general but highly scientific character. The degree of D.Sc. can only be obtained after the expiration of two years subsequent to taking the degree of B.Sc. The candidate is allowed to select one *principal subject*, and to prove his thorough practical knowledge thereof, as well as a general acquaintance with other subsidiary subjects.

IV. THE COLLEGE OF PRECEPTORS.

In the diploma examinations of the College of Preceptors, one branch of science, viz., either chemistry, natural history, or physiology, is required as a *necessary* subject for the diploma of a *fellow*. In the examinations for the lower diploma of associate or licentiate some branch of science *may* be taken up by candidates at their own option. The council recently decided to offer a prize of three guineas half-yearly for the candidate who showed most proficiency in science, and who at the same time obtained a second class in the other subjects.

In the examinations of pupils of schools, natural philosophy, chemistry, and natural history are optional subjects only, and are not *required* for a certificate for the three classes. Two prizes are given to those candidates who obtain the highest number of marks in these subjects at the half-yearly examinations; and it is an interesting fact that last year, out of a total of 651 candidates, 100 brought up natural history, and 36 brought up chemistry as subjects for examination. Two additional prizes were consequently awarded.

V. THE FRENCH SCHOOLS.

In France the "*Lyées*" correspond most nearly to our public schools, and for many years science has formed a distinct part of their regular curriculum.

A strong impulse to the introduction of scientific teaching into French schools was given by Napoleon I., and since that time we believe that no French school has wholly neglected this part of education. The amount of time given to these subjects appears to average two hours in every week.

The primary education is that which is given to all alike, whatever may be their future destination in life, up to the age of eleven or twelve years. After this period there is a "bifurcation" in the studies of boys. Those who are intended for business or for practical professions lay aside Greek and Latin, and enter on a course of "special secondary instruction." In this course mechanics, cosmography, physics, chemistry, zoology, botany, and geology occupy a large space; and the authorized official programmes of these studies are very full, and are drawn up with the greatest care. The remarks and arguments of the Minister of Public Instruction (Mons. Duruy) and others, in the "Programmes officiels, &c. de l'enseignement secondaire spécial," are extremely valuable and suggestive; and we recommend the syllabuses of the various subjects which have received the sanction of the French government as likely to afford material assistance to English teachers in determining the range and limits of those scientific studies at which, in any special system of instruction they may practically aim. The "Enseignement secondaire spécial" might very safely be taken as a model of what it is desirable to teach in the "modern departments" which are now attached to some of our great schools.

The boys who are destined to enter the learned professions continue a classical course, in which, however, much less time is devoted to classical composition than is the case in our public schools. Nor is science by any means neglected in this course, which is intended to cover a period of three years. Besides the "elementary division" there are five great classes in these schools, viz., a grammar division, an upper division, a philosophy class, and classes for elementary and special mathematics.

In the grammar division there is systematic instruction on the physical geography of the globe.

In the second class of the upper division the boys begin to be taught the elements of zoology, botany, and geology in accordance with the ministerial programmes; and in the rhetoric class descriptive cosmography (which seems to be nearly coextensive with the German *Erkunde*) forms the subject of a certain number of weekly lessons.

In the class of philosophy, the young students are initiated into the elementary notions of physics (including weight, heat, electricity and magnetism, acoustics, and optics) and of chemistry, in which, at this stage, the teaching is confined to "general conceptions on air, water, oxidation, combustion, the conditions and effects of chemical action, and on the forces which result from it."

In the classes of elementary and special mathematics this course of scientific training is very considerably extended; and if the authorized programmes constitute any real measure of the teaching, it is clear that no boy could pass through these classes without a far more considerable amount of knowledge in the most important branches of science than is at present attainable in any English public school.

VI. THE GERMAN SCHOOLS.

In Germany the schools which are analogous to Public Schools in England are the *Gymnasias*, where boys are prepared for the Universities, and the *Bürger-schulen* or *Realschulen*, which were established for the most part about thirty years ago for the purpose of affording a complete education to those who go into active life as soon as they leave school. An account of the Prussian *Gymnasias* and *Realschulen* may be seen in the Public School Commission Report, Appendix G; further information may be obtained in "Das höhere Schulwesen in Preussen," by Dr. Wiese, published under the sanction of the Minister of Public Instruction in Prussia, and in the programmes issued annually by the school authorities throughout Germany.*

* See also *Étude sur l'instruction secondaire et supérieure en Allemagne*, par J. F. Minssen, Paris, 1866. A brief Report addressed to the Minister of Public Instruction in France.

At the Gymnasia natural science is not taught to any great extent. According to the Prussian official instructions, in the highest class two hours, and in the next class one hour are allotted to the study of physics. In the lower classes two hours a week are devoted to natural history, *i. e.* botany and zoology. The results of the present training in natural science at the Gymnasia are considered by many eminent University professors in Germany to be unsatisfactory, owing to the insufficient time allotted to it.

In the Realschulen about six hours a week are given to physics and chemistry in the two highest classes, and two or three hours a week to natural history in the other classes. In these schools all the classes devote five or six hours a week to mathematics, and no Greek is learnt. In Prussia there were in 1864 above 100 of these schools.

APPENDIX B.

ON THE NATURAL-SCIENCE TEACHING AT RUGBY.

Before the summer of 1864 a boy on entering Rugby might signify his wish to learn either modern languages or natural science; the lessons were given at the same time, and therefore excluded one another. If he chose natural science he paid an entrance fee of 1*l.* 1*s.*, which went to an apparatus fund, and 5*l.* 5*s.* annually to the lecturer. Out of the whole school, numbering from 450 to 500, about one-tenth generally were in the natural science classes.

The changes proposed by the Commissioners were as follows:—That natural science should no longer be an alternative with modern languages, but that all boys should learn some branch of it. That there should be two principal branches,—one consisting of chemistry and physics, the other of physiology and natural history, animal and vegetable; and that the classes in natural science should be entirely independent of the general divisions of the school, so that boys might be arranged for this study exclusively according to their proficiency in it.

Since, owing to circumstances which it would be tedious to detail, it was impossible to adopt literally the proposals of the Commissioners, a system was devised, which must be considered as the system of the Commissioners in spirit, adapted to meet the exigencies of the case.

The general arrangement is this,—that new boys shall learn botany their first year, mechanics their second, geology their third, and chemistry their fourth.

In carrying out this general plan certain difficulties occur, which are met by special arrangements depending on the peculiarities of the school system. We need not here enter upon these details, because it would be impossible to explain them simply, and because any complications which occur in one school would differ widely from those which are likely to arise in another.

Next, as to the nature of the teaching.

In botany the instruction is given partly by lectures and partly from Oliver's Botany. Flowers are dissected and examined by every boy, and their parts recognised and compared in different plants, and then named. No technical terms are given till a familiarity with the organ to be named or described has given rise to their want. The terms which express the cohesion and adhesion of the parts are gradually acquired until the floral schedule, so highly recommended by Henslow and Oliver, can be readily worked. Fruit, seeds, inflorescence, the forms of leaf, stem, root are then treated, the principle facts of vegetable physiology illustrated, and the principle of classification into natural orders explained, for the arrangement of which Bentham's "Handbook of the British Flora" is used. Contrary to all previous expectation, when this subject was first introduced it became at once both popular and effective amongst the boys.

The lectures are illustrated by Henslow's nine diagrams, and by a large and excellent collection of paintings and diagrams made by the lecturers and their friends, and by botanical collections made for use in lectures. When the year's course is over, such boys as show a special taste are invited to take botanical walks with the principal lecturer, to refer to the School Herbarium, and are stimulated by prizes for advanced knowledge and for dried collections, both local and general.

In mechanics the lecturer is the senior natural science master. The lectures include experimental investigations into the mechanical powers, with numerous examples worked by the boys; into the elements of mechanism,

conversion of motion, the steam-engine, the equilibrium of roofs, bridges, strength of material, &c. They are illustrated by a large collection of models, and are very effective and popular lectures.

The lectures in geology are undertaken by another master. This subject is only temporarily introduced, on account of the want of another experimental school. When this is built the third year's course will be some part of experimental physics, for which there already exists at Rugby a fair amount of apparatus. It is very desirable that boys should obtain some knowledge of geology, but it is not so well fitted for school teaching as some of the other subjects on several grounds. Perhaps a larger proportion of boys are interested in the subject than in any other; but the subject presupposes more knowledge and experience than most boys possess, and their work has a tendency to become either superficial, or undigested knowledge derived from books alone. The lectures include the easier part of Lyell's Principles, *i.e.*, the causes of change now in operation on the earth; next, an account of the phenomena observable in the crust of the earth, stratification and its disturbances, and the construction of maps and sections; and, lastly, the history of the stratified rocks and of life on the earth. These lectures are illustrated by a fair geological collection, which has been much increased of late, and by a good collection of diagrams and views to illustrate geological phenomena.

For chemistry the lecturer has a convenient lecture-room and a small but well-fitted laboratory,* and he takes his classes through the non-metallic and the metallic elements: the lectures are fully illustrated by experiments. Boys, whose parents wish them to study chemistry more completely, can go through a complete course of practical analysis in the laboratory, by becoming private pupils of the teacher. At present twenty-one boys are studying analysis.

This being the matter of the teaching, it remains to say a few words on the manner. This is nearly the same in all the classes, *mutatis mutandis*: the lecture is given, interspersed with questions, illustrations, and experiments, and the boys take rough notes, which are re-cast into an intelligible and presentable form in note-books. These are sent up about once a fortnight, looked over, corrected, and returned; and they form at once the test of how far the matter has been understood, the test of the industry, care, and attention of the boy, and an excellent subject for their English composition.

Examination papers are given to the sets every three or four weeks, and to these and to the note-books marks are assigned which have weight in the promotion from form to form. The marks assigned to each subject are proportional to the number of hours spent in school on that subject.

There are school prizes given annually for proficiency in each of the branches of natural science above mentioned.

This leads us, lastly, to speak of the results.

First, as to the value of the teaching itself; secondly, as to its effects on the other branches of study.

The experience gained at Rugby seems to point to these conclusions:—That botany, structural and classificatory, may be taught with great effect and interest a large number of boys, and is the best subject to start with. That its exactness of terminology, the necessity of care in examining the flowers, and the impossibility of superficial knowledge are its first recommendations; and the successive gradations in the generalizations as to the unity of type of flowers, and the principles of a natural classification, are of great value to the cleverer boys. The teaching must be based on personal examination of flowers, assisted by diagrams, and everything like cram strongly discouraged.

Mechanics are found rarely to be done well by those who are not also the best mathematicians. But it is a subject which in its applications interest many boys, and would be much better done, and would be correspondingly more profitable, if the standard of geometry and arithmetic were higher than it is. The ignorance of arithmetic which is exhibited by most of the new boys of fourteen or fifteen would be very surprising, if it had not long since ceased to surprise the only persons who are acquainted with it; and it forms the main

* Another and larger laboratory and school for Experimental Physics will shortly be built at Rugby.

hindrance to teaching mechanics. Still, under the circumstances, the results are fairly satisfactory.

The geological teaching need not be discussed at length, as it is temporary, at least in the middle school. Its value is more literary than scientific. The boys can bring neither mineralogical, nor chemical, nor anatomical knowledge; nor have they observed enough of rocks to make geological teaching sound. The most that they can acquire, and this the majority do acquire, is the general outline of the history of the earth and of the agencies by which that history has been effected, with a conviction that the subject is an extremely interesting one. It supplies them with an object rather than with a method.

Of the value of elementary teaching in chemistry there can be only one opinion. It is felt to be a new era in a boy's mental progress when he has realized the laws that regulate chemical combination and sees traces of order amid the seeming endless variety. But the number of boys who get real hold of chemistry *from lectures alone* is small, as might be expected from the nature of the subject.

Of the value of experimental teaching in physics, especially pneumatics, heat, acoustics, optics, and electricity, there can be no doubt. Nothing but impossibilities would prevent the immediate introduction of each of these subjects in turn into the Rugby curriculum.

Lastly, what are the general results of the introduction of scientific teaching in the opinion of the body of masters? In brief it is this, that the school as a whole is the better for it, and that the scholarship is not worse. The number of boys whose industry and attention is not caught by any school study is decidedly less; there is more respect for work and for abilities in the different fields now open to a boy; and though pursued often with great vigour, and sometimes with great success, by boys distinguished in classics, it is not found to interfere with their proficiency in classics, nor are there any symptoms of overwork in the school. This is the testimony of classical masters, by no means specially favourable to science, who are in a position which enables them to judge. To many who would have left Rugby with but little knowledge, and little love of knowledge, to show as the results of their two or three years in our middle school, the introduction of science into our course has been the greatest possible gain: and others who have left from the upper part of the school, without hope of distinguishing themselves in classics or mathematics, have adopted science as their study at the Universities. It is believed that no master in Rugby School would wish to give up natural science and recur to the old curriculum.

APPENDIX C.

ON THE TEACHING OF SCIENCE AT HARROW SCHOOL.

From this time forward natural science will be made a regular subject for systematic teaching at Harrow, and a natural-science master has been appointed.

But for many years before the Royal Commission for Inquiry into the Public Schools had been appointed, a voluntary system for the encouragement of science had been in existence at Harrow. There had been every term a voluntary examination on some scientific subject, which, together with the text-books recommended, was announced at the end of the previous term. Boys from all parts of the school offered themselves as candidates for these voluntary examinations, and every boy who acquitted himself to the satisfaction of the examiners (who were always two of the masters) was rewarded with reference to what could be expected from his age and previous attainments. The text-books were selected with great care, and every boy really interested in his subject could and did seek the private assistance of his tutor or of some other master. The deficiencies of the plan, if regarded as a *substitute* for the more formal teaching of science, were too obvious to need pointing out; yet its results were so far satisfactory that many old Harrovians spoke of it with gratitude, among whom are some who have since devoted themselves to science with distinguished success.

One of the *main* defects of this plan (its want of all system) was remedied a year ago, when two of the masters drew up a scheme, which was most readily adopted, by which any boy staying at Harrow for three years might at least

have the opportunity during that time of being introduced to the elementary conceptions of astronomy, zoology, botany, structural and classificatory, chemistry, and physics. These subjects were entrusted to the responsibility of eight of the masters, who drew up with great care a syllabus on the subject for each term, recommended the best text-books, and give weekly instruction (which is perfectly gratuitous) to all the boys who desire to avail themselves of it; indeed a boy may receive, in proportion to the interest which he manifests in the subject, almost any amount of assistance which he may care to seek. Proficiency in these examinations is rewarded as before; and to encourage steady perseverance, the boys who do best in the examination during a course of *three* terms receive more valuable special rewards.

As offering to boys a voluntary and informal method of obtaining much scientific information this plan (which was *originated* at Harrow, and has not, so far as we are aware, been ever adopted at any other school) offers many advantages. It is sufficiently elastic to admit of many modifications; it is sufficiently comprehensive to attract a great diversity of tastes and inclinations; it cannot be found oppressive, because it rests with each boy to decide whether he has the requisite leisure or not; it can be adopted with ease at any school where even a small body of the masters are interested in one or other special branch of science; and it may tend to excite in some minds a more spontaneous enthusiasm than could be created by a compulsory plan alone.

We would not, however, for a moment recommend the adoption of any such plan as a *substitute* for more regular scientific training. Its chief value is purely *supplemental*, and henceforth it will be regarded at Harrow as entirely subordinate to the formal classes for the teaching of science which will be immediately established.

In addition to this, more than a year ago some of the boys formed themselves into a voluntary association for the pursuit of science. This scientific society, which numbers upwards of thirty members, meets every ten days at the house and under the presidency of one or other of the masters. Objects of scientific interest are exhibited by the members, and papers are read generally on some subject connected with natural history. Under the auspices of this society the nucleus of a future museum has already been formed; and among other advantages the society has had the honour of numbering among its visits more than one eminent representative of literature and science. We cannot too highly recommend the encouragement of such associations for intellectual self-culture among the boys of our public schools.

SCHOOLS INQUIRY COMMISSION.

DIGEST OF EVIDENCE.

A.

ACLAND, W. H., Esq., M.D., F.R.S., Regius Professor of Medicine at Oxford :

Education of Boys, especially those intended for Medical Students.—The great defect of the less favoured class of medical practitioners is the want of habits of accurate thought, a defect depending upon their not having learnt anything in their boyhood thoroughly well, 2843-4 : as far as possible boys intended for the medical profession should receive the same education as would be given to any other educated youth, 2846-8 : for boys generally, the cultivation of their senses, which is an absolute necessity to a medical man, is a very great advantage ; one of the great deficiencies of society now is the want of the full habit of observation, the want of seeing and knowing what is going on about them, 2849 : if it is endeavoured to force into pass examinations more than a certain quantity of work in a variety of subjects, the risk of overwork to persons of average ability would be greater than the benefit to their education, 2854.

The study of language and number should be compulsory on all, 2856-8 : a very useful amount of natural science may be taught in schools in addition to the ordinary course of study, in almost every case without injury to health, but on the condition that it is properly taught, 2862-3 : it would be a great advantage to any boy who was having an ordinary English education to acquire some knowledge of chemistry or of one of the biological subjects, 2864 : in making a selection from the whole range of physical science, it is desirable to choose the more accurate and precise kind first, and then the more advanced and complicated kind, 2865 : classical attainments are absolutely necessary now for the finest cultivation, and, looking to history, these classical studies were the only things, speaking broadly, that scholars had to employ their minds upon ; but if a period should come when other studies become the studies of accomplished men, then you would not have all physicians scholars, 2867-8 : there is no lack of scientific instruction at the hospitals, but many are sent there less well prepared than they might have been, though a great improvement has taken place in the state of preliminary education, 2878.

Defective character of the teaching of physical sciences, 2880-82 : lectures on chemistry are of no good in an educational point of view ; none of these scientific subjects can be taught to boys to any purpose, except they be taught practically, 2883-5 : on the continent persons of the highest genius have prepared definite courses of instruction, to be closely followed ; and until manuals have been written on a reasonable scale and by the best minds, this question of teaching science will always be in confusion, 2886 : desirableness of obtaining sets of dissections and convenient apparatus, 2891 : ethical subjects and subjects of philosophy proper are deserving of more attention as subjects of general education, 2892-5 : country practitioners would do well to acquire habits of refinement rather than what are called business-like and practical habits, 2896-8 :

Amos, C. E., Esq. :

Memorandum on Education considered in reference to the Engineering Profession, page 260* (vol. i).

ASSOCIATION FOR PROMOTING SCHOLASTIC REGISTRATION, Deputation from :

JACOB, Rev. G. A., D.D., Upper Grammar Master, Christ's Hospital; JACKSON, Rev. T., M.A., formerly Principal of the Battersea Training College; RINGWAY, Rev. J., M.A., Principal of the Oxford Diocesan Training College; RULE, B., Esq., Principal of the Aldershot Classical and Mathematical School, Hon. Secretary to the General Committee for Scholastic Registration.

Association for promoting Scholastic Registration.—Association represents the feelings and opinions of the schoolmasters of the country, including masters of endowed and unendowed public schools, private schools, schools for the industrious classes, and proprietary schools, 10,914-9: general committee propose passing of a Scholastic Registration Act similar in its provisions to the Medical Act of 1858, 10,920: outline of proposed Act, 10,926-7: the objects to be attained and the advantages that will ensue on the passing of such an Act, 10,928-83: Act not to extend to schoolmistresses, 10,984-6: great need of trained masters for middle-class schools, 10,992, and after question, 10,994: names of public bodies and number of schoolmasters approving proposed Act, 10,992-3: support given by private schoolmasters, *Mr. Rule*, vol. ii., p. 213.

B.

BARHAM, MR. W. :

Rev. R. Gregory's School, Lambeth.—The school is a middle-class school, under the superintendence of Mr. Gregory, the clergyman of the parish, 14,692-703: the charge is 1s. per week or 10s. per quarter, 14,704-5: nature of education, 14,706-11, 14,783-4: there are upwards of 100 boys in the school, chiefly sons of tradesmen, 14,712-3: it is not held in the same building as the National school, 14,714.

St. Saviour's School, Shoreham.—Is a boarding school, 14,716-20: charge is nominally 14*l.* a year, but extras bring it up to 24*l.*, 14,721, 14,754-8; school is well adapted for the tradesmen class, 14,722-4: existence of school not much known in London, 14,752.

Education of Middle Classes.—Education not so cheap as it was 30 years ago, 14,726-30: subjects of education for sons of tradesmen, 14,731-48: boys should remain at school till 16, 14,749-50, 14,778-80: amount tradesmen would be willing to pay, 14,759: small private schools preferable for girls, 14,762-6, 14,774: course of studies for girls, 14,767: advantage of boarding schools for boys, 14,725, 14,771-3: girls of one age should be educated together, 14,777: religious instruction should be in accordance with the teaching of the Church of England, 14,785-9.

BARRY, Rev. A., D.D., Principal of Cheltenham College, and formerly Head Master of Leeds Grammar School :

Leeds Grammar School is an old foundation of about 300 years old, with an endowment of from 1,500*l.* to 2,000*l.* a year, 5191-3: the gratuitous system has been done away with, and two schools established, a classical school at six guineas a year, and a commercial school at four guineas, 5200: the school is open to others besides inhabitants of Leeds, but out of nearly 270 boys only 30 come from other places, 5206-8: difficulty in preventing an ill-feeling springing up between the two schools, 5210-13, 5345, 5367-8: advantages of masters being allowed to take boarders, 5220: relations of the head master with the governing body, 5223-9, 5236-8: the school is a Church of England school, but dissenters form a very important minority, 5230-31: way in which the questions of religious instruction have been dealt with, 5232-5, 5240-56: the effect of doing away with the gratuitous system, was to raise the numbers in the school and to bring in the middle classes, 5285.

BARRY, Rev. A., D.D.—*continued.*

A chapel, built by subscription, has recently been attached to the school; a considerable number of the boys voluntarily attend it, 5293-8: the master has the right to refuse admission to the school to a boy who has not attained a certain proficiency, 5302-5: the question as to whether it be desirable that trustees of schools should have the power to dismiss the head master, 5306-14: boys are sent to the university local examinations without inconvenience to the general education of the school, 5330-34: the question of the most desirable constitution for the governing body of a grammar school in a large town, 5335-44: system of study pursued in each of the two schools, 5348-65, 5371-6: considerations that should determine the choice of a classical or a commercial education, 5380-90: exhibitions and scholarships, 5405-17: memorandum on the cost at which a good education can be supplied, page 534 (vol. i.).

Endowed Schools.—A good many endowments are wasted, because they are very small in amount and scattered over a large area, 5391: usefulness of exhibitions, 5393-402: memorandum on the utilizing of small endowments, page 533 (vol. i.).

Cheltenham College is entirely a proprietary school; the great peculiarity in it is the existence of the "military and civil department," the military examinations being to this department something like what the university examinations are to the classical school; the number of pupils is about 700, 5419-24: the governing body is a council, composed partly of life members and partly of members elected triennially, 5426: the council appoint the head master, and has the power of dismissal, subject to an appeal to the visitor, who is the Bishop of Gloucester, 5433: the system works extremely well, but there are elements in it which might be very dangerous, 5436: objections to proprietary schools founded on the commercial principle of making a dividend, 5443-8.

Cheltenham School is avowedly a Church school, but there are a good many children of dissenters, 5449-50: mode of dealing with matters of religious instruction and worship, 5451-3: besides the classical and military and civil divisions, there is a junior school, 5455: course of instruction, 5457-8: the expense of education is 20*l.* a year for the senior classes and 16*l.* a year for the junior department; there are certain extras, 5461-2: changes made in the constitution of the college doing away with the local directors, 5475-79: cost to the boarders, 5489: there are about 40 masters, 5491: quarterly examinations are held in all the departments, 5506.

Military Examinations.—Of the direct commission examinations witness thinks very little, and to the Sandhurst examinations boys are sent from the ordinary classes of the school without difficulty; the Woolwich examinations are the blue ribbon of the military department at Cheltenham, and they in great measure determine the course of study, 5496-5502.

The Indian Civil Service Examinations are far more questionable than any other competitive examination; their defects, 5504.

Inspection of Schools.—Should be favourable to a system in which the central authority was the university; the great difficulty would be to get competent examiners, 5508-13.

BATH AND WELLS, Bishop of:

BROWNING, G., Esq. } Proprietors of Weston School:
BROWNING, A., Esq. }

Endowed Schools.—They all educate too much for the universities; their endeavour is to get as many prizes at the university as they can, 7090-91: the school at Bruton has received a new scheme, and the educational table has been reduced, and it is now better attended, 7093: the cost of board and education at Bruton school is 30*l.* a year, 7096-7: endowed schools cannot be made more useful unless fresh schemes are given to them, 7137: particulars of the grammar school at Crewkerne, which has been a most successful one, 7140: small endowments would be better employed if converted into exhibitions or prizes, 7143-4: letter from the head master of the grammar

BATH AND WELLS, Bishop of: BROWNING—continued.

school at Crewkerne, stating the results of his experience in the religious teaching of the school, 7168.

Education of Middle Classes.—Letter from Mr. Vaughan, giving an account Failand Lodge school, and suggesting means for improving the education of the middle classes, 7102 : further particulars respecting the school at Failand Lodge, 7103-12 : letter from Mr. Barry describing Weston middle school ; it is a private school of 270 boys, all of them boarders, paying from 20*l.* to 30*l.* a year, 7113-21 : letter from the rector of Weston giving further particulars of this school, 7122-3 : the subjects of instruction, 7124-36 : there is a boarding and day school for the lower middle class at Wells which works exceedingly well, 7148-9 : plan for multiplying schools in agricultural districts, 7151 : the farmers do not like to put their children to school with the children of labourers, 7153-6.

A middle school to be successful should be self-supporting, and the master should be independent of any committee, 7172 : a master from a training college for elementary schools would be fit to teach a middle school, 7178 : religious instruction should be given, 7181-4 : the mixed school system would not do for farmers' children ; the girls would not walk the distance in the winter, 7186 : five guineas a year for each boy would make a school self-supporting, 7187.

Certification of Teachers would not be objectionable to the better class of schoolmasters, 7192-6.

Inspection of Schools would be very advantageous ; it should be done by the universities, 7197-204.

BEALE, Miss D., Principal of the Cheltenham College for Ladies :

Cheltenham College for Ladies is a proprietary college, and is very much like a public school in its constitution ; it is a day school, with about 130 pupils, 16,068-70 : expense of education in each division, 16,072 : none are admitted but the daughters of independent gentlemen or professional men, 16,073 : some of the pupils are six years old, and about one-third are over 15 ; generally speaking pupils cease to be regular students about 18 or 19, 16,078-80 : the examination papers written by the pupils on entrance to the school disclose a very defective state of education, 16,081 : female education in the upper class of life is defective to an extraordinary degree in the rudimentary parts, 16,082 : a comparison of the entrance papers written at this school with some papers from one of the Cheltenham National schools show that the children at the National schools receive the better education, 16,087.

Details of the system of examination and instruction, 16,090-107 : French is regarded as a necessary, and as German has a complicated grammar it is made to answer the purpose of Latin ; unusual prominence is given to historical teaching, and much importance is attached to the study of English literature, 16,094 : in teaching Euclid no book is used, except a book of enunciations containing no figures, 16,096-100 : in class I. physical science is taught, 16,101-2 ; a large proportion of time is allowed for the practice of the piano, 16,104 : drawing and music are taught, 16,137-42 : the individual tastes of girls are consulted to a certain extent, 16,103 : the governing body is a council appointed by the proprietors, but they never interfere with the principal, 16,112-15.

The religious instruction is according to the Church of England, and the catechism is taught when it is not objected to, 16,118-20 : there are ten subordinate teachers, 16,125 : distribution of time between recreation and studies, 16,143-8 : discipline is maintained really by personal influence, though there is the resort of communication with the parents and the power of removal ; the seat is sometimes changed, 16,150-52 : has no doubt but that ladies can maintain the same influence over their pupils that the gentlemen can, but a combination of the two seems best, 16,155-6 : extent to which it is desirable to teach girls mathematics and classics, 16,157-61 : regulations for preventing indiscriminate talking and loitering, 16,178-80. Written communication from witness explaining more fully some points referred to in her evidence, page 737 (vol. ii.).

BEALE, Miss D.—*continued.*

Education of Middle Classes has reached its present bad state because it has been carried on in darkness; the remedy for bad work is to bring such work to the light by some system of examination and inspection, 16,088-90: a general board should be formed with national sanction; suggested details of procedure, 16,127-36.

Education of Girls.—Girls change schools for much more trifling reasons than boys, and this tends greatly to hinder their education, 16,106: it is better for girls (when there is no objection to it) that they should live in their own homes, 16,108-9: education at a good day school is preferable to education at home under a governess, 16,177: desirableness of boys and girls having similar tastes, so that in their after life they should understand and be interested in the same things, 16,163-5: circumstances under which the admission of girls to degrees in the universities would be desirable, 16,162-3, 16,166-70: great harm is often done by a hasty recommendation to throw aside all study, when a temperate and wisely regulated mental diet is really required, 16,171: for one girl in the higher middle classes who suffers from over-work, there are hundreds whose health suffers from the irritability produced by idleness, 16,173: literary ladies live long, 16,174.

BENSON, Rev. E. W., B.D., Head Master of Wellington College:

Wellington College.—Description of the system of bifurcation adopted here; difficulties of bifurcation, 4725-7: the education given is a general education, and has no special reference to the military service, 4729: cases in which some special preparation is needed, 4732-5: on the whole the variety of subjects the boys have to learn is too much for them, 4736: on the foundation there are 70 boys orphans of officers; there are 250 boys altogether, and the college is quite full, 4740-42: the boys used to come imperfectly prepared, but an admission examination has been instituted to remedy this, 4743.

Subjects of instruction, 4744-9: a boy should receive a liberal education before he receives the special instruction of his profession, 4759-61: the teaching of physical science, 4764-5: the worship and instruction are of the Church of England; nature and amount of the religious teaching, 4793-4805: chemistry is taught, but the learning of it is not compulsory, 4808-9: with some boys chemistry has awakened their minds; they had not done well before, and their doing well in chemistry seemed to be the signal for their waking up in all their work, 4819-21: statement of cost of buildings, and of annual cost per head of pupils, page 487 (vol. i.).

External Examinations strain the boys and make their knowledge not permanent, 4771: these examinations make it profitable to work at a manual that is merely a dry digest of facts, 4776.

Latin.—The omission of Latin from the teaching of students not intended for the universities or a profession would be a loss to them; reasons for this, 4779-83: language a more essential element in education than mathematics and physical science, 4784.

Religious Instruction.—It is good for the character of the boys, and for their lives afterwards, to be associated at school with Catholics and dissenters; they will live with them in the world, 4929.

Private Schools appear to be as bad as bad can be, 4943: they will always exist; there will always be a great number of parents who will have a prejudice in favour of absolutely private managements, 4942.

Endowed Schools in some cases have sad histories; there are some in magnificent working, and do more wide-spread good perhaps than any public school; in other cases the income seems to be half wasted, 4949-50: suggestions for their improvement, 4955-9.

Inspection of Schools is an excellent means of bringing schools up to a certain level, but there are schools which would be cramped by it, 4962.

Surrey County School.—Witness is a member of the council, 4823: the object of the school is to give an education to the sons of farmers, or to any boy whose parents can afford to pay 30*l.* a year, 4824-5: it has been esta-

BENSON, Rev. E. W., B.D.—*continued.*

blished by private subscriptions; the buildings are adapted for 150 boys, and are erected at Cranley, about seven miles from Guildford, 4833-6, 4854: scheme of instruction, 4846, 4861-5, 4878-82; it is intended to found small scholarships of from 10*l.* to 20*l.* a year, 4856: there are about eight acres of land; the school buildings will cost about 10,000*l.*, 4866-7.

The three main staples of tuition are Latin, mathematics, and modern languages; no technical subjects are taught, 4878-80: day boys will be admitted at 16 guineas, including dinner; boys not dining will pay eight, 4885: it is intended to be strictly a Church of England school, 4896: data on which the annual fee was fixed, 4897-9, 4916-19: proposed salaries of the masters, 4900-904: reasons for selecting Cranley as the site of the school, 4923-4.

BESANT, W. H., Esq., M.A., Examiner in Mathematics for the University of London:

Education of Middle Classes.—Witness's experience as examiner is that almost all schools try to do too much; teachers are in too great a hurry with the reading of the students, 1289-91: the profession of teaching is not in a satisfactory condition, 1297: there is a want of dignity in the position of a master of a small school, 1372: if the restriction, which is often imposed, of being in orders were removed, it might introduce a greater amount of ability into the profession, 1374-5.

Inspection of Schools.—It would be much more valuable if schools themselves could be inspected instead of particular boys, 1293-4: endowed schools at all events should be subject to a regular annual inspection, 1295-6, 1309: it would be worth while to publish particular reports of particular schools, 1313: would offer inspection to all schools, but make it compulsory upon those that are endowed, 1332.

Certification of Teachers.—Would like to see all schools beyond a certain size prohibited if not under the guidance of a person with a regular certificate: 12 or 15 pupils might be taken as a minimum, 1299, 1316, 1323-9, 1382-4.

Subjects of Instruction.—A great majority of young men are excessively deficient in the knowledge of the commonest facts of science, 1300: it would be a very valuable thing if they could be taught experimental facts, 1319: two or three hours a week might be given to the teaching of natural science without serious interruption to the other studies, 1322: a great number of boys are inaccurate in their arithmetic, and a large proportion have no idea whatever of the principles, 1340: very few know much more than the first book of Euclid, 1345: would not feel inclined to advise that boys should learn book-keeping by double entry, they would learn it more easily after leaving school, 1352-3: would recommend the teaching of the first three or four books of Euclid in commercial schools, 1367-70.

BEST, Hon. and Rev. S., M.A., Rector of Abbot's Ann, near Andover:

Abbot's Ann School is an ordinary National school, only that education is carried further, so as to comprehend different classes, 7209: the payments are graduated from 2*d.* to 1*s.* a week, according to the position of the parents, 7210-24, 7252-6: it is a mixed school, but girls do not stay above 12 years of age, 7231: there are a few boarders who pay from 16*l.* to 20*l.* a year, 7236-9: extent of the teaching, 7227-30, 7240-43, 7311-24: system of religious instruction, 7244-9.

It is the quality of the education given which draws persons of all classes to this school, 7275-6: up to a certain age education must be the same for all classes, 7278: salary of the master, 7284-8: the mixture of classes is a decided advantage to the school, 7296: it is not entirely self-supporting, 7303: such a school must be overlooked, and have some to take an interest in it, 7307: the playgrounds are very small, but the boys are admitted to a good field, 7335.

Endowed Schools do not answer the purpose of educating the middle classes, 7337: a system of inspection is required, 7343.

BEST, Hon. and Rev. S., M.A.—*continued.*

Certification of Teachers.—Sees no objection at all to making the scholastic profession a close one, 7355 : can see no difficulty in ascertaining a man's capacity for teaching, 7377.

Inspection of Schools.—Should like to see a general system of compulsory inspection, 7379-80.

BIRMINGHAM, TOWN OF,
BIRMINGHAM, GOVERNORS OF KING } Deputations from—
EDWARD'S SCHOOL,

Subjects relating to King Edward's School, Birmingham.

YATES, E., Esq., Mayor of Birmingham :

States proposals made in 1842 and 1851 for appointment of governors by town council, for the audit of the accounts, and for the extension of the area of the charity ; number of governors should be increased to 21, nine to be elected from the council, six from borough justices, and six from the inhabitants generally, one-third to retire every second year ; the governors having conceded some points, the matter in difference between them and the town council is much narrowed, 17,892 ; see also vol. ii. p. 1001 : prevailing opinion in the town is opposed to levying a capitation fee ; as the foundation is, under the charter, a free school, it should remain so for all future time, 17,978-9.

MILLER, Rev. Canon, D.D. :

The governors are self-elected ; the effect of this principle is that nonconformists and members of the town council are practically excluded, though neither the Act nor the charter contains provisions excluding them ; people of Birmingham feel that the board should be thrown open, and that it cannot be made what it should be without an Act of Parliament ; the governors have been deterred from seeking powers for reforms they have thought desirable through fear of opposition of town council on ground of exclusion from their grievances ; if the principle of self-election were abandoned altogether, the difficulty would arise of substituting a constituency for election of governors ; a popular body like the town council would not be the best managers of a great educational establishment, but it is most desirable that they should have a voice in the management ; the best plan to adopt is a modification of self-election, as proposed by a committee of governors in 1865, who suggested that the number of governors should be increased to 24, and that six dissenters, and no more, and four town councillors, and no more, should be elected by the board, 17,893-900, 17,914-5, 17,923-5 : objections made to proposed plan, 17,901-2, 17,904-10 : the complaints are not that the school is badly managed in consequence of the co-optative system, but the question is mainly one of sentiment, 17,912-3 : reasons why members of town council have been excluded, 17,919-22 : length of day school education in Birmingham very short in consequence of the demand for labour ; the buildings of the schools connected with King Edward's foundation should be used as night schools to meet this evil, 17,903, 17,911, 17,916-8.

DALE, Rev. R. W., M.A., Congregational Minister :

Men of liberal politics and dissenters have been excluded from the governing body by the principle of self-election ; though, as regards dissenters, there is no legal disability ; claims of nonconformists to representation ; their numbers in Birmingham, 17,926-8, 17,959-62 : very large proportion of the governors should be chosen by the town council and by the magistrates, the remainder being elected by the board, some of those elected by the council not to be members of that body ; the school having originated on a petition of the inhabitants to Edward VI., the municipal representatives should have some part in the management, 17,929-31, 17,940-3 : the town council would be put on their honour to appoint the best men in Birmingham, 17,932 : if the representative system were adopted, the introduction of the necessary practical reforms would be more easy, the mathematical element would be introduced more freely, instead of keeping the school so exclusively classical,

BIRMINGHAM, Deputations from—DALE, Rev. R. W., M.A.—*continued.*

independent examiners would be appointed, and the accounts audited by public auditors, 17,933-8: a great proportion of the population regard the present system with strong antagonism, 17,944-6: the governors elected on the proposed plan would be as efficient as the present ones, 17,947: majority of governors should be resident in the town or neighbourhood, 17,948-9: graduates should be represented on the board, 17,950: ex-officio trustees and Government interference objectionable, 17,951-2, 17,954-5: inspectors and examiners should be appointed by some central authority, 17,953: it is not proposed by the admission of dissenters to the governing body to alter the religious teaching in the school, 17,956-8.

HAWKES, Mr. Alderman :

Fitness of town councillors as governors, 17,963-5: the town council do not ask for their own election, but that they should have the right of choosing the governors under certain restrictions, 17,966-8: town council would be satisfied if they were allowed to elect a portion of the school governors, 17,969-71: extension of schools to contiguous parishes advisable, 18,054-6: audit of governors' accounts, 18,057.

GOVER, Rev. W., M.A. :

Formerly curate of two of the largest parishes in Birmingham, since then Principal of the Worcester Diocesan Training College, 17,972.

School in its present condition is not sufficiently extensive for the wants and requirements of the town, 17,973-5, 17,977: for the last 30 years the governors have been afraid to move in useful changes lest they should meet with opposition on other points; out of an annual income of 12,000*l.*, 2,000*l.* is the salary of the head master; the proportion to the other masters being about 10 to 1, 17,975: this excessive disproportion is the cause of sore feeling amongst the junior masters; the difficulty might be met by requiring capitation fees from the principal number of children, 17,976, 17,978, 18,062-3: objections to boarders on the ground of the value of the land on which the master's house stands, and the sacrifice of liberty, of privacy, and of time on the part of the master, 18,063-4: a small number of boys go from the upper school to the universities, 18,065: feeling of inhabitants is that the preparation of these boys unduly colours the education of the upper schools, 18,066-7: instead of having one school there should be several, such as a mathematical school, a classical school, a natural science school; similar distinction now exists in the English school and the classical school, 18,068-9: the schools do not meet the wants of the upper working class, 18,123-5.

DIXON, G., Esq., J.P., Member of the Town Council, and Chairman of Grammar School Association :

Capitation fees should be charged, not necessarily to every scholar, but the governors to have the power to admit as many free as they think proper, 17,981-4: great number of the inhabitants is willing to pay for a portion of the cost of education, and feels that the school is not doing the amount of good it might do, 17,985: statement that the opposition to self-election of governors is based on sentiment is very far from correct; the Association do not wish to push their scheme for election of governors upon the board or upon the town; all they desire is some deviation from what they consider an extremely objectionable principle, 17,986: scheme proposed by the Association, 17,987-8: the present schools do not reach the poorest class; it is of the greatest importance that means should be afforded to the poorest boy in Birmingham of rising from the lowest schools to the highest, and a very small expense would be involved in such an arrangement, 18,035-8.

Requirement of Act that head and second masters should be in orders tends to restrict the choice of governors, 18,039-45: Association is of opinion that the masters should not receive boarders, on the ground that the whole time of the masters should be devoted to the education of Birmingham boys, 18,046-9: no objection to private persons opening boarding houses, but the funds of the school should not be employed in educating boys coming from a distance, 18,050-3.

BIRMINGHAM, Deputations from—*continued*.

SARGANT, W. L., Esq., J. P., Governor of King Edward's School :

Examination by independent examiners desirable, such as the Inspectors of the Committee of Council on Education, 17,989-94 : mathematics too much neglected, but as the head master and governors are agreed upon this point, some alteration will be made, 17,995-18,000, 18,005 : education given in the English department is decidedly satisfactory, 18,001-4 : physical science is taught, 18,006 : governors are disposed to assist the head master in adapting the instruction to the requirements of the time, 18,007-8 ; very large part of the inhabitants would be willing to pay capitation fees, and the feeling of the governors is far from unfavourable, 18,009, 18,013 : amount of fee proposed, 18,010-12 : the elementary schools have become middle-class schools, in which condition they should remain, present schools for the poorer classes being subsidized by the governors instead of establishing new ones, 18,014-20, 18,028-34 : education of middle middle-class girls is disgracefully bad ; they are worse educated than their brothers and other girls in an inferior condition in life ; governors propose to establish girls' schools, 18,021-5 : the establishment of girls' schools would be extremely popular in Birmingham, 18,026-7.

RYLAND, Mr. Alderman :

Is a member of the town council and chairman of the general purposes committee, 18,070 : governors should reside within a given radius, 18,058-61 : Midland Institute an example of how a great educational establishment may be managed with success ; scheme for constitution of governing board of King Edward's school, 18,071-2 : the town council do not desire the sole control of the school ; they only wish the principle of representation to be recognized in such a degree as may be deemed wisest, 18,108.

YORKE, Hon. and Rev. G. M., Rural Dean of Birmingham, and Governor of King Edward's School :

Real gravamen against the governors is, that they have adhered to the system of self-election, and that they have exercised it in a narrow and exclusive spirit ; self-election is prescribed by charter and by Act of Parliament ; present governors have not been elected with regard to politics ; they are at present all members of the Church of England ; this has not been caused by unworthy jealousy of nonconformists, but by the conviction that the school is and ought to be a Church school ; board does not object to elect town councillors as such, nor gentlemen who belong to nonconforming bodies, if the latter may be done legally ; many of the recommendations of the town council and the Grammar School Association have been anticipated by the governors, 18,073-5.

Brief answers to complaints on part of town council and Grammar School Association as to admission of pupils, capitation fees, examinations, night schools, provision for education of poorer classes, girls' schools, masters, and the audit of the accounts, *after* 18,075 : antagonism between the governors and town council as to the constitution of the board prevents, to a certain extent, the carrying out many useful purposes, but if any change could be made in the election of governors without altering the character of the school it would be desirable, 18,076-7, 18,089.

There is little difficulty with regard to the religious instruction, 18,078 : on the general interpretation of the charter nonconformists cannot be legally appointed governors ; no such restriction exists in any Act of Parliament, but it was originally inserted in a Chancery scheme, and omitted by the then Chancellor, 18,079-88 : if dissenters were in a majority on the board it must have been in the time of the Commonwealth ; the date of its occurrence cannot be ascertained, 18,090, 18,094-6 : elementary schools, although originally intended for the poorer classes, have become schools for the upper class of mechanics, 18,091, 18,093 : governors have always considered that the head and second masters should be in orders, 18,092-3 : proportion of dissenters in Birmingham, 18,097-101, 18,103 : town council desire to monopolize the whole management, but this is not the general feeling in the town, 18,102, 18,104 : admission of boys by nomination is relinquished as to about half the number, 18,105 : free admissions to be disposed of by the board, 18,106.

BIRMINGHAM, Deputations from—*continued*.

WRIGHT, J., Esq., Chairman of Birmingham Chamber of Commerce, and Secretary of the Free Grammar School Association.

Analysis of expenditure for the central and elementary schools; comparative cost of education in King Edward's school and ordinary poor schools, 18,109-10: application of funds to education of poorer classes desirable, 18,111-2: a great object would be answered by introducing the representative principle into the election of governors, so that the more highly educated class and the representatives of the ratepayers might find seats at the board, 18,113-8: if a number of free admissions were provided, the great mass of the people would willingly pay capitation fees, 18,119-20: there is no desire to depress the liberal and classical standard of education, 18,121-2: provision for education of girls most lamentably deficient, 18,122.

[Appended to the Birmingham evidence are the following documents—(A.) Statement of public feeling which led to the Formation of Free Grammar School Association, vol. ii. p. 1006; (B.) History of the Formation and Proceedings of the Grammar School Association, p. 1007; (C.) Report of the Grammar School Association, pp. 1008-14; (D.) Memorandum respecting the Constitution and Administration of King Edward's School, Birmingham, pp. 1014-25; (E.) Report of Head Master on the Elementary Schools, pp. 1025-30; (F.) Scheme proposed by W. L. Sargent, Esq., for Election of Governors, pp. 1030-1; (G.) Analysis of Expenditure for High School and Elementary Schools, also Names and Salaries of Masters as returned in accounts for 1863, pp. 1031-3; (H.) List of Governors of King Edward's School, Birmingham, p. 1034.]

BRACKENBURY, Rev. J. M., M.A., Head Master of Wimbledon School:

Wimbledon School.—Is a private school, divided into two departments—classical and mathematical—under two head masters, established upwards of 16 years; the school has been enlarged, and now contains 102 pupils, all of them boarders, paying from 100 to 120 guineas a year, 17,301-11, 17,336, 17,358: boys generally stay till 18 or 19, some proceeding to the universities and to business, but most of them go to Woolwich, Sandhurst, and to the Home and Indian Civil Service Examinations, for which they are specially prepared, 17,312-21, 17,341, 17,368.

Number and educational status of assistant masters, 17,337-9: importance of classical studies, 17,340, 17,342-3: boys who come from the public schools have generally a fair classical knowledge, 17,344: teaching of physical science and history, 17,349-57, 17,359-62: physical science and language as means of education, 17,363-7: difficulty in obtaining masters has been met by increasing the salaries, 17,369-73: maintenance of discipline, 17,378-85: corporal punishment, its necessity, 17,386-90: employment of time on Sundays, 17,391-5: religious instruction, 17,396-404: classification of the school, 17,412-6: instruction in school averages about six or seven hours a day, 17,418-21.

Examinations.—Subjects for the Indian Civil Service Examination are so multifarious that there is great temptation to cramming, and it is impossible to give sound teaching in each of them, but there has been considerable alteration lately, 17,322-9: the taking away 125 marks indiscriminately acts unfairly; the candidates should pass qualifying examinations in certain elementary subjects instead, 17,405-11: for direct commissions special instruction is not so much required, 17,330-5: general education best adapted for boys preparing for examinations, 17,346-8: the standard of examinations, except for Woolwich, is not higher than might be expected from boys educated at public schools, 17,422-5: evil tendency of competitive examinations, vol. ii. pp. 896-7.

Endowments.—Should be devoted to competitive exhibitions rather than to direct payments, 17,374-7.

Education of Middle Classes.—Public school system the best suited to the English character, 17,417, vol. ii. p. 895: establishment of great boarding schools throughout the country needed, nuclei for which might be found in existing grammar schools; language should be the basis of education for middle classes; facilities to be given for examination and inspection, vol. ii. pp. 895-6.

BRADLEY, Rev. G. G., M.A., Head Master of Marlborough College :

Marlborough College.—The total number of boys is a little over 500 ; by the charter one-half must be sons of the clergy, 4025-6 : the cost to the son of a clergyman is 54*l.*, and to the son of a layman 72*l.* ; no one can enter without a nomination, 4029-31 : the condition in point of education in which the boys come is often as bad as possible ; the number of schools where a boy under 14 is really well taught is excessively small, 4033-6 ; any one may become a life governor, and obtain a nomination, by paying 50*l.*, 4043-4.

The instruction is according to the principles of the Church of England, 4045 : the boys sent from grammar schools will not bear a comparison with those sent from the best private schools, 4046 : though not successful, great efforts were made after the college was founded to give a first-rate education for 30*l.* a year ; the buildings absorbed more than the 60,000*l.* subscribed, and a serious debt was incurred, 4049 : it is easy to get university masters, but difficult to secure the kind of man that is needed, 4074-5 : salaries of the masters, 4080-81 : there are 26 masters, besides the head master, 4105 : list of extra charges for optional studies, 4099-103 : ages of the boys, 4106-7 : the system of Marlborough College is not proprietary ; when a life governor dies his rights die with him, 4114-15.

About 600*l.* a year is spent in scholarships and exhibitions, 4120 : the debt is being paid off at the rate of over 4,000*l.* a year, 4128 : after the debt is paid off, it is contemplated to invest a sum of money (60,000*l.*), the amount originally raised, 4129 : extent to which the teaching of natural science is carried in the school, 4121 : the income of the college is about 30,000*l.* a year ; analysis of expenditure, pp. 424-5 : letter from witness containing a statement of the financial history of the college, with a view to supplying data for future extension of the public school element to a different stratum of society, p. 415 : statement furnished by the council of the college, p. 422 (vol. i.).

Education of Middle Classes.—Advantages of having a large number of boys together in a single school ; if discipline be not relaxed, good influences are felt more widely, more speedily, and more fully ; in point of economy there can be no comparison, 4050-56 : unless the buildings were provided from another fund, as in the case of Marlborough College, 54*l.* a year from each boy would not both start and float a good school, 4070 : estimated saving in salaries by dispensing with university men as masters, 4076-9, 4086 : in starting a school it is desirable to enlist a certain amount of sympathy and co-operation, even at the expense of some religious narrowness, rather than trust to what can be bought in the market, 4141-4 :

Greek might be dropped entirely, but it would be difficult to dispense with *Latin* until the teaching of English is more systematized, 4087 : a general education should be aimed at rather than a technical one, but the future line in life should be taken into account, 4087-8, 4090-91 : *book-keeping* is by no means valueless for its own sake, 4092 : a drawback to the teaching of *physical science* is the difficulty of getting boys to work on their part in the preparation, 4122. See also letter from witness and statement furnished by the Council of Marlborough College, pp. 415-23 (vol. i.).

Certification of Teachers.—Would very much dislike any compulsory certificate ; there are so many things that make the difference between good and bad schoolmasters that a certificate cannot possibly touch, 4057-9.

Inspection of Schools.—A system that would allow a school to avail itself of a university inspection might be very valuable, but witness would be sorry to see a Government inspection carried to all schools, 4062.

External Examinations sit like a blight on education ; they compel you to teach boys what will pay for an examination, quite irrespective of what is good for them ; they frequently defeat the best aims of education, 4089 : for the Indian Civil Service examinations the number of subjects is so unlimited, and their scope so enormous, that witness has given them up in despair. The attempt to make the young mind bestride too large a number of subjects enfeebles it, and is fatal to all originality and real

BRADLEV, Rev. G. G., M.A.—*continued*,

play of mind. Details of subjects required for these examinations, 4152-6 : these objections do not apply to the examinations for direct commissions for the army, 4158 : a young fellow might get the Balliol scholarship, one of the highest distinctions at the University of Oxford, and have no chance of being near success for India, while a very inferior person might make quite sure of success, 4164 : these examinations tend to cultivate one thing only—memory, 4168.

Endowed Schools.—Doubtful benefit to these schools of a system of government inspection; the tendency would be to try and reduce them to one shape, which is more easy to do than to test capacity and devotedness, 4133-4 : the defects of these schools appear to be traceable to their complex nature ; they try at once, on a small scale, to educate the sons of tradesmen, and to provide an income for the master by educating boys with different aims and of a different class, 4145-9.

BRERETON, Rev. J. L., M.A., Prebendary of Exeter :

Devon County School, West Buckland.—School was begun in 1858, and originated with witness and the late and present Lord Fortescue ; witness describes the objects, with which the school was founded by the Devon County School Association, Limited, the capital raised, number of boys in the school, cost of education and board, 10,162-79, 10,182 (see also vol. ii., page 141), 10,232-7, 10,247-50, 10,254, 10,271-301 : tendency of the school is to attract a higher class of scholars, and so become less adapted for the farming class, but this may be checked by keeping fees as low as possible, 10,180-2.

Constitution of governing body ; trustees appoint head master, directors and shareholders do not interfere with him, he being intrusted with sole management of tuition, 10,183 : shareholders do not intend to divide more than 5 per cent. of the profits, the understanding being that the surplus should be devoted to lowering the fees, 10,183-5 : limiting the amount of dividend and placing appointment of head master in the trustees were the two fundamental principles put forward as to the admission of another school in union, 10,186-7 ; there is no farm at present connected with the school, but one is proposed, for which the association has a portion of land and the right of pre-emption to 60 acres more ; the late Lord Fortescue gave 100*l.* to found a prize in practical agriculture in connexion with it, 10,188-9.

Average expense of boarding farmers' sons, and amount which parents could probably afford to pay, 10,190-8 : nature of instruction guided by the University local examinations, 10,199 : pupils have been remarkably successful at these examinations, which may be taken as proof of the success of the education given, 10,200-1 : subjects of instruction, 10,205-8 : physical science not taught for lack of means of paying teachers, 10,209-14 : it would be a great advantage if chemistry and natural philosophy were taught, 10,215-9 : mechanics not taught, 10,220 : drawing is taught as an extra by the master of Exeter School of Art, 10,221-2.

Religious instruction, 10,223-5 : it is left entirely to the head master, 10,245-6 : late Lord Fortescue gave 1,000*l.* to found a chaplaincy, which is quite independent of the school, the appointment of chaplain being vested in the trustees of the fund, 10,226-8, 10,238-40 : social position of boys' parents, 10,256-8 : salaries of masters, 10,260-6 : charge for board, &c., 10,267-8 : great difficulty in obtaining masters, 10,312-3.

University Local Examinations.—They are the only attempt that has been made to supply a great want, but as they succeed they will defeat their own object ; a local university would do more good, 10,202-4.

Endowments.—Late Lord Fortescue and his son gave some shares to the school, and the late Duke of Bedford's shares also have been given by the present Duke, with the interest, on which it is intended to found scholarships, 10,169-70, 10,251-3.

Middle-class Schools.—Probability of successfully establishing similar schools to that at West Buckland, 10,230-1 : instruction might be given adapted to future callings of the pupils, 10,314-22 : probable amount of fee, 10,327-9 : kind of instruction to be given, 10,330-4*a*.

BRERETON, Rev. J. L., M.A.—*continued.*

Training Colleges.—Present Government system too large, cumbrous, and centralised to be permanent, and therefore should not be extended to middle-class schools, 10,302-5: they should be self-supporting, 10,306: parents of boys adapted for schoolmasters would pay expense of training, 10,307: Devon County School Association does not contemplate forming training schools, 10,308: but would have a class for training masters in the county college, 10,311.

BRUCE, Rev. J. C., LL.D., F.S.A., formerly proprietor of a private school at Newcastle-on-Tyne:

Mr. Bruce's School was both a day and boarding school of over 200 scholars, 35 of whom were boarders; the highest terms for boarders were 45*l.* per annum, and for day scholars four guineas a quarter, 16,271-5.

Newcastle Grammar School.—At one time a first-rate classical education was given in this school, and it was then that Lord Stowell and Lord Eldon attended it, 16,287: the school is likely to receive very large accessions of revenue, 16,293: the falling away of the school was owing to local circumstances, 16,306: everything except French is taught for a guinea a quarter, 16,307: the old building is pulled down, and a new site is fixed upon, 16,365.

Educational Wants of Newcastle.—Newcastle may be considered as the centre of a population of not less than three or four hundred thousand; it is a town rather remarkable for its intellectual activity, 16,327-8: nearly all the sons of the wealthy inhabitants are educated out of Newcastle, and therefore the want is the best day-school education, 16,331-2: the higher class of education might be provided for from 10*l.* to 20*l.* a year, 16,368: desirableness of young men being able to obtain private instruction, 16,373: if schools of the superior kind are provided, parents would still send their sons away, and to Rugby, Eton, or Harrow rather than to Durham, 16,383-4: the wages of artizans in Newcastle are very high, and the more intelligent of them might be willing to pay about two guineas a quarter for a good day-school education, 16,390-92.

Boarding Schools are more advantageous than day schools for boys in any class of life; and parents, but for the expense, would rather send their boys as boarders, 16,300-304.

Subjects of Instruction.—Middle-class boys who leave school at about 16 should have their education carried as high, as to the subjects of it, as that of boys in a higher class, 16,308, 16,316-17: does not think that the teaching of physical science has a very striking effect as a discipline of training for the mind, 16,314: perplexity and loss of time are caused by teaching Latin and English grammar upon different systems, 16,318: for those who want to enter business not later than 18, classics and mathematics should be put on an equal footing; if compelled to make a choice witness would choose classics, 16,338-40: the theoretical study of science is useful, but would not take up a boy's time with it if it could be advantageously devoted to classics and other subjects, 16,401: Latin should be one element of education, 16,424-5.

Endowed Schools must discourage private efforts to some extent: but they diffuse a love of learning and a spirit of emulation amongst the population, leading to the support of numerous teachers, 16,296: a master's income should considerably depend upon the number of pupils, so as to give him an interest in the success of the schools, 16,298: would not employ endowments to beat down the cost of education to the average middle-class parent, but would rather give free exhibitions open to competition, 16,355-6.

Education of Girls.—A special examination of girls might tend to improve their education, 16,408: would give them a good English education, and make them acquainted with French, Italian, or German; but would not give a classical education: would depend in a large measure for the cultivation of their minds upon making them acquainted with English literature, 16,412.

BRYCE, REV. R. J., LL.D. :

Education of Middle-classes.—Witness states his experience of this subject, 17,221-4: the principles on which the education of boys in the various classes of society should be conducted are the same, 17,232: subjects of education for boys, 17,233-4: boys and girls should be educated precisely on the same plan up to a certain point, 17,235-7: rewards and punishments, 17,244-5: governing bodies of large middle-class schools should consist of persons who have a direct interest in the schools being well managed, and who possess the education to know when the schools are properly conducted, 17,246, vol. ii. p. 882: proposed constitution of governing bodies, viz., town councils, university graduates, the grand jury, and persons rated to the poor, 17,247-52: age at which classical studies should be commenced, 17,253-6: in case of children of the lower middle class teaching of neither Latin nor French should be imperative; if any other language than the vernacular were taught, it should be Greek, but English should form a very special study, 17,257-9: method of teaching English, 17,260-2: importance of teaching Latin colloquially, 17,263-5.

Age at which mathematics should be taught, 17,266-8: arithmetic might be taught at an early age, 17,269: sound instruction in English and arithmetic, and general training of the intelligence, should form the chief points in the education of boys who leave school at 14 or 15, 17,270: suggestions as to teaching geometry and algebra, 17,271-4: course of education desirable for boys whose education terminates at 17 or 18, 17,275-6: physical sciences should be taught to all classes of boys; their use as educational means is to cultivate the inductive faculties, and to interest boys in intellectual pursuits generally, 17,277-81, 17,298: course of education for boys who leave school at 14 or 15, 17,282-91: religious instruction, 17,292-5: religious differences may be overcome by good sense, good feeling, mutual forbearance, and candour and honesty in framing and carrying out the regulations of a school, 17,296-7: no difficulty in teaching political economy in middle-class schools, 17,299, vol. ii. p. 885.

Training and Qualifications of Teachers.—Special course of education necessary for middle-class teachers; they go into the profession without having the slightest approach to a systematic view of the principles of education; qualifications for teachers are the same for middle-class as for poor schools; objections to this view are answered by the experience in Scotch schools; if teachers for the higher classes were required to pass through a proper course of general education, then to attend a course of lectures, explaining the philosophical principles of teaching, and a school where those principles were applied, and finally a preference being given to persons who had gone through such a course, a demand for such teachers would be created, reaching from the higher to the lower class of schools, 17,225-7, vol. ii. p. 882: the capability to teach could be as easily tested as in the case of the medical profession, the Universities giving degrees or diplomas in teaching, 17,238-43, vol. ii. p. 883-4: German system, 17,228-9.

The great evil lies in the lack of education in mental philosophy as a speculative science and as mental discipline, 17,230-1.

Buss, Miss F. M., Principal of North London Collegiate School for Girls :

North London Collegiate School for Girls.—Origin of the school, 11,434-5: is a private boarding and day school under the general superintendence of the clergy, 11,436-41: number of boarders 18, paying from 50 to 60 guineas a year, 11,442, 11,444: number of day scholars 201, paying on the average nine guineas a year, 11,443, 11,445: buildings will not accommodate more pupils, 11,451: number of teachers, 11,654: social condition of parents, 11,447-8, 11,450.

Course of education includes Latin, French, and German, arithmetic, English composition, and spelling, also music, drawing, and needlework, 11,452-9, 11,472-83, 11,497-9, 11,642-52: average stay at school, 11,500-1: age on admission, 11,520-1: system of emulation adopted at this school, and its applicability to girls' schools generally, 11,507-19: physical training attended to as being essential to a girl's education, 11,623-8: instruction in natural science, 11,629-41; physiology, 11,656-9: deficient education of pupils on admission, 11,531-2, 11,536-46.

Buss, Miss F. M.—*continued.*

Endowments.—Girls should have a share of the endowments, which might be applied in establishing scholarships and in providing buildings, 11,488-92 : governing body of endowed schools for girls should consist of men and of women, 11,494-6.

Education of Girls.—Means for, much wanted, 11,460-3 : girls generally are very ignorant, 11,464-6 : girls can learn anything they are taught in an interesting manner, 11,470-1 : there is a want of schools, good teachers, and a motive for the girls to study, which last might be stimulated by examinations and certificates ; education at present is almost entirely showy and superficial, 11,527-30, 11,562-4 : probable cost of education of lower middle-class girls, 11,565-6 : the great difficulty is providing buildings ; if that were done, an efficient mistress would make the schools self-supporting, 11,567-70 : apathy of parents one great obstacle, 11,571-2 : domestic economy should be taught, 11,583-8 : system of teaching adapted for girls' schools, 11,606-22.

Examinations.—Benefits of extension of Cambridge University local examinations to females, 11,467-8 : mental and moral effects of examinations on females, 11,589-99 : examinations should be left to the universities, not intrusted to the Government, 11,600-5.

Training and Certification of Teachers.—Mistresses not so good as they should be, 11,469 : should be trained in the art of teaching and receive a certificate, 11,484-6 : certification should not be compulsory, 11,487 : Home and Colonial Society's college the only place at present for training middle-class mistresses, 11,533-5 : difficulty in obtaining good mistresses, 11,547-54 : a series of standards should be fixed, leaving open to the female middle class the choice of the profession of instructress, 11,555-61.

Preparatory Schools.—Girls leaving them are badly instructed, 11,522-6, 11,530-2.

C.

CALDER, Rev. F., M.A., Head Master of the Grammar School at Chesterfield :

Chesterfield Grammar School was founded about 1600 ; the endowment is worth only 180*l.* a year, 7387-8 : disposal of the endowment, 7391 : in the upper and lower schools together there are about 100 boys ; 20 in each school are on the foundation, 7393-4 : benefits of the foundation, 7396-7 : there is a small exhibition of 10*l.* a year, 7406 : if a boy be of average ability, would rather he did not neglect Greek, because he would not bestow more industry upon anything else, 7414 : many boys who have left the school have been sorry they did not learn Greek when witness wished them, 7419 : grade of the 10 highest boys in the school, 7421 : the boys have too much influence with their parents in the selection of their studies, 7428.

There are a few boarders, 7433 : a boarding house of 10 boys represents a profit of 20*l.* out of an average receipt of 50*l.* a boarder, 7440 : the trustees do not interfere with the management of the school, 7442 : doubtful power of the trustees to dismiss the master, 7443-51 : unsatisfactory definition of the subjects of education in the scheme, 7452-9 : undesirableness of giving to trustees the power of removing a master without power of appeal, 7462-8 : the head master should appoint the under masters, 7470 : reasons for giving the master considerable discretion in the management of the school, 7472-5 : the proportion of masters to boys is about one to thirty, 7482 : the boys are arranged in classes according to the different subjects that are being taught ; a boy may be in the first class in Latin and in the third class in Euclid, 7484 : salaries of the masters, 7492 : the day boys pay 6*l.* a year ; the payment is too small, 7495-6 : 1,100*l.* of the charities of Chesterfield are given away in doles, which is unsatisfactory, 7505-7.

Arrangements for religious instruction, 7516-19 : it would be desirable to devote a portion of the money given in doles to the establishment of exhibitions or free scholarships, 7520-21 : in a small town a master's salary

CALDER, Rev. F., M.A.—*continued.*

should be fixed, to render him independent of the comparatively uneducated opinion of the place, 7531-3: would like French and drawing to be obligatory on all boys above a certain standing, 7537-9: science studies elicit the faculty of observation, but do not supersede the rigorous training of classics and mathematics, 7564: principle upon which the foundation boys are admitted, 7579: other schools in Chesterfield, 7587: thinks there is no feeling of class between the foundation boys and the day boys, 7593.

Difficulties arising from denominational feelings, 7596-9: it would be a good plan to have a competitive examination for foundation boys, 7605: a principal feature in the school is the making the lessons as wide as possible in the teaching of English, 7608: written statement describing fully the management of the school, page 730 (vol. i.).

University Local Examinations.—Has great difficulty in getting parents to allow boys to be sent on account of the expense, 7573: the system is very useful, as giving a stimulus to some schools where the boys have little to look forward to, 7585.

Certification of Teachers.—Would test the ability to teach by compelling actual teaching before an inspector, 7615.

Inspection of Schools.—Would make it compulsory on all schools, but especially on schools that are endowed, 7619-23.

CARPENTER, W. B., Esq., M.D., F.R.S., &c., Registrar of the University of London:

University of London Matriculation Examinations.—These are intended to test the possession by candidates of such an education as should offer a satisfactory basis for higher study, 734, 831-2: general subjects of examination, 735-6: in 1864 over 500 candidates applied to be examined; there is a constant tendency to increase, 738: the average number of rejections is about one-third, 739: the university now awards its honours to those who have obtained the highest aggregate of marks, instead of giving honours for special subjects, 741: statistics of matriculation based on the lists of six examinations, 743: marks are given without any reference to the ages of the candidates, who may be of any age not under sixteen, 744-5.

As to the comparative value of the education given in endowed schools, private schools, and proprietary schools, it would be difficult to form any estimate; there is nearly an equality between them in the per-centages of those pupils who pass, 746: taking subjects separately, in classics the principal complaint is of a want of thorough knowledge of grammar; in the exact sciences and mathematics the candidates are as well informed as upon any other branch, and the proportion of marks gained in arithmetic is higher than that gained in most other subjects; the proportion gained in chemistry and natural philosophy is generally very respectable; and the French examiners are on the whole very well satisfied, 748-53: the question of omitting chemistry was strongly urged upon the senate, but it was determined by a large majority to retain it, 757.

System of marks, and numbers of candidates who have obtained honours, 758-62, 772-5, 853-4: growing desire amongst Scotch schoolmasters to obtain the university's degree, 769: the larger proportion of the matriculated candidates come up with the intention of going on for some one of the degrees, but many come up merely to obtain the credit of having passed the matriculation examination, 777: there is a large body of schools in the country over which the influence of these examinations is very great, 778: local examinations are now held at a few centres; these save expense to country candidates, and are a means of extended usefulness, 779-86: there is not much to complain of in the writing and spelling of the candidates: elementary arithmetic is well taught; it is generally in the higher parts that the candidates fail, 790-1: the papers are very fairly constructed in point of grammar, 792-3.

Different methods adopted by various schools in selection of candidates, 795: objects of men of the age of 40 years and upwards in presenting themselves for examination, 796-7: would rather see a multiplication of the number of local centres, and the candidates from all schools brought

CARPENTER, W. B., Esq., M.D., F.R.S., &c.—*continued.*

together, than have a separate inspection of individual schools, 801-2: arrangements for division of the men who pass the examination, 803-8: advantages of holding a matriculation certificate, 809-10: beneficial effect of the examination upon the education given in schools, 811: a large proportion of plucked men reappear at future examinations, and about one-half are rejected again; they are allowed to come up any number of times, 812-14: ages at which men are most successful at these examinations, 818-22: result upon schools of the introduction into the examinations of chemistry, 823-5, 850-51: does not agree with the objection made to a too great variety of subjects; would, however, give an option between Greek and an additional modern language, 826-8.

Great variety in the efficiency of schools, 829: stimulus given by these examinations to a higher kind of work on the part of men engaged in education, 834-5: affiliated colleges, 836-7: applications for local examinations can be made by any city, town, or college, 839: it is quite an exception to have any candidates from the great public schools, 844: those who come from grammar schools have generally had their education supplemented by special instruction, 847: constitution and arrangements of the examinations committee, 855-61: proportion of candidates preparing for the medical and clerical professions, 862-6: many pupils come up straight from school without any intermediate tuition, 867-8: the comparative value of papers in different subjects is not published by the senate, but is pretty generally known amongst the candidates, 869.

Sees no reason to believe that a certain amount of knowledge of natural philosophy and of chemistry is in the least degree incompatible with a thorough and accurate knowledge of classics and pure mathematics, 878-9: causes of the neglect of practical educators to conform to the required standard, 880: generally speaking, candidates come from the upper middle-class schools, but a large number come up for the degree of art from a very humble position indeed, 887-8, 938-40.

Education of Middle Classes.—Test of improvement afforded by examinations for the University of London matriculation, the number of candidates for which has continued to increase, although of late years the examination has been made much more stringent, 747, 756: the great deficiency which exists is not so much a deficiency of attainment as a deficiency of exactness in the earlier stages; schoolmasters are anxious to make a show, that their pupils shall be said to be reading certain books, and push on their boys faster than their earlier studies justify, 881-4: the deficiency of accurate fundamental knowledge is particularly great in those schools where the sons of small farmers and tradesmen are taught, 888.

Practical suggestions for improvement of middle-class education, viz., (1), to assimilate it more to the education given in the highest class of national schools, by introducing a much larger element of the knowledge of common things; (2), to give a Government attestation of the qualification of schoolmasters, 889-92: cost of tuition at the superior middle-class schools in London and in the country, 944-8: desirableness of throwing the whole cost of tuition upon the parent, and devoting the endowments of schools to widening the course of instruction, 948-9: the parents of the upper middle-class appreciate classical education at a higher money value than they do what is called useful education; among the lower middle-class they generally look to what is useful in business, 950-53: exhibitions open to sons of persons of limited means, and occupying professional positions, would be very valuable indeed, 957-8.

Certification of Teachers.—Advantage of a Government attestation of the qualification of schoolmasters, 891: would not make such certificates compulsory, 893-5: the attestation given by the College of Preceptors is very useful as far as it goes, but it has not the weight of an attestation from a Government board, 895: such a body might be constituted by a Government selection of a permanent commission, to which existing examining bodies should furnish representatives, 899-900: there is no actually existing body which sufficiently answers the purpose, 901-5: would keep a public register of qualified schoolmasters, 906; would prefer certificates of attain-

CARPENTER, W. B., Esq., M.D., F.R.S., &c.—*continued.*

ment in each separate subject, rather than certificates of competency to teach, 917-22.

Inspection of Schools.—Great advantage might be derived from a general system of inspection, analogous to the Government inspection of lower-class schools, but it should be entirely voluntary, 907-9: if the head of each school were furnished with an attestation, and an annual report on the state of the educational establishments to which the system applied were published, the results might be very valuable indeed, 910-11: endowed schools should be made responsible for the education they give as well as for the management of their property, and Government, as superior trustee, might insist upon their inspection; a voluntary inspection would then be likely to extend itself to the proprietary and private schools, 961-2: the advantages of competition between various examining bodies would be more than balanced by the confidence placed in an authoritative board, which might be expected to preserve adequate elasticity through the action upon it of the universities and other educational bodies, 963-5.

CASSAL, C., Professor of French, University College, London :

Education in France.—The system of education is addressed to all classes of the people alike, 16,885-7: there are three kinds, the primary, the secondary, and the superior; describes the nature of the primary instruction, the number of *salles d'asile*, by whom supported, the training and salary of the schoolmasters, and by whom appointed and dismissed; the age of the children; inspection of the schools, 10,688-9: superior primary schools—subjects of tuition, scholarships or *bourses*, their amount; the system is the same for girls and boys; number and remuneration of female teachers; training schools or *écoles normales*—subjects of instruction, 10,689-93: *écoles libres* or free schools, 16,693-5: social position of parents, 10,696-705.

As to secondary schools—these are called *lycées* (supported by the Government), and *collèges communaux* (maintained by the communes), 10,706: sons of Louis Philippe attended a *lycée* in Paris, 10,699: number of boys in secondary schools; officers, and their functions; their salaries; distribution of time and subjects of secular and religious instruction, 10,707-21: system of bifurcation in French schools, games, discipline, and punishments, 10,740: University of France, qualifications for degrees at, and nature of examination, 10,722-39; 10,742-48.

Commercial and professional schools, 10,749-50: education of girls—system much the same as in England; subjects of instruction; qualifications of teachers; effect of *les examens de l'Hôtel de Ville* on female character; school education for girls generally preferred to education by governesses, 10,750-5: comparison of middle-class education in France and England, 10,756-61.

CHRIST'S HOSPITAL.

GILPIN, W., Esq., Treasurer of Christ's Hospital :

Christ's Hospital.—The treasurer is a governor, and the resident officer, and has the general superintendence of the whole institution, 7777-8: he acts under the authority of the governors, who are represented by a committee of almoners; there are about 480 governors, 44 of whom form the committee, 7777-83: a donation of 500*l.* qualifies for a governorship, subject to a reservation as to position and character, 7784-7: all the aldermen and 12 common councilmen are governors *ex officio*, and are not called upon to pay anything, 7788: the lord mayor has two presentations every year, and each alderman one every year; the president has two annually, and the treasurer has two, 7795-7.

The head master is appointed by the court at large, and the assistant masters by the committee, 7798: only 220 governors voted at the last election of a head master, 7803: arrangements for the election, 7799-807: there is nothing in the constitution to prevent the governors from making an alteration in the way of appointing the head master, 7810: the value of the head mastership is about 900*l.* a year; the head master at Hertford receives about 450*l.* a year, 7812-19.

CHRIST'S HOSPITAL—GILPIN, W., Esq.—*continued.*

At Hertford there are 461 boys and 19 girls, and in London 755 boys, 7815 : all the boys when first elected are sent to Hertford, 7816 : the gross income is nearly 70,000*l.* a year; of this sum 5,000*l.* or 6,000*l.* are received as donations from new governors, 7833-6 : the governors' donation was raised 25 years ago from 400*l.* to 500*l.*, and it has since been contemplated to still further increase it to 700*l.*, 7842-4 : there have been one or two very painful cases of abuse by the sale of these presentations, 7845 : many more children are taken from parents of the professional classes than formerly; no doubt originally there was a very low class of children here, 7849-51.

Particulars of the bodies who send the 180 gift-boys, 7850-53 : reasons for wishing to get rid of the girls altogether, 7862 : the discipline of the hospital is peculiar, and is confided to a warden, who takes charge of all the children out of school, and superintends communication with the parents, 7867-8 : in school the master orders corporal punishment; out of school the warden does so, 7871 : this separation of discipline and instruction works very well, 7873 : all regulations and byelaws are alterable by the board of governors; they meet five or six times a year, 7880-83 : extracts from replies to printed questions concerning the charter and statutes, 7883.

Originally the school was intended for the children of poorer parents; the change from the children of 1553 to 1865 is susceptible of explanation, 7884 : an entrance examination was introduced four years ago; it works well, 7886-7 : boys remain at Hertford a month, or two or three years; it depends on themselves, 7891-5 : in many cases the children come up for admission perfectly ignorant, 7896 : the nomination has in no case been given by competition, only by individual patronage, 7903-4 : details of the exercise of nomination, 7907-21 : nothing has been done by the governors in consequence of the recommendation of the Duke of Newcastle's commission, that the benefits of the hospital should be bestowed, not by patronage, but as far as possible by merit; nor have the governors considered it, 7922-5 : nor have the governors ever had it in contemplation to transfer the whole school to the country, 7935 : advantages of remaining on the present site, 7939-44 : the area of the site is about five acres, 7946 : its value could be tested only by sale in the market, but the money asked for the site of the Compter, almost half an acre, was 17,640*l.*, 7945-50 : details of the transfer of the site of the Compter, 7951-7.

Objections to the management of the school by the head master instead of by the governors, 7959-62 : one reason why the London school is so very healthy is that the younger children have all their infantine disorders at Hertford before they come to London, 7965 : a child is eligible at Hertford between 7 and 10, 7967 : there is no record kept of the birthplaces of the boys, but witness's impression is that there are more country than London boys in the school, 7983-7 : the extent of the playground is about two acres and a quarter, 7994 : a swimming bath near the City Road is hired for the use of the boys two or three times a week, 7998-8002 : relations of the masters to one another, and arrangements of the separate departments of instruction, 8003-22.

JACOB, Rev. G. A., D.D., Upper Grammar Master at Christ's Hospital :

Christ's Hospital.—The upper grammar master has no control whatever over the general system of instruction of the hospital, but has a partial control over the classical school, 8028-31 : this school consists of about 200 boys, in four classes, called "The Grecians," "The Deputy Grecians," "The Great Erasmus," and "The Little Erasmus," 8034 : arrangements for promotion from one class to another, and subjects of instruction, 8036-67.

Science is not taught in the school, except mathematically to the Grecians; lectures in chemistry have been delivered, but the boys were not expressly required to attend, 8068-72 : the number of Grecians is limited to 25, and Deputy Grecians to 40, 8076 : only a few of them are boys of talent, 8084 : they represent the attainment of the school, 8168 : does not know any reason why this school should not be on the same footing with regard to discipline and government as Eton or Rugby and other schools, 8105 : there are more boys at Eton than at Christ's Hospital, 8106 : corporal

CHRIST'S HOSPITAL—JACOB, Rev. G. A., D.D.—continued.

punishment is allowed, except for the Grecians, 8113-6 : the committee of almoners directly interfere with the master of the grammar school ; their power is unlimited, 8117-21.

Prizes are given each half-year to every class in every school, 8122 : the exhibitions which the Grecians have are very valuable and numerous, 8123 : they are given as the result of having obtained a certain situation in the school ; no examination is necessary, 8126-7 : there is a difficulty in finding a sufficient number of boys advanced enough to be made Grecians, 8135 : the examinations of all the schools take place twice a year ; particulars of the examinations, 8149-64 : throughout the grammar school every master devotes a certain portion of the time to the religious instruction of the boys, 8174 : no boy would be refused on account of his religion as long as he and his parents were willing to conform to the rules, 8186.

WEBSTER, Rev. W., M.A., Head Mathematical Master at Christ's Hospital.

Christ's Hospital.—The head mathematical master has the uncontrolled management of the mathematical studies, 8201 : extent of the teaching, 8203 : some few boys never come into the mathematical school, 8204 : about 50 boys, sons of naval officers, come into the school on the express condition that they shall be educated for the sea, 8205 : boys who have no special destination necessarily learn mathematics when they get to the Great Erasmus ; besides this from 100 to 120 boys are required to be in the junior mathematical school, that is as distinguished from the naval school, 8206-7 : extent of the teaching, 8208.

Arrangements for apportioning the time to mathematical studies, 8209-12 : if a boy shows a great aptitude for mathematical studies, and not for classical studies, there are no arrangements allowing a different apportionment of time to the studies, 8214-17 : organization of the mathematical school, 8218-42 : time devoted to mathematics in the different schools, 8243-6 : extent of arithmetical knowledge possessed by the boys on entrance, 8247-56 : boys from Hertford come first to the commercial school, not to the mathematical school, 8258 : physical science is not taught ; witness does not think that what is taught as physical science in schools generally brings out much from boys, 8264-8.

Boys who come into the naval school learn algebra the very first day they come in ; they begin Euclid and algebra together, 8272-3 : periods during which the boys remain, and progress made in the studies, 8274-88 : each year five go with exhibitions to the University, 8289 : the naval boys go on in the classical school almost as much as the other boys, 8301 : witness likes the combination of classical and mathematical studies for all boys, 8303-4 : the naval boys learn French and chart drawing, 8304-6.

BROWN, Rev. W. H., LL.D., Head Master of the Charterhouse, and one of the Committee of Almoners of Christ's Hospital :

Christ's Hospital.—Beside the committee of almoners, there is a sub-committee of 12, called the committee of education, of which witness is a member ; this committee is generally responsible for the education of the school ; they meet often, 8314-17 : a few university men are on the sub-committee, 8322-5 : cannot recollect anything prejudicial to the authority of the masters in consequence of their relations to the managing body ; and has seen no ill effects result from the discipline being mainly intrusted to the warden, 8328-30.

The office of warden is a recent one ; the duties used to be performed by the steward, 8341-2 : the change in the discipline has been effected rather by the will of the head master than by the will of the governors, 8344 : would suggest something like a committee of all the departments, of which the head master should be the chairman, 8349 : must confess that the position of the committee of education is perhaps a little false, 8355 : extracts from the charge of the warden as drawn up in 1860, 8356-9 : the head master could interfere himself in the discipline if he pleased, without first reporting to the warden, 8360 : there is a visitation of the schools every month, 8370 : the treasurer is the medium of communication between the governors and

CHRIST'S HOSPITAL—BROWN, Rev. W. H., LL.D.—*continued*.

the masters, 8373 : advantage of having commercial men on the education committee, 8374.

Considering that the Christ's Hospital boys sent to the Universities are selected from 1,200 boys, witness does not understand what system of education it is that can produce such very meagre results, 8376 : chemistry is taught very much more at the Charterhouse than at Christ's Hospital, 8380 : of late the tendency has been to make Christ's Hospital less of a classical school than formerly, 8387 : the original foundation of the school could be described in no other way than by saying it was a ragged school ; Christ's Hospital does not now hold a penny of the original endowment, the whole school having arisen from private benefactions, 8390 : the city aldermen give nothing, but dispense more patronage than the donation governors, 8399.

The basis of the education is classical, but only five go annually to the Universities, 8400-401 : it would be desirable to give the general education of the school a more direct bearing on commercial life, 8403 : would think it inexpedient to sacrifice any portion of Latin or mathematics for chemistry or botany, 8414 : it is a rule of the school that boys not intended for the Universities should leave school at 15, 8419 : witness's opinion is in favour of abolishing the peculiar dress, especially for the elder boys, 8432 : the present site is more favourable for the education of boys going into commerce than a site in the country, 8437.

KEYMER, Rev. N., M.A., Head Master of the Hertford branch of Christ's Hospital :

Christ's Hospital, Hertford Branch.—There are two schools at Hertford ; the reading and writing school, in which the usual elementary instruction is given, and the grammar school (of which witness is head master), confined to Latin and religious instruction, 8442-9 : the total number of boys is 461, of whom only 40 are above the age of 11, 8450 : in school the discipline is under the direction of the masters ; out of school it is in the hands of the steward, 8454 : corporal punishment is inflicted sometimes, 8455 : has found no inconvenience from the division of authority in regard to discipline 8458 : witness does not interfere with the studies of the reading and writing school, 8471 : the school is visited by two different governors monthly throughout the year, 8476 : the standard of acquirement for admission is merely to be able to read the Gospels with facility ; would like to have it raised, 8485-90 : extent of instruction, 8493-9.

WHITE, Rev. J. T., M.A., Master of the Latin School in Christ's Hospital.

Christ's Hospital : Latin School.—The Latin school consists of all boys who have failed to attain the rank of the upper school at the age of 13½ years ; partly of boys whose education was neglected before they entered the hospital, and partly of boys who have very little intellect, 8502-3 : there are about 140 boys, all under the charge of witness and a pupil-teacher, 8504-9 : the subjects of instruction are Latin, Roman history, ancient geography, and elementary religious teaching, 8510.

Time apportioned to this and the other schools, 8511-12 : some boys do exceedingly well, others are much below the mark, and some boys are almost incapable of being taught Latin, 8513-14 : perhaps they would be equally incapable of learning physical science, 8517 : witness once suggested the substitution of German for Latin, but the governors did not think it advisable to adopt the suggestion, 8519-20 : the committee determine what boys are sent to this school, 8526-31.

BOWKER, H. F., Esq., Head Master of the English School in Christ's Hospital :

Christ's Hospital : English School.—In this school all the English subjects are taught except English grammar, which is omitted because it is considered that the boys acquire sufficient grammar from learning Latin and Greek, 8533-5 : all the boys pass through this school from first to last, 8537 : there are four assistant masters, 8544 : arrangement of classes and subjects of

CHRIST'S HOSPITAL—BOWKER, H. F., Esq.—continued.

instruction, 8544-64 : it would be a good thing for a great number of the boys to receive competent instruction in English grammar, 8565 : distinction between the classical instruction required for the university and that required for teaching English, 8568 : desirableness of adding a day school to the hospital, 8570-76 : witness is quite satisfied with his relations with the education committee, 8579.

Advantages of the present arrangements in giving a responsible person to the headship of each department, 8581 : the masters visit the wards of an evening, but as advisers rather than as censors, 8582-4 : the great majority of the masters are non-resident, 8586 : the present system of keeping the discipline quite distinct works exceedingly well, 8588 : a boy is not out of the reach of a master's authority when he leaves the school room, 8591 : the head classical master is considered as head master by courtesy, 8594 : the position of the head master is really very well defined, 8,600 : the office of warden was instituted about five years ago ; the steward still exists, only his duties are now confined to those duties which are implied by his name, 8606-10 : reasons for the creation of the office of warden, 8611-12.

GRIGGS, R., Esq., Warden at Christ's Hospital :

Christ's Hospital.—Witness is the first person appointed to the office of warden, 8615 : duties of the office described, 8617, 8632, 8655 : the warden has abundant opportunities of forming a judgment of the general disposition of all the boys, 8619-22 : the warden has a great deal of office duty arising out of an extensive correspondence with the friends of the boys, 8623 : corporal punishment is very little resorted to ; the cane is used about twice a week, and the rod about once a month, 8625-6.

The warden is not under the head master, but under the committee of almoners ; an appeal from the warden to the head master would, however, be rather encouraged, 8633-4 : any master could, if he liked, inflict punishment for an offence out of school ; but as a matter of courtesy he would more generally refer the matter to the warden, 8640 : the deputy Grecians act as monitors,—two or three of them in each of the 16 wards, 8641-50 : no difficulties have arisen from the relation of the warden to the masters, 8661.

SHARP, H., Esq., Head Master of the Commercial School at Christ's Hospital.

Christ's Hospital Commercial School.—All the boys pass through here, and remain till they arrive at the Great Erasmus class, when they are removed to the mathematical school. Each boy has about five hours a week in the commercial school. The teaching is confined to writing and arithmetic, 8664-80.

Book-keeping.—A boy at about 14 years of age cannot possibly get a good knowledge of book-keeping, 8681.

BRETTE, Rev. E., B.D., French Master at Christ's Hospital :

Christ's Hospital: French School.—Every boy who goes through the ordinary course of instruction learns French before he leaves the hospital, 8690 : the boys begin their French too late, and many of those who leave at 15 to go into commercial life do not know enough of French, 8692 : it would be a good thing to begin the study of French at Hertford, 8702 : there are two assistant masters, both Frenchmen, 8696-7 : a little more time for teaching the lower classes would be desirable, 8701, 8720-26.

Boys leaving the school, and showing an interest in French, have their books given to them, 8704 : the relations between the masters of the different schools and witness are in perfect harmony, 8698, 8713-14 : witness is as well able to maintain discipline as any of the English masters, 8718 : the boys in this school show quite as good an aptitude for learning French as boys of a higher class of society, 8719.

BACH, W. H., Esq., Drawing Master at Christ's Hospital :

Christ's Hospital.—All the boys are taught drawing in their progress through the school, to the extent of from one to three hours' lessons per week ; but witness adds much private time of his own, 8729-31 : degrees of aptitude for learning drawing, 8734 : drawing improves the observing

CHRIST'S HOSPITAL—BACH, W. H., Esq.—*continued.*

faculties; there is no learning by rote, 8735: methods of teaching pursued, 8737-43: the use of the brush is not taught; it would require individual instruction, 8748-50: some parents value drawing solely on account of its use for the occupation the boy is intended to be put to, 8756: the governors give liberal prizes, and the Government prizes are also obtainable, 8757.

STONE, T., Esq., Medical Officer at Christ's Hospital:

Christ's Hospital.—The health of the boys is very good indeed; does not think the position of the school at all affects the health of the boys; the soil is gravel, and the water very good, 8761-8: epidemics are known occasionally, but the mortality has been very small indeed, 8769-70: there is an infirmary for 72 boys, but it is never full, 8773-5: each boy has half a pint of milk and water at breakfast, and on alternate days the same at supper, 8781: the consulting physician and the surgeon approve of the present dietary, 8799.

A larger playground and more baths would be desirable, 8788, 8801: reasons for the superiority of the boys' health in London as compared with Hertford, 8802-4: the good health is owing in a great degree to the discipline, and the regularity of the diet, 8805: no pocket money is given by the school, 8811: number of deaths from 1855 to 1864 inclusive, page 822, (vol. i.): number of cases of measles and scarlatina during 10 years, and average number of children per week under treatment at the infirmary, page 823.

CAMBRIDGE, H.R.H. the Duke of, President of Christ's Hospital:

Christ's Hospital.—The president takes an active part in the concerns of the hospital; the government of the school, in fact, is conducted by the president, the treasurer, and the committee of almoners, 8814⁴: reasons for not placing the hospital under a head master, 8814¹⁰: it would be very difficult to alter the system of choosing the head master by election, 8814¹⁶: the system of nominating the boys as at present conducted works so admirably that it may be doubted whether it would be advantageous to make any change, 8814¹⁸: the danger of raising the entrance examination would be, that boys from a less needy class would be introduced, 8814¹⁹: at present the governors guard themselves against admitting the children of rich men, 8814²¹.

The advantages of retaining the school in London counterbalance the disadvantages, 8814²⁵: the health of the boys is most remarkable, 8814²⁶: it is intended to hire a cricket ground within some very easy distance of London, 8814²⁹: witness attaches the greatest possible importance to the advantage of the boys being near at hand to the great mercantile establishments of the city of London, 8814³⁴: the sanitary condition of Christ's Hospital contrasts favourably with that of all large public schools, 8814⁴¹: reasons why it would be undesirable to make any change in the peculiar dress of the boys, the principal reason being that the dress keeps the institution a charitable one, not an ordinary public school, 8814⁴²: the Grecians, on obtaining leave, are allowed to go out in their ordinary dress, 8814⁴⁷.

No boy has ever been known to suffer from going bare-headed, 8814⁴⁸: the yellow petticoat is given up altogether, and an under flannel waistcoat worn instead, 8814⁵⁵: there would be very great difficulty in engrafting any system of day scholars upon this institution, 8814⁶⁸: witness would be favourable to a larger application of the funds of the hospital to the education of girls; the governors, however, have seriously considered the matter, and decided that the girls' school should not be continued beyond what was absolutely necessary, viz., the 18 gift girls, 8814⁶⁹: the difficulty has been to deal with the girls when they leave, 8814⁶⁰: the right to present a girl is not valued by the governors to the extent to which the right of presenting a boy is valued; and any increase in the number of girls, if accompanied by a corresponding diminution in the number of boys, might diminish the number of gift governors and of the available funds, 8814⁶⁶.

It would be very desirable to educate the girls for governesses or for national schoolmistresses, 8814⁷²: the governors take that pride in the boys

CHRIST'S HOSPITAL—CAMBRIDGE, H.R.H. the Duke of—*continued.*

that they could put their finger upon almost every boy who had passed through the school, 8814⁷⁵: some of the governors have been educated there, and they take the greatest pride in saying so, 8814⁷⁷: any arrangement whereby some of the appointments should be made by the whole board and not by each governor, would lessen the private patronage of the governors and tend to diminish the income, 8814⁸⁰: the private patronage of the lord mayor and aldermen of the city of London is considerable, and not paid for, but the redistribution of it would require very serious consideration, 8814⁸³.

Papers put in by witness.—Memorandum by Mr. M. S. Dipnall, clerk of the hospital, on the scope, object, and results of the education therein given, with a notice of some of the distinguished scholars, page 835 (vol. ii.) List of the Grecians made by the Rev. Dr. Rice and the Rev. Dr. Jacob, from 1836 onwards, page 844. Tables showing the social position of the parents of the children admitted in 1862, 1863, and 1864, page 851.

CHRIST'S HOSPITAL. See also HARE, T. Esq

CREAK, A., Esq., M.A., M.C.P.:

Is master and proprietor of a private boarding school at Brighton, containing 56 boys, chiefly sons of the upper middle classes, paying fees from 70 to 120 guineas per annum, 10,762-73, 10,796-9: course of education, 10,764-5: schools at Brighton are almost exclusively private, 10,778-9: religious instruction, 10,781-5: pupils sometimes remain till 18, 10,800: a portion go to the public schools, others to the university, 10,776, 10,801: children in schools at Brighton come chiefly from other parts of the country, many of the sons of resident tradesmen being sent to schools at a distance, 10,842-9: no endowed school at Brighton, so that the population is compelled to rely upon its own resources, 10,853-7: educational state of boys on admission, 10,905: lectures on physical science at witness's school, 10,908-12.

Certification of Teachers.—A system analogous to that adopted in the medical profession might be tried, but its success is doubtful; if tried, the power should be vested in some independent body, not in the Government, nor should any one be disqualified for not possessing a certificate, 10,786-9.

Inspection.—In the case of private schools no system of inspection would be satisfactory, 10,790: but in the case of endowed schools the State has a right to see that the trusts are properly administered, 10,791-2.

Education of Middle Classes.—Susceptible of great improvement, 10,793: small tradesmen and thriving mechanics have some difficulty in providing education for their children, which might be remedied by establishing night schools or evening classes, 10,794-5: probable success of night schools, 10,811: not necessary to prepare boys at schools for their future professions, 10,829: no machinery in Brighton to meet the case of those who cannot afford to pay more than 1*l.* a quarter, except National and British schools, 10,858-60: standard of lower middle-class schools is improving, 10,886-9.

Education of Girls.—Generally very inferior; too much time spent on accomplishments, 10,803-4: number of girls' schools in Brighton, 10,805: charges range from 10*l.* to 200*l.* a year, 10,806-8: education by governesses extremely inferior, 10,818-9: education of lower middle-class girls particularly deficient, 10,867: girls should be admitted to University local examinations, 10,868.

Training of Teachers.—Teachers very defective in knowledge of their profession, 10,812: a system similar to the German instruction in Pädagogik needed, 10,813-7: would not rely on examination merely, but would encourage foundation of good training schools, which should grow up from the property of the country—not from Government interference, 10,883-5, 10,906-7: teachers should have other prospects held out than clerical promotion, so as to induce laymen to devote their best powers to education and remain in the profession, 10,825-7.

Subjects of Instruction.—Classics and mathematics best mental discipline; physical science might be introduced to a small extent, 10,828-9: for youths intended for businesses, Greek might be substituted by modern languages.

CREAK, A., Esq., M.A., M.C.P.—*continued.*

10,830-2: technical instruction of little value below the age of 16, 10,833: scientific instruction at witness's school amply sufficient for matriculation at London University, 10,841.

Proprietary Schools.—Children at those in Brighton are well taught, 10,850-2.

Endowments.—Application of small endowments to education would be very useful, 10,865-7.

Examinations.—Opinion on University local examinations, 10,869-71: by College of Preceptors, 10,872-7: various examinations have helped to improve middle-class education, 10,890: examinations should be in the hands of the Universities, 10,891-3.

Latin and Greek Grammars.—Uniformity in, would be very advantageous, 10,894-6.

Holidays.—Uniform system of, 10,897-902.

College of Preceptors.—Witness cannot say whether any other incorporation of schoolmasters needed, 10,903-4.

D.

DAMMANN, Dr. K.:

Is now teacher of German in King Edward's School, Birmingham, and has had experience of education in several other schools in England, and was a teacher of various subjects in Germany prior to coming to England, 17,687-95, 17,716-20.

Huddersfield College.—Is a very superior school, with upwards of 100 boys, 17,770-2.

Education of Middle Classes.—The present examinations are not sufficiently strict and searching; admission to schools and to any class of a school should be possible only after passing a satisfactory examination, each class having its own curriculum; this might be provided for by establishing well organized and carefully managed elementary schools, from the higher classes of which the pupils should be admitted to the lower classes of the upper schools, which might be effected without any Government interference, 17,696-704, 17,708-9: examinations to be held half-yearly, 17,704.

The continental system, modified to suit the views of the public, might be usefully introduced, 17,705-6: the system of examination exists in all German schools, 17,707: superintendence of German schools, 17,708: in Germany payment is required for instruction, except only in the case of poverty, and the same system should prevail in England, 17,791-6.

Subjects of Instruction.—Latin and Greek preponderate in English schools to the disadvantage of other subjects, 17,710-2, 17,714-5: knowledge of Latin most desirable, and classics should always form part of a liberal education, but in schools not purely classical subjects more immediately applicable to the purposes of practical life should have especial consideration, 17,713: natural science and history are neglected, and should be taught, 17,721-5, 17,727-30: text books on English history are very different from similar books in use on the continent, 17,726: natural science forms a subject of education in German schools, and is taught concurrently with classics, 17,731-3, 17,736-9.

Age at which science is taught in Germany depends on the character of the school, but it would be about 14, 17,734-5: the vernacular forms a principal subject of instruction in German schools, but in England the mother tongue is much neglected, 17,740-1: statement showing relative importance of subjects in a gymnasium at Berne, 17,741-3: results of teaching on this system, 17,744-5: organization and instruction in the Real Schulen and the Gymnasia, 17,746-61.

DAMMANN, Dr. K.—*continued.*

Age at which classics should be begun is a disputable matter; German students intending to become philologists commence classics quite as early as they are taught in English schools, 17,762-3: study of language should begin with the mother tongue; English is as good ground to build on as any other, 17,764-9: the order of the subjects must be left to the discretion of the director, the simplest and easiest being taken first, 17,773-5.

Teachers.—With the exception of the masters of the higher classes of schools and of the head masters, the social position of teachers is not so good in England as in Germany, 17,776: position of a schoolmaster should be one of considerable social respect, 17,780: social position depends in great measure on the way in which masters are salaried, 17,781: in Germany every teacher must have a legal qualification; this gives him a respectable position, 17,782-3: a teacher cannot hold the mastership of certain schools unless he holds a state certificate of scholastic attainments and capacity in teaching, 17,784-6: when a schoolmaster has reached a certain stage of scholarship, he serves, as it were, an apprenticeship in the art of teaching, so that every head master must possess long experience in tuition, 17,788-90.

DASENT, G. W., Esq., D.C.L., Examiner for the Council of Military Education and for the India Civil Service :

State of Knowledge of English History, Language, and Literature as shown by above Examinations.—These subjects are now studied in English schools, 13,940-3: English language as a means of mental improvement; manuals are defective, but gradually improving, 13,944-5: English subjects very much attended to now, 13,946-8, 13,959, 13,995: schools whence candidates come for examination, 13,949-50: boys should come direct from school, not pass through training schools, 13,950-1: error of parents in making sons take a career for which they are naturally unfit, 13,952.

As compared with classics, sufficient attention is not paid to English subjects, 13,953-4: English grammar should be taught separately from Latin; no classical language can be properly taught without a knowledge of English, 13,955: acquaintance of scholars with English on leaving public schools and universities, 13,956: class from which boys come for examination, 13,960, 13,964-5: state of education of candidates, 13,961-3: their age, 13,966-7: importance of good training in English, and extent to which such education should be carried in case of boys leaving school at 16, 13,967-71: kind of examination for these boys, 13,972-4: examiners in English not likely to be deceived by cramming, 13,794-7: evil results to pupils of cramming, 13,977-8: tendency to superficial acquirement of English subjects, 13,985-6.

Questions on language and literature in 1865 were very fairly answered, 13,987: deficiencies in spelling; bad spelling rapidly going out, 13,988-90: defects in spelling attributable to a want of reading and want of eye, 13,991: dictation, 13,992-4: political economy not to be taught in infant schools, 13,980: English language and grammar should be taught at schools, 13,996: course of teaching in schools, 13,997-14,003: prevailing faults of English writers, 14,004: comparison of English and French writers as to clearness of expression, 14,005: vernacular taught in all continental states, 14,006: best mode of teaching English literature, 14,007-9: relative amount of time to be devoted to classics and to English in case of boys not going to Universities, 14,010-1: education of boys who leave school at 16, 14,012-7: of children of lower middle class, 14,018-22, 14,039: teaching outlines of English history with special attention to some specific period objectionable, 14,023-32.

Study of Latin and English as means of mental discipline, 14,034-6: English well taught in training schools of National and British societies, 14,038: improvement both in amount of knowledge and methods of teaching required, 14,040-2: Latin in middle-class schools must be taught accurately, 14,052-5.

DASENT, G. W., Esq., D.C.L.—*continued.*

Competitive Examinations.—Woolwich examination is too long; in the Civil Service candidates practically succeed with four subjects, 13,979, 14,043-5: rule of Civil Service examinations fixing minimum of marks at 125 a good one, 13,982: divisions of English examination and maximum number of marks, 13,983-4: one of the great objects of examinations is to elicit mental power, 14,046-8: limiting number of subjects, 14,049-50: difficulty of proportioning number of marks to various subjects, 14,051.

DAVIES, Miss E.:

Education of Girls.—Was secretary to a committee which applied to University of Cambridge for extension of local examination to girls, which has been granted, 11,204-9: an experimental examination has been held, which gave great pleasure to the girls and also had a good effect on the schoolmistresses, 11,210-3: judging from statements of schoolmistresses, education of middle-class girls is very bad, 11,215-21: great want of schools, and superficial nature of the instruction given, especially in schools to which children of small tradesmen go, 11,221-8.

Day schools much better for girls than boarding schools, when the home is what it ought to be, 11,229-33, 11,375-8: no danger from competition in girls' schools, 11,255: good schools for girls might be established by aid of small endowments, 11,260: fees for good day and boarding schools, 11,351-60: governesses, 11,361-72: objection to mixing classes, 11,391-4: improvement of female education, 11,395-412: importance of instruction in needlework is decreasing, 11,428-9.

Endowments.—Proportion of educational endowments should be devoted to exhibitions and scholarships for girls and to erection of school buildings, 11,234-9, 11,243, 11,379-83, 11,413-8: there should be endowed schools for girls as well as boys, 11,248-9: ladies should be on the governing boards, 11,430-1: existing endowments originally intended for both sexes, 11,267-8.

Proprietary Schools.—Great difficulty in establishing, for girls, 11,256-9.

Examinations.—Much wanted for schoolmistresses, 11,244-5: describes steps taken to induce the Universities of Oxford and Cambridge to extend their local examinations to girls, the objections which had to be overcome, and the success attending the efforts made, 11,300-39: number and kind of schools (with the terms for tuition) from which candidates came, 11,322-7, 11,348-9: an examination after the age of 18 required, the examiners having power to grant certificates of power to teach in case of females who intend to become mistresses, 11,340-46: London University the best body for conducting the examinations, 11,347: subjects of examination for ladies, 11,419-22: opening examinations of London University would stimulate female education, 11,287-9.

Training and Certification of Mistresses.—Mistresses require better training, 11,240-1: they should not receive their whole training in a special institution, but at the end of a good general education they should have six months' training, 11,269-71: Home and Colonial School Society's system, 11,272-80: importance of certification, 11,281: London University preferable to Government Board for granting certificates, 11,282-6; certification better than a system of registration, 11,246-7.

Inspection.—Would be very useful; kind of inspection needed, 11,250-1, 11,254: private schools would be glad to have it, but in their case it should be voluntary, 11,252-3.

DAVIES, E., Esq., M.A., LL.D.:

Private School, Swansea.—School originated in the failure of British and Foreign School Society's Training College for South Wales; it is entirely a private school of a somewhat peculiar character, 12,463-4, 12,468: there are about 100 pupils (of whom 35 are boarders, and between 60 and 70 day scholars), whose ages vary from 12 to 30, 12,645-7, 12,511-5: charge for boarders, including all extras, 32l. a year, for day scholars six guineas, 12,469.

Pupils are children of sub-agents of works and tenant farmers, &c., 12,470: teaching is entirely conducted in English, nor is any difficulty ex-

DAVIES, E., Esq., M.A., LL.D.—*continued.*

perienched through this, although the boys come very badly prepared, 12,477-80 : great attention is paid to physical science and applied mathematics, 12,481, 12,485-7 : Latin and Greek, 12,482.

No system of bifurcation adopted ; special technical training not advisable from difficulty of classifying boys, 12,483-4, 12,535-7 : religious profession of parents, 12,504 : nature of religious instruction given, 12,505-6 : holidays, 12,507-10 : subjects of instruction, 12,516-23 ; mathematics the best training for the mental faculties, 12,524.

Education of Middle Classes.—Boarding schools preferable to day schools, 12,538-9 : middle class have fewer suitable schools available than lower class, 12,571-3 : remedy suggested, 12,574 : religious difficulties and their removal, 12,577-81.

Endowed Schools.—Their faults, 12,489-90 : remedy proposed, 12,491 : fees for paying scholars should never be less than those of private schools, 12,494 : give too many holidays, 12,509.

Endowments.—Plan for appropriating small endowments by converting them into an exhibition fund for scholars passing an examination, 12,492-4, 12,528-31, 12,540-5 : endowments might be blended with the proprietary principle, as few private schoolmasters can find the capital to provide buildings, but master should have entire control of the conduct and discipline of the school, 12,495, 12,547-50.

The only efficient control that could be applied to endowments is payment by results, 12,499 : recommendation of Public Schools Commissioners that foundation scholars should pay same fee as other scholars would be advantageous, 12,533 : foundation scholars are badly selected, 12,534 : no faults in administration of endowments, 12,546.

Inspection.—Difficulties of inspection, 12,501 : Universities of Oxford and Cambridge should appoint inspectors, 12,502.

Certification of Teachers.—Witness has no great faith in it, 12,525-7.

Examinations.—Suggestions for improvement of University local examinations, 12,551 : should be confined to the two older Universities, 12,552 : no faith in Government examinations, 12,553.

Education of Girls.—Very bad in most subjects, 12,554-7 : many of the large endowments should be applied to improvement of girls' schools as well as to boys', 12,559-61 : farmers' daughters in South Wales are generally sent to the popular schools, where the education, so far as it goes, is very good ; they supply the essentials of education for the girls of this class, 12,562-70 : in whom management of female schools should be placed, 12,576.

DAYMOND, Rev. A., Master of Framlingham School :

Was assistant master at Eton, also normal master and *ex-officio* head master of St. Mark's, Chelsea, and has been master of Framlingham school from the commencement, 14,485, 14,493-5.

Framlingham Middle-class School.—There are 311 scholars (all of them boarders except two), about five-sixths of whom are farmers' sons, 14,487-90, 14,555 : Pembroke College, Cambridge, gave the land, and has the right of sending six boys from certain parishes, either as day scholars or boarders, the former free, the latter at a payment of 17*l.* a year, all other boarders paying 25*l.*, 14,488-92.

Course of study and kind of education, 14,496-7 : boys are not allowed to remain after 18 nor admitted after 16, 14,493-9 : educational condition of boys on admission, 14,500-1, 14,503-10, 14,564 : course of education comprises religious instruction in accordance with the doctrines of the Church of England (exemption being allowed to sons of dissenters), reading, writing, spelling, and arithmetic, English grammar and composition, geography and history, elements of Latin, also French and German, and some little of natural science, 14,511-20, 14,538-45, 14,661-2 : school hours and time devoted to various subjects each week, 14,521-37, 14,565, 14,587 : instruction in French and German as mental discipline, 14,546-51.

DAYMOND, Rev. A.—*continued.*

Corporal punishment is abandoned, impositions, &c. being used instead, 14,552-3 : staff of teachers, 14,554 : dormitories, 14,556-9 : maintenance of discipline, 14,560-3 : method of teaching various subjects and books used, 14,565-76, 14,593-603 : power of teaching is the chief qualification sought in selecting masters, 14,604 : teaching is very efficient, 14,605-8 : social science has not been taught, as it requires a very efficient master ; Mr. Ellis's books on the subject are very good and are proposed to be introduced, 14,609-10 : sanitary condition of school, the dietary, accommodation for play, &c., sick wards, 14,611-27 ; cost of education, board, &c., 14,628-33 : salaries of masters, 14,634-6 : number of masters, 14,637-8.

Education of Middle Classes.—Parents generally of opinion that a general education is best in school, leaving practical experience to teach them business, 14,577-86 : teaching of language and mathematics, 14,588-9 : importance of teaching Latin, 14,592 : supply of masters, 14,663-4 : middle classes have great repugnance to corporal punishment, 14,676-7 : want of thoroughness in middle-class education, 14,678 : no difficulty arises from combining boys of various social positions ; there might be some objection on part of farmers, but this would disappear as the parents became interested in education, 14,679-80, 14,686-91 : advantages of boarding schools, 14,681-3 : probable success of engrafting middle-class schools on present National schools, 14,684-5.

Certification, Registration, and Training of Teachers.—Certificates after examinations would be very advantageous, the examination being made, say by the Universities, 14,639-45 : certification and registration should be permissive, 14,646 : list of registered teachers should be published, 14,658-9 : training of masters for middle-class schools, 14,665-75.

University Local Examinations.—Proposal to make Framlingham a centre is under consideration, 14,653-4.

Inspection and Examination of unendowed schools should be permissive and by some independent authority, 14,647-52.

E.

EDMUNDS, Mr. E. :

Is a tradesman at Rugby, 13,712-4 : has a son on the foundation at Rugby school, where he receives a good education, 13,715-21.

Education of Middle Classes.—Apprenticeship for seven years has the effect of shortening school stay, 13,718, 13,825-7 : amount which better class of tradesmen could afford to pay for educating their children, 13,723 : boarding schools preferable to day schools, 13,724-7, 13,740 : no special education should be given to sons of tradesmen, as up to 16 the education required would be the same for all boys, 13,728-30 : advantage of teaching Latin, 13,731-5 : general objection of parents to Latin is dying away, 13,736-9.

Great want of schools for farming class ; there are some private schools, but they are very inefficient ; the school at Hurstpierpoint and another in Surrey examples of what is required, 13,741-4, 13,754-5 : there is no prospect of extension of this system of schools unless buildings are given free joined to a subscription, not the proprietary system, so that schools should be self-supporting, 13,745-8, 13,803 : means of raising subscriptions, 13,774-5 : proposed application of endowments for improving means of education, 13,751-2, 13,785-8, 13,816-8 : sites of endowed schools in towns should be sold, and schools moved to suburbs, 13,749-50 : supposing schools removed from town to country, the residents of the town should pay rather lower fees than those near the school, 13,753.

Supply of good private schools for middle classes insufficient, and there is great want of system in teaching, and want of training in the teachers, 13,756-61 : length of school stay in case of sons of farmers and of various tradesmen, 13,762-7 : advantages of Rugby school and age at which boys go

EDMUNDS, Mr. E.—*continued.*

there, 13,768-71 : course of education at grammar schools should be so arranged as to enable boys to begin earlier and end earlier than at Rugby, 13,772-3 : proposed schools would not compete injuriously with private schools, 13,778, 13,812-4.

Objections to raising funds by parliamentary authority, 13,779-85 : advantages and disadvantages of allowing masters to take boarders, 13,789-92 : in schools suggested master would have boarders for his own profit, the charges would be placed in a common fund, and the masters be paid by salary or capitation fee, 13,792-4 : constitution of trusts for these schools, 13,795-802 : charges for boarders ; some subjects to be charged as extras, 13,803-8 : endowed school would beat any private education that can be started, 13,809-10.

Provision to be made for education of upper artisans, which would meet the withdrawal at 14 for apprenticeship ; probable amount artisans would be able to pay, 13,829-38, 13,851 : probable amount upper class of tradesmen would pay, 13,839-42, 13,848-9 : gratuitous education should be abolished, 13,843 : opposition might be met by giving preference to places where endowments are now provided, 13,844 : endowments should not be applied to foundation of scholarships, 13,850 : part of income might be used to assist boys rising to a higher school, 13,852 : endowment of scholarships out of corporation funds, 13,853.

Education of Girls.—As much difficulty in getting good schools for middle-class girls as for boys, 13,819-21 : boarding schools preferable to day schools, 13,822 : present state of, very imperfect, 13,823 : education for girls nearly as important as for boys, 13,824.

ELLIS, W., Esq. :

Birkbeck Schools.—There are four of these schools (all day schools) in the neighbourhood of London, the buildings of which have been erected at the expense of witness, for the purpose of meeting the wants of the labouring class and mechanics, and including children of the upper stratum of working class ; the schools are self-supporting, and the objects of their establishment have met with success ; they are all on the monitorial system ; in the Peckham school, however, (which is the largest, containing between 700 and 800 boys, girls, and infants) there are several under masters, but the details of reading, writing, and arithmetic are conducted by monitors ; the education given includes reading, writing, and arithmetic, elementary physiology, chemistry, and social science, experimental philosophy, and French ; some boys stay till 16, but the average would be about 13 ; the children of different sexes are taught in separate schools, the girls receiving similar instruction to the boys in physical and social science, 13,854-70, 13,875, 13,880, 13,892-4 : method of instruction in physical science, 13,891.

With regard to religious instruction, " the children are taught to discover " and to understand for themselves, and it is hoped that the training is such " that they will be induced to act upon their convictions," 13,871-3 : teachers for Birkbeck schools were prepared by witness, as none of the ordinary teachers were able to give the instruction desired, 13,876 : attractiveness of the plan of instruction, 13,885-7 : discipline, 13,918-9.

Education of Middle Classes.—Importance of teaching social science to middle classes, 13,874, 13,896, 13,908 : it is now taught in Jews' Free School and in University College School, 13,876-7 : training of masters for schools, 13,878, 13,882-4, 13,888 : boys' ignorance of economic science as shown by examinations of College of Preceptors, 13,889 : social and experimental science should form part of instruction in proposed middle-class schools for the city, 13,895-6, 13,923-6 : it is entirely omitted in present schools, 13,928 : in improving teaching of middle classes attention should be mainly directed to social economics, 13,897-9, 13,902 : every child requires same instruction and discipline up to a certain age, 13,903.

Education as given at the Birkbeck schools the best preparation for higher instruction ; there is no reason why instruction in language and in science should not go together, 13,904-7 : injurious effect of neglecting rules and

ELLIS, W., Esq.—*continued.*

principles of social life and social science in schools generally, 13,909 : instruction in a good system of morals (including political economy) should be given in all schools and institutions where the young are trained, 13,910-6, 13,921-2 : formation of religious and moral character, 13,917-20 ; general instruction in middle-class schools of the city is good of its kind, 13,927-30.

ELY, Very Rev. the Dean of :

Ely Cathedral Grammar School is part of the general cathedral foundation, without any separate estates or income ; rules for its government are laid down by the statutes, but these have become antiquated ; the dean and chapter, however, have modified the rules so as to adapt them to the present wants of the school, 17,115-7 : school meets the wants of the place, 17,116, 17,129-30 : statutable salaries for the masters are 18*l.* and 10*l.* a year, but they now receive 150*l.* and 100*l.*, the head master in addition being allowed to take boarders, and the boys' fees of 12*l.* a year are paid to the masters, 17,118-21, 17,163-9 : there are about 40 boys in the school, 24 of whom are on the foundation, and receive a small statutable payment, and 12 are boarders, 17,122-8, 17,159-62 : the school not restricted to inhabitants of the place, 17,122, 17,194-5.

Boys are sons of tradesmen principally, and some of farmers, 17,131-2 : a good commercial education is given, based to a certain extent on Latin as the best way of teaching English ; French is taught, and to some of the boys Greek, &c., 17,133, 17,136, 17,144, 17,147-9, 17,182-5 : the school should be kept as much as possible for the middle classes, as such was the intention, and this would be most useful, 17,134-8 : the school is examined once a year by a gentleman appointed by the dean and chapter, 17,136 : instruction in singing, 17,139 : appointment of foundation boys, 17,140.

The school is under peculiar conditions from local circumstances, but it is efficient, and might form a nucleus for schools for the middle classes on a larger scale, 17,141-2 : head master is a clergyman, but is not required to be so by the statutes ; the second master is a layman, 17,145-6 : age of boys on admission and on leaving, 17,150-1 : population of Ely could not maintain an efficient classical school without assistance, 17,152-7 : but this would not probably apply in case of larger places, 17,158 : the school buildings, boarders' house, and playground are provided and kept in repair by the dean and chapter, 17,170-1 : the responsibilities of the dean and chapter in relation to the school are liberally and fairly discharged, 17,172 : the capitular property being under the entire control of the chapter, all monies paid for the school beyond the statutable amount are taken from the divisible income, 17,173-5.

There is now a lower school for the choristers, who pay 6*d.* per week, and to whom the preference is given in election to the grammar school when their voices render them unfit for the choir, and who receive a sum of 20*l.* on leaving, 17,139, 17,186-8 : course of instruction in lower school, 17,189 : private schools between the Cathedral school and British and National schools, 17,190-3 : the boys are obliged to attend the cathedral services, but this has never been objected to on the part of the parents, 17,196-8.

Cathedral Schools.—Where deans and chapters have a fixed income, the claims of cathedral schools would be fairly represented to those who had drawn off the estates for other purposes, and in any pecuniary arrangements which may be made with deans and chapters means should be provided for the maintenance of the schools, 17,176-81.

National Schools in Ely are efficiently conducted, 17,199 : class of scholars, 17,200-1.

Inspection.—Endowed schools should be compulsorily inspected by examiners appointed by the universities, 17,203-4.

Education of Middle Classes.—Standard requires raising, as from the improvement in the poor schools the lower classes are becoming better educated than those above them, 17,207-9 : supply of schoolmasters inadequate, 17,211 : practically the religious difficulty is not very great ; some kind of clause might be drawn up which would meet with general approbation, 17,212 ; plan proposed, 17,213 : advantages of boarding schools, 17,214-5 : language should be the backbone of a school, and mathematics an addition, 17,216-20.

EVANS, Rev. C., M.A., Head Master of King Edward the Sixth's College at Birmingham :

King Edward the Sixth's College is composed of a central school of 500 boys, called the grammar school, and eight branch or elementary schools, in which 1,100 children are educated, making 1,600 altogether, 5631 : the object of the college is to educate the children of Birmingham of all classes ; the education is entirely gratuitous, 5632-40 : the present value of the endowment is 11,000*l.* a year, and within a few years may be 20,000*l.* a year, 5645-7 : all the children are admitted by the nomination of a governor, 5638 : all denominations are admitted without distinction, 5651 : witness thinks the religious knowledge in the school is far above the average, 5653 : the minimum age at which boys are admitted is eight, 5655.

Jealousy of the present mode of appointment of governors, 5656-8 : the system of admission by nomination and that of gratuitous education have been most injurious to the cause of education in the town, 5660-61 : measures taken for partially meeting these evils, 5664-70 : considerations that determine parents in choosing between the classical school and the commercial school, 5673-4 : a payment for admission would be good, as enabling the education to be extended further, and also as being on the whole a good thing for parents, 5678 : election of governors, and relationship of the masters to the governing power, 5681-714 : the children belong to almost all grades, but the existence of these different social elements has not led to any practical difficulty in working the school, 5727-30.

Very few boys come well taught in reading, writing, and arithmetic, 5732 : regulations for religious instruction, 5734-47 : witness would admit boys to the freedom of the school only by competition, 5748 : the question of making masters subject to dismissal in the judgment of the governing body, 5755-62 : 22 assistant masters are connected with this school ; the average number of boys in a class is 17 ; salaries of the masters, 5763-76, 5858-60 : the sum paid for teaching is at the rate of nearly 12*l.* a head in the grammar school ; in the elementary schools the sum paid is 2*l.* a head, 5781 : subjects of instruction in the elementary schools ; in one of the schools Latin has been introduced with beneficial results, 5786-7 : the boys like it exceedingly, 5790.

Girls are admitted to the elementary schools, but not to the central school, 5798-9 : the education given in the girls' schools is exceedingly good ; they learn French, drawing, geography, and arithmetic, 5801-2 : the system of instruction in the central school is similar to that in the elementary schools, but adapted for rather a wider range of society, 5814-19 : distinction between the studies in the classical and English branches, 5824 : the discipline which the learning of Greek involves is of greater value to a boy than the acquisition of certain popular facts, 5835 : there are 10 foundation exhibitions of 50*l.* a year for either university ; the present system, which limits them to classics, is injurious to the school, 5836-42 : particulars of some other exhibitions belonging to the school, 5848-9.

Suggested changes in the character of the school for preventing neglect of the higher range of education, 5850-57 : about 12 boys a year are passed from one school to the other to meet cases of special aptitude, 5875-80 : danger of widening the *curriculum* ; one subject in natural science should always be kept going in the school, 5881-4 : for schools in country towns, if you can ensure good reading, writing, and arithmetic, with the elements of English history and geography, the best staple of education you can give is the classics, 5887 : up to the age of 16 witness would regard the substitution of science for classics rather as subordinate and ancillary to classical studies than as a substitute for them, 5890 : every boy is examined twice a year, 5894-5 : taking the average attainments of boys they might very well begin the study of physical science at 13, 5899 : boys attach quite as much importance to the study of physical science as they do to any other branch of study ; parents do not see the pecuniary value of it, 5905 : science scholarships tenable at schools would tend to correct this bias on the part of parents, 5906.

University Local Examinations.—The practice of sending boys from King Edward's School at Birmingham was found to work badly, 5866-70.

EVANS, Rev. C., M.A.—*continued.*

Education of Girls.—It would be very desirable to include girls' schools in any scheme for making the grammar schools of England more useful, 5922.

Endowed Schools.—Proposed scheme for the smaller endowed grammar schools, 5925–37.

F.

FEARON, J. P., Esq., Solicitor to the Attorney-General in Crown Charity Suits :

Court of Chancery and Charity Commissioners.—Present system is as efficient as the Law will allow it to be, 13,267 : great want of uniformity in decisions affecting internal management, in consequence of the concurrent jurisdiction of the several courts of equity, 13,268–70 : a tribunal such as the Charity Commission, with enlarged powers, authorized by Parliament to overrule existing decisions which stand in the way of improvement, is wanted, with liberty to apply to the courts in contentious cases, with the approbation of the Attorney-General, 13,271–8, 13,289–90, 13,313–4, 13,400–7, 13,410–1 : cases which obstruct desired improvement, 13,279–81 : provisions of Act of 3 & 4 Vict., authorizing courts to vary instruction in grammar schools, 13,281 : restrictions should be removed, the courts being allowed entire discretion, and sect. 3 repealed, 13,282–6, 13,397–400 : new tribunal should have power of requiring attendance of counsel, 13,287.

Approval of Charity Commission being required before applying to the court acts as a check upon improper litigation, 13,291–2 : course of proceeding of Attorney-General in cases where he acts *ex officio*, 13,293–300 : proceedings in relators' suits, 13,301–8 : effect of doctrine of *cy pres* and its influence on the courts, 13,308–12 : 13,315–6 : should be abolished after a certain time, 13,417 : cases where original objects have become obsolete, 13,316–23 : cases where objects of donors have been reversed, 13,326–7 : practice of courts under Grammar Schools Act, 13,328–35 : masters' income should depend, to a great extent, on capitation fees, 13,336, 13,388–93 : boarders, 13,337–52 : powers to be given to proposed tribunal for appropriation of non-educational charities to educational purposes, 13,353–9.

Trustees ; benefit of charities greatly depends on their qualification ; provisions in schemes for removing those who do not attend to their duty, &c., should be regulated by Act of Parliament, 13,362–8. Incorporation of trustees mischievous and inexpedient, 13,366, 13,369–76 : great advantage would ensue from appointing an official trustee on every educational board, 13,377–83 : power to remove masters should be vested in trustees and in the Commissioners, 13,384–7 : pensions to masters, 13,394–6 : inspection by charity inspectors would be beneficial, 13,412 : inspectors should be appointed by the Commissioners, not by the Treasury, 13,413–6 : application of undefined endowments to girls' schools, 13,418–22.

FORD, JOHN, Member of the Society of Friends :

Has been superintendent of the Friends' school, for boys, at York, for 37 years, 11,796–7 : enumerates endowed schools connected with the society, 11,799–800, 11,814 : nature of endowments, and how applied, 11,801–2, 11,830 : religious instruction in Friends' schools, 11,815–7 : nature of education varies in the several schools, 11,818 : a girls' department is attached to each school, 11,827 : good education as important for girls as for boys, and Friends seem anxious to send their daughters, 11,828–9 : Society's school system meets the wants of middle class of Friends, 11,880–1 : the wealthier members send their children to Tottenham, where the cost is 100 guineas a year, 11,896.

Ackworth School.—Established, in 1779, to give a good English education to children of parents not in affluent circumstances, 11,822 : is under control of yearly meeting of Friends in London ; at meeting of school in July a committee of 28 elected, seven retiring annually ; a sub-committee meets monthly, to whom the control of the school is intrusted, 11,803 : teaching and discipline left to the master, who presents to the sub-committee a

FORD, John—*continued.*

curriculum, 11,804 : cost per annum about 26*l.* per head, including repairs to buildings, 11,805-7 : annual subscriptions, 11,808 : number of scholars, 170 boys, 120 girls, 11,809-10 : mode of admission and rate of payment, 11,811-3, 11,893-5 : social position of parents, 11,833-6 : has a good playground, 11,843.

York School.—Boys here are prepared for college; they stay till 17, 11,818-21 : nature of instruction, 11,823-6, 11,917-9 : method of imparting scientific instruction and subjects taught, 11,837-42, 11,898-913 : Latin is taught to nearly all, and parents generally consider it a good thing that it should be taught, 11,876-9 : places for and kinds of recreation, 11,843-5, 11,925-6 : charges for education, &c., from 40*l.* to 60*l.* a year, 11,850-2 : no prizes are given, the only stimulus to the boys being the daily registration of the lessons, 11,857-60 : technical instruction not attempted; lectures on various scientific and mechanical subjects form part of the general system of the school, 11,865-70 : female education at York, 11,882-92 : some boys matriculate at University of London, 11,914-6; holidays and hours of study, 11,920-4.

Flounders' Institute.—For training as teachers 12 young men free of cost, 11,871-3.

Inspection.—Occasional inspection desirable, 11,853-6.

Instruction.—Value of scientific instruction, 11,874-5.

FORTESCUE, Right Hon. Earl :

Education of Middle Classes.—Has devoted much time and attention to this class of education, and taken an active part in promoting a school in Devonshire, 11,927-9 : in attempting to provide means for instruction, the county should be taken as the basis of operations, making exceptions in the cases of very large towns, 11,930-1 : utilizing existing endowments would not supersede the desirability of establishing schools similar to the Devon County School at West Buckland, 11,932-4 : constitution of county boards for management of proposed schools, 11,945-6, 11,985 : appointment and dismissal of head masters should rest in a small and highly responsible permanent body of county trustees, the master being responsible only to the central board, 11,956, 11,980-4 : county trustees should prepare schemes for dealing with endowments, which, when approved by the county board, should be submitted to a minister of education, so as to secure uniformity of administration, 11,957 : local educational boards objectionable, 11,978-9 : boarding schools preferable to day schools for sons of farmers, some of whom send their children to West Buckland at a cost of 25*l.* a year, 11,947-50 : this sum would probably exclude a number of children of tenant farmers, but this difficulty would diminish, 11,951-3 : education should not be free, 11,997-8.

Endowments.—Existing educational endowments should be concentrated for the purpose of establishing a few good schools, reserving some privilege to inhabitants of the places from which the funds may be diverted, the schools being placed under some local authority, 11,936-9 : it would be difficult to blend endowments with proprietary schools, unless the endowments were formed into exhibitions or scholarships or expended on the buildings, 11,940-4.

Endowments for University exhibitions in connexion with small grammar schools might be concentrated in superior class of schools, certain leading principles being laid down by Parliament, leaving great latitude to county boards in preparing the schemes, 11,958-9 : the general feeling of the counties would enable Parliament to pass such a measure, 11,960 : endowments in many cases might be capitalized for providing better sites and buildings, 11,961.

Examinations.—Advantages of, in awakening public opinion to the importance of improved education, 11,964 : confederation of county colleges for the purpose of examinations, 11,966 : university local examinations do a great deal of good, but they give the universities an amount of control over the education of the middle classes which the middle classes would

FORTESCUE, Right Hon. Earl—*continued.*

exercise more advantageously themselves, 11,999-12,001: (See also vol. ii., page 306.)

Subjects of Instruction.—Study of some other language besides English needed, 11,968: French the most useful, 11,969, 11,971: elements of Euclid and mathematics as a means of mental training, 11,970-2: by judicious management many subjects having a bearing on the future career of the children might be taught, 11,973-4: instruction in political economy or social science not only of political utility, but useful as a means of mental and moral discipline, 11,995-6.

Training of Masters.—Existing training colleges might be converted into county colleges for producing masters for schools of the middle and poorer classes, 11,975-7.

Education of Girls.—Greatly needs improvement, 12,002: some of the endowments applied exclusively to boys, and also some useless non-educational endowments, should be diverted to improvement of female education, 12,003: if there were good schools parents would gladly avail themselves of them, their daughters now receiving their education at National schools and cheap boarding schools, 12,004-5.

FOSTER, P. Le N., Esq., M.A., Secretary to the Society of Arts:

Society of Arts Examinations.—These examinations were established in 1856, "for the benefit of the members and students of institutions in union with the Society of Arts," 1200-2: the candidates belong for the most part to the upper section of the working class, 1203-6, 1224-9: candidates from institutions not in union are admitted on payment of certain fees, 1207: the minimum of age is fixed at 16; the average age is about 20 or 21, 1208-9: certificates and prizes are given, and the standard is a fixed one, 1210-12: before they are allowed to compete all candidates must be certified by the local boards of the various institutions in arithmetic, writing, and general grammar, 1214, 1253, 1257: proportion of failure and success, 1215-16.

The examinations are confined to giving special certificates upon special subjects; arithmetic is by far the most popular, 1217-19: the greater part of the candidates have worked themselves up after they have left school, 1221-2: subjects generally taken up, 1236-7: the system has no direct influence on schools; it has its effect on the teaching in the classes at the various institutions, 1239: the regulations do not admit of candidates taking up more than four subjects, 1244: a few women present themselves, 1246, 1274-6: objects of candidates in seeking to pass the examination, and practical value of the certificates, 1247-51, 1277-8: there are about 90 centres of examination, 1252: in 1864, of 1,066 candidates examined, 928 passed, 1255: particulars of examination in chemistry, 1265-8: number of papers worked in each subject in four years, 1271.

FUSSELL, Rev. J. G. C., M.A., and KYBERD, Miss S., Mistress of the Chantry School, near Frome:

Chantry School was established about nine years ago, and consists of a boarding school with 24 boarders, a National school with about 36 scholars, and an industrial school training 14 girls for service, 15,856-72: original intention of founders and present practice as to admission, 15,883-94: social rank of pupils, 15,873, 15,881-2: fees for boarders and average amount of school bills, 15,874, 15,880, 15,920-6: the establishment is self-supporting, omitting the National and industrial schools, the expenses of which are chiefly defrayed by two of the founders, 15,875-7, 15,927-30.

Boarding schools preferable for class of girls educated in this school, 15,878-9: mode of teaching and subjects of instruction, 15,895, 15,899-901, 15,911-6: age on admission and state of preparation, 15,896-8: Latin is not a compulsory subject, 15,903-4: utility of Latin to girls, 15,906: German a good substitute for all other languages girls usually learn, 15,907-10: discipline, 15,917-8: number of teachers, 15,919.

Description of the industrial school; instruction, age on leaving, fees, number of scholars, 15,931-53: from the boarding schools 23 pupils have gone out as governesses and teachers, and three have passed the Cambridge

FUSSELL, Rev. J. G. C., M.A., and KYBERD, Miss S.—*continued.*

examinations, 15,954-60 : training of governesses in the school, 15,961-4 : age on admission, 15,966 : teaching of Latin, 15,967-70 : pupils play at cricket, 15,971-2 : difficulty in finding good teachers, 15,973-5 : prizes given, 15,994-6 : emulation is not injurious to girls, 15,997-8.

Certification of Teachers.—Examination for certificates necessary, 15,976-8 : training schools not necessary ; there should be good schools regularly inspected, in which students might practise teaching as part of their training, 15,979-80 : examiners for granting certificates to middle-class teachers, 15,989-93.

Endowments.—Girls should participate in endowments, 15,982-5 : inspection of girls' endowed schools, 15,986-8.

G.

GARLE, J., Esq., Member and Examiner of the Pharmaceutical Society :

Pharmaceutical Society's Examinations.—The society was incorporated in 1843 and founded in 1841, and examines persons who wish to receive the title of pharmaceutical chemist ; the candidate may be a boy of 15 or 16, or of any age, 2483, 2487-8 : there is a preliminary examination in Latin, English, composition, and arithmetic, and afterwards minor and major examinations in professional subjects, 2490-92, 2503-9 : the candidates come from all parts of the kingdom, but they number less than 100 a year, 2496-9 : their educational preparation is not so perfect as is desirable ; the arithmetic is, perhaps, the strongest portion of it, 2513-14 : the members of the profession value the examination highly, 2531 : instance in which an imperfect knowledge of Latin might lead to a dangerous reading of a prescription, 2535 : supposed safeguard from error through writing prescriptions in Latin, 2544-5.

GARNETT-BOTFIELD, Rev. W. B., late Visitor of Alderseý Grammar School Bunbury :

Alderseý Grammar School is an endowed free grammar school founded in the reign of Queen Elizabeth under a special Act of Parliament, the preacher of Bunbury being visitor, 14,376, 14,378, 14,380, 14,410-2 : some few years ago the school was a nonentity ; there was no education, although there was a revenue of 50*l.* a year, 14,378, 14,381-2 : school is situated in an agricultural parish having a population of 4,000 or 5,000 people, 14,379 : 11 or 12 years ago witness, as visitor, reported to the Haberdashers' Company on the condition of the school, and after meeting the farmers he drew up a scheme for working the school on the National plan, and charging capitation fees according to the social position of the scholars ; by this means the school has become a very good one, containing now about 120 boys, one-third of whom are the sons of the higher middle class, all taught together by an excellent master from Battersea, some of the boys coming from a distance of three miles, 14,377, 14,383-94, 14,401, 14,414-9, 14,464, 14,466-9, 14,474, 14,482-4.

A little Latin is taught, but it is entirely optional on the part of the parents, 14,389, 14,395-400 : the master is allowed to take boarders, 14,402-3, 14,413 : the school buildings are quite inadequate, but the master has a good house, 14,403-6 : the tendency of teaching boys of different classes of life together is to improve the school ; the school takes its tone from the higher classes, and this shows the practicability of carrying out a similar plan elsewhere, 14,407-9, 14,479-81 : school fee covers whole cost of education except drawing, 14,420-2 : the endowment amounts at present to about 50*l.* a year, the lessee of the tithes being bound to keep the school buildings in repair, but not to erect new ones, 14,423-6.

Length of school stay, 14,427-32 : school establishment, 14,433 : Government grant in respect of labourers' children, 14,434 : Haberdashers' Company do not interfere in management of school, 14,435-6 : the studies were laid

GARNETT-BOTFIELD, Rev. W. B.—*continued.*

down by the statute of Elizabeth, but several new subjects have been added, 14,437-52: religious instruction, 14,453-63, 14,465: a school for girls might be carried out exactly on the same principles, 14,470-3: sciences taught, 14,475-7: statutes contemplated the admission of "women children," 14,482-4.

Education of Middle Classes.—In all schools receiving Government aid a scale of payments should be adopted for the middle classes, 14,482.

GOULD, R. D., Esq., Architect:

Was architect of the Devon County School at West Buckland; states entire cost of erecting school buildings, &c., the extent of accommodation, and further number of pupils buildings might be made to hold, 10,345-50: estimated cost of a school for 100 boys in a rural district, 10,351.

GREGORY, Rev. R., Incumbent of St. Mary the Less, Lambeth:

Education of Middle Classes.—Great want of means for education of lower middle class in Lambeth, some of the children being sent to National and some to private schools, 14,796-807: describes schools established to meet this want, 14,808-40, 14,911-20, 14,943-7: subjects of instruction, 14,841-3: 14,970-83: with the assistance of the Government grant these schools are self-supporting, 14,844-55: parents seem satisfied with the instruction given and make great sacrifices to send the children, many boys staying till 14, some also going to higher schools, 14,856-61.

If the school fee were raised the object of the school would be defeated, 14,862-7, 14,898-900: cost of upper school and how it is met, 14,868-76, 14,901-910: same system might be adopted in every town in England, 14,877-8, 14,956-64, 15,031-2: average wages of parents, 14,879-81: buildings being provided, with some assistance from Government, about 2l. per head would keep up schools for lower middle class, 14,882-97: in the girls' school (which is quite separate) the fees are rather lower than for boys, 14,922-7, 14,940: some girls remain till about 15 or 16, 14,928: girls are not from so high a class as the boys, and come badly instructed, many having been educated in small private schools, 14,929-37: number of girls attending school, 14,938-9, 14,941-2.

Difficulties from indifference and interference of parents, 14,948-55: British and Foreign schools attract a higher social class than National schools, 14,967-9: describes art school in connexion with the other schools, 14,984-94: religious instruction is in accordance with the doctrines of Church of England, there being no conscience clause; the children are required to be baptised, and no difficulty has been experienced in consequence, 14,995-15,005, 15,009-23: objections to introduction of a conscience clause in the rules for admission, 15,006-8, 15,024-30: lower middle classes are much influenced by persons in superior position, 15,038-9.

Endowments.—Management of, should be on a broader basis than purely local, 15,034-7.

GRIFFITH, G., Esq., M.A., Deputy Professor of Experimental Philosophy at Oxford:

Subjects of Instruction.—Natural science is recognized as a branch of education in a very few schools, 1622: method of teaching natural science at Winchester, 1623, 1675-9: difficulties to be dealt with in teaching natural science in schools, in the want of competent teachers and good text books, 1626, and of a workroom and a certain amount of apparatus, 1642: another disadvantage is that boys know it pays better at the Universities to give their principal attention to classics, 1638: desirableness of introducing into schools the teaching of the elements of physics, as being the basis of all other science, 1627-34.

Additional reason for the choice of physics as a means of teaching, from its connexion with mathematics and great established laws, 1647: the number of scholarships for natural science should be increased, 1651: inferior value of botany as a subject of instruction, as being likely to lead to a mere recollection of names, 1652-4: way in which the teaching of physics might,

GRIFFITH, G., Esq., M.A.—*continued.*

help boys in their study of mathematics, 1661-3: in teaching mathematics far too much time is given to Euclid; many boys who have read six books of Euclid really know nothing at all about geometry, 1664: a certain amount of training in language is necessary for the beneficial study of physics, but the reproduction on paper of the physical teaching of experiments will indirectly give a training in language, 1668-71.

Ignorance of the principles of arithmetic shown by the majority of Oxford undergraduates, 1672: some preliminary knowledge of physics and chemistry is necessary as a foundation for the study of botany or animal physiology, 1680-82: attendance at the physical science classes should be compulsory, 1685: boys who have been taught classics at the middle-class grammar schools know the rules of grammar by rote, but have never thought of applying them, 1692-5: in history and geography the results are a little better, 1701.

Want of definite plans on the part of the masters in these schools; they are always changing their books and modes of instruction; the probable consequence of unfavourable reports from the inspectors, 1704-5, 1787: a remedy for this evil might be found in a plan analogous to that in operation in France, where a programme of instruction is laid down by official authority, 1713: this should be a programme of subjects and of books for two or three classes of schools; this programme should be enforced upon endowed schools by inspection, 1742-6.

A certain amount of knowledge of Latin would be useful in regard to a knowledge of English, 1729-31: science is perhaps more extensively taught in private schools than in grammar schools, 1760: a good deal might be done in teaching science without resting it on the mathematical basis, but it would not be called by scientific men good knowledge, nor would it be a good educational training, 1763: arithmetic is not well taught, and the books are very poor, 1774: the teaching of English is a little better than that of Latin, 1775.

Certification of Teachers.—Would allow none who had not a certificate to teach in schools, 1750-55.

GRIFFITH, Rev. J., M.A., Rector of Merthyr Tydvil:

Welsh Grammar Schools.—In all Wales there are about 34 foundation schools, founded from 100 to 300 years ago; very few of the number afford such opportunities of education as they ought to do; Brecon, Cambridge, and Swansea schools are good, 16,505-7: of late years there has been an increased disposition to make these schools available for the purposes for which they are designed, 16,511: the general cost of education in them is about 40*l.* or 50*l.* a year for boarders, and two or three guineas a quarter for day scholars, 16,513-16: the education given is more classical than commercial; but witness thinks there would be no difficulty in blending the two systems; there is more disposition now than there was to believe in the usefulness of Latin and Greek, 16,517-23.

In Wales there is a considerable mixture of classes at these schools, and it is an advantage, 16,524-6: the masters of the old endowed schools are generally clergymen, but the church catechism is hardly ever taught, 16,547-50: Ystradmeurig school is one of the best as to foundation, but is not in that state of efficiency in which it ought to be, 16,553-9: perhaps the best means by which the abuse of these foundations could be remedied would be an improved mode of appointing trustees and a government inspection, 16,561-8.

If the school endowments of Wales were turned to the best account they would be adequate to supplying a thoroughly good education to the middle classes of the municipality, 16,569: would not abolish any of the existing endowments; but advantage might be derived from a plan for using a considerable portion of them as exhibitions open to competition, 16,581-3: memorandum on the grouping of the grammar schools of Wales, and on the administration of the funds so grouped, page 780 (vol. ii.)

Welsh National Schools.—In Wales, the farmers' boys and the labourers' boys all go to the same school; but the farmers are anxious to send their

GRIFFITH, Rev. J., M.A.—*continued.*

children to a better school, wherever there is one, 16,526-8: dissent preponderates in Wales very much above the Church; but practically there is no difficulty in the National schools with regard to teaching the catechism, 16,531-3: parents of a somewhat higher class than farmers send their children to the National schools; they pay higher fees, but the children receive the same quality of instruction, 16,593-5.

GULL, W., Esq., M.D., of Guy's Hospital, Member of the Senate of the University of London:

Education of Medical Students.—Of late years there has been a preliminary test for students entering the medical profession; there has been a considerable improvement in their education, but they are still very imperfectly educated, 2407-8: there seems to be no training of the faculties of men for acquiring knowledge, 2413: about 10 per cent. of the students come up well educated, 2414: should be for a general education, not for a special one; the special education naturally commences with professional studies, 2415: the improvement in education already accomplished may be attributed to the preliminary examination instituted four years ago, 2418-20.

The great defect of the young men who come up is, that they have not been fairly educated or trained; what they have is mere acquirement and not education at all, 2421: requirements of the examining medical boards in their preliminary examination, 2422: a preliminary education test should not be high; a man may have excellent faculties for the practice of a profession who could not stand a high educational test, 2423: the education of the senses, or the faculty of observation, has not been taken enough into consideration, 2425: a boy should be taught English and one dead language (Latin); he should also be taught the ordinary rules of arithmetic, the first book of Euclid, the rudiments of natural philosophy and chemistry, outline drawing, and the larger principles of ethics, 2427-9.

Ethics might be separated entirely from religious teaching, though one need not separate them, 2430-31: the young intellect wants variety of subjects; the professional studies of after life will limit the mind quite enough, 2433; better physical development of men coming from the public schools than of those who come from other sources, 2435: the knowledge of algebra should not be carried far, 2437: defective power of correct expression; descriptive composition preferable to essay writing, 2438-9: difficulty of communicating professional knowledge, owing to the unpreparedness of the minds of the students, 2442-4: in a preliminary education test, a knowledge of all the subjects should not be insisted upon, as there are men who cannot conquer a great variety of things, and yet who are very superior men for the purposes of life, 2447.

The science of observation is most important to be cultivated for the medical profession, 2449-50: nerve develops remarkably in the practice of medicine, 2450: verbal logic is of no great value as a scientific training for medical men; the best logicians may be the worse observers and practitioners, 2451-3: any remedy for the defective education of the middle classes must begin with the teachers; they should be examined as to their power of teaching, and the examination enforced under the same condition that a man is allowed to practise physic, 2458-66: the universities would be the best bodies for issuing these certificates to teachers, 2471-2: summary of the principal points referred to, 2478.

H.

HAIGH, Rev. B. B., LL.D., M.R.A.S.:

Bramham College, Tadcaster.—Is a private boarding school for the upper middle classes; the pupils coming from various places in England and abroad, 15,148-58, 15,161-7, 15,174, 15,206-8: average number of pupils about 100, 15,159: charges for pupils vary from 45 to 100 guineas, according to the accommodation required, 15,160, 15,233-4, 15,292-7:

HAIGH, Rev. B. B., LL.D., M.R.A.S.—*continued.*

description of school premises, and the amount of accommodation, 15,168-9, 15,173, 15,175-7, 15,323-5: connected with the school is a farm of 120 acres, on which the sons of farmers receive practical instruction in farming, together with theoretical instruction in agricultural chemistry, 15,170-2, 15,243-8, 15,314-7: there is a gymnasium where athletic exercises are taught twice a week, also a large playground and cricket ground, 15,178-86, 15,235.

Health of pupils very good, 15,187: subjects of instruction include Greek, Latin, Oriental, and modern languages, arithmetic, book-keeping, mathematics, and land surveying, 15,188-93, 15,210-13, 15,254, 15,290-1: scientific instruction is not carried far, as many parents object to it, 15,214-17, 15,312-13: religious instruction, 15,218-24, 15,274-9: very little done in social science, 15,309-11: English grammar is taught as a distinct subject, 15,326-8: staff of teachers, 15,194-9: education is the same throughout the school, except in special instances, 15,200, 15,236-7, 15,260-2: nearly all the boys learn Latin, but very few Greek, 15,202-5, 15,249-51: age of pupils from 8 to 20, 15,238: about three a year go to the universities, 15,227-8, 15,239-40: length of stay at school, 15,241-2.

Decline in desire to learn German, 15,255-7: parents' value of French, 15,258-9: not desirable to teach Greek to boys who are likely to leave school at 16, 15,263-5: religious persuasion of parents, 15,266-73: interference of parents as to subjects to be taught does not affect the organization of the school, 15,280-2: boys on admission must be able to read and write, 15,298-9, 15,301-2: short time some boys stay is a great obstacle, 15,300, 15,303-4: subjects taught on admission, 15,306: nature of punishment, and for what inflicted, 15,318-22.

University Local Examinations.—Pupils at Bramham College have been very successful; more would go up for examination, but parents refuse permission, 15,225-6, 15,229-32.

Education of Middle Classes.—No education can be too liberal of its kind; no need of difference in school education of sons of professional men and tradesmen, 15,283: subjects of education should include Latin, Greek, French, and German, arithmetic, &c., and an introduction to some of the natural sciences, which subjects should be taught to all the boys alike, 15,284-7: divergence from ordinary school course would do harm to pupils, 15,288-9: Latin should form an important element in education; value of instruction in Latin, 15,307-8.

HAMILTON, Ven. G. H., M.A., Archdeacon of Lindisfarne:

Berwick-upon-Tweed Grammar School.—Is governed by 12 trustees under a scheme approved by the Charity Commissioners in 1863, which is a renewal of a former one granted by the Court of Chancery; one half the trustees are churchmen and the other half are dissenters; the trust is wanting in firmness from this mixed character, 9702-6: position in society of trustees, 9804-5: are self-elected, Charity Commissioners approving the choice, 9806-7: Commissioners have never exercised their veto, 9808: trustees meet four times a year, and a large proportion attend to the business of the school, 9813-5: endowment consists of freehold property at Chatton in Northumberland, one-sixth of the corn tithes of Cheswick in the same county, freehold property in High Street, Berwick, and a sum of *l.* payable by the corporation on the admission of each freeman; the value of this endowment with the school fees (253*l.* 0*s.* 1*d.*) amounts to 432*l.* 10*s.* 6*d.* a year, 9707-9.

Boarders are not now admitted in consequence of the unhealthy situation of the head master's house, 9710: premises will shortly be removed, when the charge for boarders would probably be from 45*l.* to 50*l.* a year, which the wealthy farmers would gladly pay, 9711-14: children of freemen are entitled to be taught Latin and Greek free, and their whole education at half fees (4*l.* 4*s.* a year), 9785: boys are sons of professional men, higher tradesmen, and tenant farmers, 9793: stay of boys in school depends upon the profession, &c. for which they are intended, 9794: master is too easily removable; trustees should not have power to remove him without appeal to some central body, such as a Minister of Education, 9818-24: governors should be men of education, 9827-8.

HAMILTON, Ven. G. H., M.A.—*continued.*

Corporation Academy.—For education of freemen's children only, gratis; corporation spend 700*l.* a year upon it, 9716: school would be much improved by separating boys from girls, who are now educated as in a "mixed school," by opening the school to children of non-freemen, and by charging a small fee, 9717-21, 9726, 9752-3: proposed amount of fee, 9750-1, 9773-4: parents of the middle class would be willing to pay a higher sum, 9774-5: about 400 in attendance, 9699, 9722: girls remain till they are 15 or 16, and the boys till 15, 9724: discipline of girls needs improvement, 9760-1: classes of children attending very various, 9749.

Subjects of Instruction.—At the grammar school drawing not taught, 9781: it should be taught, 9784: Latin and Greek, 9785, 9787: English, 9786: French and German, 9795: mathematics, 9796: science, such as chemistry, &c., not taught, 9797: at the Corporation Academy they give an English education, a little French, and lately German has been introduced, 9756-7.

Education of Middle Classes now requires more attention than that of any other class, 9700: no assistance given them in training their masters, 9737-8: state of, in Berwick superior to that of the midland counties, 9741: but parents are not sufficiently alive to the defective state of school education given to their children, 9742.

Grammar Schools.—Trustees should be selected from persons who had taken a university degree, with a certain number of justices of the peace, and *ex officio* trustees, 9839-47.

Inspection should be conducted as in the grammar schools connected with Erasmus Smith's Board in Ireland, 9849-51.

Corporation of Berwick.—Its funds, revenues, property, and expenditure, 9727-36, 9831-5.

HANKIN, C. W., Esq., B.A., Head Master of King Edward the Sixth's Grammar School at Southampton:

Southampton Grammar School has a foundation of 1751. a year, besides the school buildings and a residence attached; the government is vested in the trustees of the charities of Southampton, 4518-20: they appoint the head master, who appoints the other masters, 4524-6: the trustees act principally as paymasters; they do not interfere with the tuition or the discipline, 4529: there are 96 boys in the school, 19 of whom are boarders in the houses of two of the under masters, 4530-1: the sons of all ratepayers are admissible, as matter of right, on the payment of the capitation fee of 6*l.* a year, 4532-3.

The mixture of classes in the school prevents its benefits being largely used; the majority of the boys are the sons of tradesmen, 4535-6: Greek is omitted in a certain part of the school, modern languages are taught as optional extras, and physical science not at all, 4538-40: constitution of the school, 4542-5: the buildings are bad and unfavourably situated, 4547: one boy in every 10 is elected by examination free altogether, 4550: witness would suppress all free scholars, and engraft a proprietary system upon the foundation, 4549, 4561-4: emoluments of the head master, 4553-9: a conciliatory and able master of a proprietary school would have little difficulty in contending with the interference of the directors, 4572-3.

The Southampton school is a Church of England school, but perhaps one-half of the boys are the sons of dissenters, 4576-9: the mixture of classes difficult, 4599-604, 4613-21, 4645-7: about two-thirds of the boys learn French, and nearly as many learn drawing; very few learn German, 4634-7: general grounds for wishing to introduce the proprietary system, 4665: character of the education given in small private schools, 4669-71: cost of board and tuition, 4681-90: subjects of instruction, 4691-701.

University Local Examinations.—The effect of these on the school-work at Southampton is to make the arrangement of the classes very difficult indeed; explanation of this, 4672-80.

HARE, T., Esq., Inspector of Charities :

Powers and Practice of Charity Commissioners as to Endowed Schools—Defects—Remedies suggested.—Present mode of dealing with endowed schools is imperfect and inefficient, 12,910-1 : Charity Commission exercises similar powers over trusts as the Court of Chancery, chiefly, however, in non-contentious cases, 12,912-4 : Commission should have extended powers, 12,915 : nature of extended powers and how proposed to be carried out, 12,916-21, 12,934 : difficulty of giving power of appeal from decisions of Board through want of defined principles of jurisprudence, 12,922.

Proceedings in charity matters might be assimilated to those now adopted in relation to provisional orders under Local Government Act, a local authority being constituted for the purpose, and inquiry being made and parties heard (but not by counsel), the order to be laid before Parliament prior to coming into operation, 12,926-33, 12,935 : constitution of proposed local boards, 12,943-51, 12,957-60, 12,992-6 : local boards to be controlled by a central commission in London and by Parliament, 12,952-6.

Present discretion of Charity Board as to exercising jurisdiction in contentious cases affecting administration of charitable trusts should be abolished, but where question as to existence of a trust arises; decision must be left to the courts as hitherto, 12,937-8 : present action of the Commissioners much fettered by fear of expensive appeals, 12,939-42.

Court of Chancery.—Bad machinery for filling up trusts, as it receives its evidence only by affidavit, 12,978-9.

Endowments.—Act of Parliament required for applying general regulations for government of trustees, 12,984-5 : re-appropriation of endowments, 12,986 : Judicial Committee of Privy Council probably a better tribunal than Parliament for supervision of re-appropriation of endowments, 12,987-91 : efficiency of, mainly depends on the trustees by whom administered, 13,009-11 : self-elective powers of trustees require control, 13,012-4 : remedy proposed, 13,015-20.

Masters of Endowed Schools.—Appointment of, by external bodies, 12,997-13,000 : irremovability of, extremely inconvenient, 13,001-2 : remedy, 13,003-8.

Doctrine of Cy pres is arbitrary and unmeaning, and absurd in its application, 12,922-4, 12,982 : no difficulty in laying down general rules by the Legislature, defining that wherever property is designed by the testator for the benefit of the poor in a special form, the Board should have power of varying the bequest so as to give the poor the greatest benefit in some other shape, 12,925, 12,936, 12,990 : subjects of rules to be submitted to Parliament, 12,980-1, 12,983.

Management of Endowed Schools by Corporations.—City companies very liberal in their management, 12,961-3 : provisions of Municipal Corporations Act abolishing municipal bodies as trustees, and authorizing appointment of new trustees by Court of Chancery, 12,964-70 : if the municipal bodies were better constituted than they are, these charities should be restored to their control, 12,971-7.

Christ's Hospital is fulfilling its purpose as a place of education very effectually and economically, 13,021-4 : but it has departed widely from its object in reducing the number of girls instructed, 13,025-7 : masters not so much under control of head master as is usual, 13,028-9 : proposal for forming several schools out of present one, and placing them in the outskirts of London, engrafting also upon the present boarding school system education for day boys, 13,030-1 : dress for boys of 15 and upwards is absurd and ridiculous, 13,032 : scholars take great interest in the school in after life, 13,033 : funds amounting to about 34,000*l.* a year have been taken entirely from the poorer classes for whom they were designed, and given to the middle classes, 13,034-43, 13,046-7 : donations of 500*l.* giving right of nomination do not cover cost of education, &c., 13,035, 13,044-5.

HARROWBY, Right Hon. the Earl of, K.G. :

Collegiate Schools, Liverpool.—There are three schools under one roof, differently graduated as to price; education given in the several schools, 14,058-9, 14,082: boys may pass from 'National schools' to lower middle school, 14,090-1: education partly gratuitous, 14,093-5.

Rev. R. Gregory's Schools, Lambeth.—There are three entirely distinct schools, quite apart from the National school, 14,098-9: in middle school French is taught, 14,110.

Education of Middle Classes.—English should be made an essential part of the education of every liberally educated man, and not relegated to a corner as a thing to be ashamed of; classics should not be placed as a necessary part of the education of those who leave school at from 13 to 15 for the ordinary concerns of life; the proper teaching of English would increase the moral and intellectual power of the nation to an inconceivable extent, 14,056-8, 14,061-2, 14,096-7.

Latin is not needed for lower middle class; even the higher class leave school with a very imperfect knowledge of it, 14,066-9, 14,098: a man may now leave the universities with a very imperfect acquaintance with English, 14,071-2: female authors write very good English, although they have learned but very little Latin, 14,091-2: English not to be sacrificed for sake of teaching it by means of Latin, which if introduced must be subordinated, 14,081-2: day schools preferable to boarding schools, but they are only available for large towns, 14,064-5: language should be taught, not by the rules of grammar, but in the same way as modern languages are acquired, 14,073-4.

Greek should not be excluded from higher class of grammar schools, but it is not needed in case of boys leaving for business at 16, 14,075-6: there is great room for improvement in the methods of teaching Latin and grammar, 14,077-8: if Latin were not taught till boys were 12 or 13, and they were taught English, they would at 14 or 15 be far before those who had been taught earlier, 14,079: knowledge of grammar merely a means to an end; it is not a necessary thing, 14,080: first elementary rules of grammar should not be taught by rote, but so that the boys should understand each rule as they go on, 14,084-8.

Endowed Schools.—Grammar schools now scattered over the country, should be "clubbed" or grouped together for the formation of a series of schools for the higher, the middle, and the lower middle class on similar principles to those on which the three collegiate schools at Liverpool have been founded, 14,058-60, 14,063, 14,089-90, 14,128: difficulty of dealing with endowments of these schools might be overcome by the Legislature acting in a similar manner as is done in the cases of schemes sanctioned by Charity Commissioners, and the introduction of the conscience clause would remove the religious objection, 14,061: there would be great difficulty in handling the removal of schools from locality of endowment, but they might be grouped morally without being grouped physically, 14,111-2: provision might be made for exceptional cases by commuting endowments into exhibitions, providing in the first instance good day schools for the more numerous classes, 14,113-4: present system of trustees is very weak and inefficient, 14,115: master's income should, to a great extent, depend on capitation fees, 14,116-8: religious bases of grammar schools dealt with, 14,119-21.

Subjects of Instruction in proposed schools, 14,102-10.

Education of Girls.—Generally very inferior, 14,123: facilities for, not equal to those for boys, but they should be, 14,123-4: extension of University local examinations to females is of the highest value, 14,124, 14,127: female education in Switzerland, 14,125: girls should participate in educational endowments, 14,126.

HILL, B., Esq., B.C.L. :

Has been one of the head masters of Bruce Castle School, Tottenham, for upwards of seven years, 16,952-4.

HILL, B., Esq., B.C.L.—*continued.*

Bruce Castle School, Tottenham, is a private school, containing 78 boys (the sons of merchants and professional men), paying about 80*l.* a year, 16,955-62, 17,084: peculiarities of the school consist principally in the method of maintaining discipline, 16,963: describes plan adopted, 16,964-87, 17,066-83, 17,085-92: system of moral training, 16,988-17,000: prizes, 16,993-4, 17,060-2: half holidays on Wednesdays and Saturdays are lengthened or abridged according to the conduct of the boys, 17,002-4.

For the purpose of encouraging prudence and removing temptations to dishonesty, the boys are invited to invest their pocket money with the steward, with permission to withdraw twice a week, no questions being asked as to how the money withdrawn is to be spent, 17,005-9: there is a benevolent society connected with the school, supported by a collection amongst the boys, the funds being devoted to various charitable objects, 17,010-6: fights are allowed, and the consequence is they hardly ever take place, 17,017:

Examination of school in mathematics by an examiner from Oxford, and in other subjects by the masters, 17,018-22: special instruction with a view to future destination in life, 17,057-8: defective education of boys coming at later ages, 17,059: age at which boys leave, 17,063-5: teaching of natural science has been discontinued, 17,093-5: partial acquaintance is not advantageous, 17,096: Latin not taught to all the boys, 17,097-100: French and German, 17,102-5: teaching of English, 17,106-7: importance of Latin in teaching grammar, 17,108-11.

Examinations.—Should apply to the whole school, and the examiners be appointed independently of the masters, 17,023-4: the Universities should appoint a board of examiners, and the results of the examinations be published, examination of schools being optional on the part of the masters, 17,024-39.

Certification and Registration of Teachers.—A system of voluntary certification coupled with registration is desirable for lower middle-class schools, the certificates being conferred by the Universities, 17,040-7.

Private Schools.—Accuracy rather than variety of subjects of instruction should be aimed at in small private schools, 17,048-53: increased efficiency of endowed schools would not tend to discourage good private schools, 17,054-6.

HILL, J., Esq., Charity Commissioner:

Functions and Powers of Charity Commissioners.—Present law sufficiently protects real estate of charities against improvident transactions, 12,584-6: powers of trustees to alienate endowments and to grant leases, 12,587-9: proceedings in case of sale of or charge on trust property, 12,590-603: purposes for which charity estates may be mortgaged, 12,604: personal property, as stock for instance, is usually vested in individual stockholders, 12,605-6: instances of defalcation very rare, 12,607-8: charity funds may be vested in official trustees; how and by whom transferred; payment of dividends, 12,609-15: Commissioners cannot apply charity money, except in cases of incorporated charities; they can only authorize trustees to do what may be necessary, 12,616-20.

Witness describes responsibility of trustees and their election, appointment of masters; publicity of Board's proceedings; power of the Board in appointing trustees; number of orders made under new jurisdiction; definition of a scheme as applied to a charity or a school; applications to the Court of Chancery and to the County Courts; Commissioners follow, as nearly as possible, the practice and rules laid down by Court of Chancery; decisions of the Courts not uniform; uniformity desirable; power of Board to grant or withhold certificates in case of small charities prevents unnecessary litigation; powers, under the Act of 1860, to trustees, &c. of applying to the Court of Chancery embarrasses the Charity Board in the exercise of its jurisdiction; powers of Board in removing trustees same as powers of appointment; Board may authorize trustees to remove masters without appeal; by the Act of 1860 Board has the power to remove masters, but it is a cumbersome

HILL, J., Esq.—*continued.*

and difficult process; legal definition of grammar schools; schools exempted from Lord Cranworth's Act, 12,621-740.

With regard to schemes for improved application of endowments, the general law requires that the intentions of the founder should be adhered to, but the courts have struggled against the operation of the law, 12,741-3: decisions of the courts as to capitation fees, and as to masters taking boarders, are very conflicting, 12,744-8: proposal for removing these difficulties, 12,749-52: concentration of the power of decision in one court would not meet the case; the difficulty is the stringency of the rule, 12,755-7.

Enlarging powers of Charity Board and relaxation of legal rules would tend to utilize both educational and charitable endowments, 12,758-61: principles by which Commissioners are governed in inserting a conscience clause, 12,762-79: master should be appointed by trustees, 12,780-1.

There would be no objection to blend proprietary principle with endowment, 12,782-4: rule limiting jurisdiction of Charity Commissioners to cases of charities under 50*l.* should be relaxed, 12,787-9: doctrine of *cy pres*, 12,790-4: plan proposed in substitution, 12,795: present restricted plan of appeal to Board should be abolished, 12,796-8: inspectors should be appointed by the Board, not by the Crown, 12,800.

HODGSON, Rev. J. S., M.A., Rector of Aikton, near Wigton, Cumberland, and Secretary to the Carlisle Education Society:

Aikton Endowed School.—Has an endowment of 190*l.* a year, and the Privy Council pay the salary of a pupil-teacher; in addition to the subjects required by the Committee of Council the master teaches land surveying, elements of Euclid, and algebra, 17,577, 17,580-1, 17,601-5, 17,615, 17,617: all classes of people in the parish send their children to the school, farmers' sons, yeomen's sons, and labourers' sons all being educated together, 17,579, 17,582-3: very little trouble would make it into a middle-class school as well as a school for the poor, 17,593: boys generally stay till 13 or 14, 17,616.

Endowed Grammar Schools.—Are very numerous in the diocese of Carlisle, with various incomes, 17,571-2, 17,666-9: the system under which they are now conducted renders them less advantageous for the purposes of education than they might be made; an instance of bad management, 17,573, 15,576: an Act should be passed placing them under the control of the Committee of Council on Education, with power to inspect them, and compel the trustees to comply with the recommendations, 17,574-5, 17,585, 17,658-9, 17,661-2.

Control of a central authority in London would be more efficient than county boards, 17,586-8: where small schools are near to each other they might be grouped to form an efficient school, 17,589-90: education is generally gratuitous—there is no general rule; in one school a capitation fee has been charged, but the experiment has not been successful, 17,591-2, 17,679-86: grammar school at Carlisle is rising in efficiency very much; it meets the wants of the county in supplying a good education for the sons of professional men at a moderate cost, 17,594-600.

Classical education was at one time to be obtained in the endowed schools, but classics have been dropped and science has not been introduced, 17,606-10: mathematics are taught in some, 17,611: in former times the schools were taught by clergymen having the cure of a parish, so that the two incomes secured very superior teaching, 17,618-20: position of clergy much improved by detaching them from teaching, and the position of the schoolmasters much lowered, 17,621-2.

Where the circumstances are favourable in the way of endowment it would be desirable to form little *nuclei* of education of a superior kind, and so afford great assistance to professional men and the poorer clergy; but the smaller endowed schools must be left as they are, or the schools in the parishes would be destroyed altogether, 17,631-57: a moderate capitation fee should be charged with a view to increase the income and secure an increase in the number of masters, 17,660, 17,663, 17,676: parents would

HODGSON, Rev. J. S., M.A.—*continued.*

complain of this at first, but they are generally willing to pay a fair sum for a good education, 17,677-8: parishes in diocese of Carlisle having endowed schools, with the annual amount of the endowments, vol. ii., pp. 932-4.

Endowments.—General effect of endowments is a tendency to repress voluntary effort, 11,642, 11,675.

Subjects of Instruction.—Latin should not be taught unless the pupils are likely to stay a sufficient time to enable them to read a Latin author with tolerable facility, 17,607; they should be taught science, 17,608: Euclid and elements of algebra, 17,612, 17,614: experimental science not good as mental training, 17,613.

Teachers.—Opening should be afforded for schoolmasters to rise into the clerical profession, 17,623: there are 90 certificated masters in the diocese of Carlisle, 17,624, 17,627: there is no training college in the diocese; organizing masters go round and instruct the masters in method of teaching, 17,625-6: witness's opinion of uncertificated masters not very high, though sometimes those who are fond of teaching turn out good masters, 17,628-30.

State of Education.—Education of middle class in Cumberland is worse than it was in former years, 17,584, 17,618, 17,670, 17,672-4: that of the labouring classes has improved, 17,671: education for upper middle class of Cumberland is chiefly provided in the south, 17,664.

HODGSON, W. B., Esq., LL.D., Vice-President of the College of Preceptors :

Liverpool Institute.—When witness was connected with the Institute there were 700 boys in the lower and 250 in the upper school, the sons of merchants paying a fee of 15s. per quarter, also a girls' school, with 300 pupils, and between 60 and 70 teachers; in addition to this there were public lectures twice a week, attended by 1,200 persons, a library of 15,000 volumes, and a sculpture gallery; income above 10,000*l.* a year, 8946, 8957, 9107.

Chorlton High School, Manchester.—About 130 scholars (chiefly day pupils) at time witness was principal, 8946-7.

Edinburgh High School.—Considerable difference in the classes of children now attending in consequence of the low fees, 9085, 9087-8; since Edinburgh Academy was started social standing of pupils in the High School has declined, 9086.

Peckham Birkbeck School.—Upwards of 800 scholars from the age of 4 to 16 or 17; natural sciences are well taught in this school, 9027.

Education of Middle Classes.—State of, extremely unsatisfactory, 8951-2: age at which children of lower middle-class leave school is about 14; not likely to be lengthened, 9040-3: children of merchants, &c. would probably stay till 16 or 17, 9063-4.

Subjects of Instruction.—Too much time generally devoted to classics; they are taught too early in life, 8954-5, 9009-14: in England 15 years often devoted to study of Latin and Greek; might be reduced to five years, and still more shortened by altering the method of teaching, 9013-23: Latin and Greek should not be taught before the age of 12 or 13 in middle-class schools, 8956-9, 8964, 8975-6, 9002: Greek should be taught to boys between 13 and 16, if there be time; the advantages of a knowledge of Latin predominate over those of Greek, 8964-5.

Study of classics improves the mind and cultivates the intellectual faculties, 8960: but if it came to a choice French and German should be preferred, 9046-8: Latin should not be excluded entirely, as a great deal might be done by tracing etymology of English words, 8986: grammar should be taught by constant reference to modern languages, especially German, and by means of the vernacular, 8961-2, 8972-4; every boy should understand the principles of grammar thoroughly, 8974.

Natural science should be made the means of calling out the observant faculties; pupils at Peckham Birkbeck School, under Mr. Shields, are taught upon this principle with good results, 9025-7, 9037-8: sciences to be taught to boys of 12 or 13, 9036: physical science should be taught at age of eight

HONGSON, W. B., Esq., LL.D.—*continued.*

or nine, and be preferred to classics, if choice were necessary, 8986, 9058-61 : advantages of teaching social science, 9062.

Modern languages should be taught as early as possible, 8970 : and as the boys in middle-class schools do not remain beyond a certain period, should be preferred to Latin and Greek, 8978-81 : study of modern languages in French and German schools, 9054-7 : arithmetic should be commenced from seven to nine years of age ; it is a means of intellectual training if taught rationally, 9028-9.

Drawing should be taught to every child as soon as he goes to school ; it is taught to every boy (nearly 1,000) in the Liverpool Institute, 9030-4 : teaching should be mainly from objects, 9035.

Education of Girls.—Girls are more easily interested in the subjects of instruction than boys, 9006-7 : and are liable to be too much excited by competition, 9008, 9134 : their education is very imperfect, and they have been deprived of their share of educational endowments, 9128-30, 9133 : system of public education as applicable to girls as to boys, 9131-2.

Competitive Examinations.—Before the age of 16 are bad, 8988-90 : local examinations conducted by the universities should take place at time of leaving school, not sooner, 8991-2 : on the whole beneficial, 9143-4 : competitive examinations in schools not objectionable, if not unduly stimulating, but they are alien to the legitimate business of education, 9001, 9004-5.

Day and Boarding Schools.—Comparative advantages of, 9067-8, 9073-7 : schools (such as those in the south of England) the buildings of which are erected by subscription, place the private schoolmaster at a disadvantage, and though intended to promote education, directly injure it, 9068-72 : lowest cost of education at boarding schools to be remunerative about 30*l.* a year, 9078-84 : cost at day schools about 25*l.*, 9105 : parents generally are willing to pay good price for a good education, 9098-102 : probability of success of schools on same principle as Liverpool Institute, 9107-18.

Status and Qualifications of Teachers might be improved by appointing them to superior educational offices, such as the inspectorships, 9122-4.

Certification of Teachers.—Should be optional, and uncertificated masters not be excluded from the profession, 9125-7 : powers of certifying should be vested in a general board under Parliamentary authority, 9138-42.

HOWSON, Rev. J. S., D.D., Head Master of the Liverpool College :

Liverpool College was founded about 23 years since, "for the education of the trading classes," at a cost of about 35,000*l.*, raised by voluntary contributions ; particulars of legal status, 2547-52 : arrangements for payment of masters, the principle of the arrangements being that the masters are paid in proportion to the prosperity of the school, 2553-4 : fees paid by the pupils, 2555 : in the three divisions of the school there are 909 pupils ; classes of society from which these pupils come, 2556-8, 2637-9 : the three schools are absolutely separate, with separate sets of masters, the points of union being a common name and range of buildings, and all wear college caps and are under one head master, 2559-62 : tuition undertaken by the head master, 2566.

No one can keep a boarding house except a master, and no boy is admitted to the schools unless he lives with his parents or with a master, 2567 : six boys are promoted each year from one school to another ; this serves as a stimulus, and provides for those who show any superior talent, 2570-1, 2562 : a system of scholarships provides a free education for some of the more promising boys, 2573-7 : the power of dismissal of the masters is vested absolutely in the head master, 2582, 2630-2 : constitution of the college as to the relation of the principal to the committee, the masters to the principal, &c., 2588-611.

The principle of management is that of concentrated responsibility, 2612 : the directors have invested 5,000*l.*, and additional savings are accruing, 2618 : there are evening classes, but they are relatively unimportant, 2626 : the lecture system has been abandoned ; it did not educate at all, 2629 :

Howson, Rev. J. S., D.D.—*continued.*

sources from which the masters are obtained, and their salaries, 2640-52; the ages of the boys range from 8 to 18; the great majority of them go into business, 2653-5, 2663-7; discipline of the school, 2668-71; arrangements for dining, 2672-5; importance of contact with parental discipline and affection, 2675-6; parents sometimes complain of the boys being punished, but a little friendly conversation generally satisfies them; the principal method of punishment is detention out of school hours, 2685-8; the cane is used, but only on the hand, and the masters are instructed to never inflict a punishment of that kind when angry, 2690-4; it is a bad thing to give very much to write out, 2695-6.

There are two half-holidays each week, in addition to a day each month, 2699-701; in the upper school the staple of the teaching is classics and mathematics, and every boy learns French and drawing, and at one period in the course every boy learns natural philosophy and chemistry; then there is history and geography, and, above all, religious instruction, 2702; modifications of the course, to suit modern ideas of usefulness, have been attended with a good deal of disappointment, 2705-6; there is an entrance examination for purposes of classification, but not for rejection, 2709-11; difficulty of dealing with the older backward boys who come late to the school, 2706-8, 2712-16; a boy's position in the school is more determined by his Latin and Greek than by anything else, 2722.

There are prizes in the school for all branches of study, 2723; modifications in the course where a boy is destined for some special kind of business, 2718, 2725-6; course of instruction in the middle school, 2732-8; in this school every boy above a certain class learns vocal music, 2742; the studies of the lower school, 2754; place occupied by physical science and mathematics in the upper and middle schools, 2761-6; foreign languages are valued by the parents as a preparation for commercial life, 2783-5; particulars of the religious instruction given, 2787-2803; other educational establishments in Liverpool, 2804-5; extent to which the general principles of the Liverpool College might be made applicable to rural districts, 2813-17.

Inspection of Schools.—All schools would gain by examination and inspection; it would be a justifiable thing for the Government to demand the inspection of endowed schools, 2807-10, 2825-8.

Certification of Teachers.—It would be an immense boon if a law were passed not allowing any one to exercise the duties of a schoolmaster or schoolmistress unless it could be shown that some examination had been passed, 2818-24.

Greek as a Subject of Education.—If Greek were obliterated from teaching, it might be doubted whether even German would produce the same intellectual effects, if taught in the same way, certainly French would not, 2727-30.

Latin.—The teaching of Latin for the purposes of etymology is, perhaps, useless; but if boys could give two or three years to it, and learn exercises with correctness, and construe an easy book, such a Latin training would be highly valuable and beneficial, 2755-60.

Social Science.—Very few masters could teach it. If all masters could give a lesson as Mr. Ellis and Mr. Shields could, such instruction could not but be useful; but the educating power of this subject for boys in general may be doubted, as so few boys ever think. To spend much time in teaching political economy to boys in general would be a mistake, 2739-41.

Chemistry is to boys not a very valuable instrument of education, because of the difficulty to the young mind of comprehending chemical facts and principles, 2745.

Natural History might be a most important instrument of education, because it trains the habit of exact observation, and the power of describing accurately; if properly taught, it would be the most valuable kind of scientific education next to mathematics, 2745-6.

I.

ISBISTER, A. K., M.A., Head Master of Stationers' School :

Stationers' School is a day school founded under a scheme approved by the Court of Chancery, open to the public generally, with about 80 pupils, who pay 6*l.* per year. The minimum age for admission is 8, and most of the boys leave at 15 or 16. Instruction comprises Latin, French, physical science, book-keeping, writing, arithmetic (including the elements of trigonometry and quadratic equations), and drawing; German and Greek are optional. The religious instruction includes reading from the Scriptures, a selection of prayers from the Liturgy, and teaching of the Church catechism to those boys who are willing to learn it.

The lowest class of pupils are the sons of compositors, but the majority are the children of persons in a middling way of business or engaged in professions; from various causes the class of children for whom the school was intended did not come forward, so that now the social condition of the boys is somewhat the same as of the boys in the City of London school; the master must be a member of the Church of England; the school is examined once a year by paid examiners appointed by the Court of the Stationers' Company, 9154-92, 9216-26, 9265-76.

Certification of Teachers is one of the *desiderata* of middle-class education, 9194: a body connected in some form with the Government, so as to give it the necessary influence, should grant the certificate, 9199: practice in Scotland under "The Parochial and Burgh Schoolmasters of Scotland Act, 1861," might be adapted to England, 9200-6, 9209-15: the only test of a man's ability to teach is his knowledge of the literature of education, 9207-8.

Exhibitions.—There are none connected with Stationers' school, but there are several connected with the City companies, to the value of about 500*l.* a year, 9227-37. [List of these exhibitions at vol. ii., page 40.] They might be consolidated with advantage, 9238: exhibitions tenable at schools would have the effect of keeping boys at school longer than at present, as in the case of the Carpenter scholarships at the City of London school, 9243-50.

Education of Middle Classes is in a transition state, 9150: would be much promoted by carrying on side by side with the boys' occupation in life the development of their minds by means of books and lectures, as is done in the schools of Messrs. Eyre and Spottiswoode, the Queen's Printers, where the results are successful, 9251-60: a similar school is supported by the Peninsular and Oriental Company at Southampton, 9261-4.

Competitive Examinations.—Great difficulty in preparing for them from the variety of text-books appointed by the various examining bodies, 9277-303. [List of text-books set for examination in the department of classical and modern languages by the principal examining boards for 1865, vol. ii., page 42.]

J.

JONES, Rev. J., M.A., Head Master of the Liverpool Institute :

The Liverpool Institute Schools consist of a high school and a commercial school, grafted on to a mechanics' institution; it is governed by directors, chosen from subscribers of a guinea a year or from life members, 6166-75: in the commercial school the fees are 1*7s.* 6*d.* and 1*l.* 1*s.* a quarter, and they vary from 3*0s.* to 4*l.* a quarter in the high school, 6178: the whole number of boys is about 930, about 700 of whom are in the commercial school; the two schools together almost cover the middle classes of society, 6182-3: all are day scholars; dinner is provided for those who wish it at 4*d.* a head, 6184-5, 6355-7.

JONES, Rev. J., M.A.—*continued.*

In the high school Latin is compulsory, but in the commercial school only 40 boys are taken in ; if witness were to make any language compulsory in the commercial school it would not be Latin, but French, 6186-90 : if boys can be kept at school long enough to obtain any available knowledge of it, Latin ought to be taught and enforced upon all, 6191-2 : no religious instruction is given ; the moral tone of the boys is quite up to that of any other school of the kind, 6196-203 : salaries of the masters, 6212-7 : subjects of instruction in the different classes, 6218, 6243-8, 6251-3, 6355-63.

Chemistry has been flourishing for a great many years, but if witness had to originate a system, he would be disposed to lay more stress upon some language, say French, and less upon chemistry, 6221 : chemistry further considered, 6222-30 : there is an interval of five minutes every hour for the classes to change rooms, 6240 : witness has frequently noticed that the worst boys are those who come from the higher ranks of society, 6242 : impositions are allowed to a very limited extent ; as a partial substitute for them, boys are kept in holiday hours, 6265 : flogging is tolerated ; none hut the head master is allowed to flog, 6266.

Classics as a training and method of teaching classics in these schools, 6267-71 : unwillingness of the cleverest boys to be trained as masters, 6286-91 : the leading defect of the high school is one for which the age is responsible—too many subjects are taught, 6306 : appropriation of the income of the schools, 6321 : the raising of the fees checked the number of pupils for a time, hut there are now more boys in the school than were in it before the change ; the effect of the change has been to bring in children from a higher class, 6332-4.

University Local Examinations.—In 1863 the Liverpool Institute schools passed the largest number of any school in England, 6254 : entire classes are persuaded to enter, 6256-7 : any temptation there may be in a private school to neglect the ordinary instruction and to pay attention to particular boys is not likely to exist in a very large school, where large classes cannot be kept going unless the boys are all working together, 6258 : there is this evil about these examinations, that they rather encourage the study of too many subjects, 6260.

Education of Middle Classes is in a very unsatisfactory state ; it will never be what it ought to be till the middle-class teachers are trained to their work as the elementary teachers are, 6279-80 : suggestions for promoting this training, 6281-5 : regular training schools for teachers are the great want of middle-class education, 6294 : for all subjects helow the mark of university men a trained teacher is better than any other master, 6344.

Proprietary schools have mostly been found to fail, 6315.

K.

KENNAWAY, M., Esq. :

Hele's School, Exeter.—Professes to afford education for boys preparing for the learned professions ; education of an important part of the inhabitants not provided for ; class for whom the school was intended by the Treasury ; number and payments, &c. of scholars ; extent and cost of site and buildings ; suggestions for application of charitable endowments ; composition of local boards of education ; members of local board in case of Exeter, vol. ii., page 835-8. [See also LONG, Mr. C.]

KERRISON, Sir E. C., Bart., M.P., Vice-President of Framlingham College, and President of the Royal Agricultural Society :

Framlingham College was established with the idea that there was wanting in Suffolk a really sound good education for the middle classes at a reasonable rate. 22,000*l.* was obtained by subscriptions from all classes, a 5*l.* subscription conferring the right to nominate one pupil. 270 boys entered in the first term as boarders at 25*l.* a year ; there is room for 300. In almost

KERRISON, Sir E. C., Bart., M.P.—*continued.*

all cases the boys who come are totally deficient in that species of education which is taught in the National schools, 6673-7: the buildings cost about 15,000*l.*; 15 acres of land were granted by an educational charity under a special Act of Parliament, 6678-9: boys are taken from other counties at 30*l.* a year, 6681:

The school is incorporated; list of the governors, 6683-7: powers of the governors, 6689-92: subjects of instruction, 6693: provision for religious teaching, 6700-5, 6754-65: abstract of the charter, 6709. The governors have the power of dismissing the master, and of making all byelaws, 6710: it is intended the school shall be self-supporting as to the annual expenses, 6716: data upon which the annual fee of 25*l.* is calculated, 6768-9: salaries of the masters, 6770-9: the punishments are left to the master; he canes occasionally, 6791: no boy is admitted under 9 or above 16, except by permission of the governors, 6804: classes of society from which the boys come, 6817-24: scale of nomination, 6828.

Ampton School, the trustees of which are five clergymen of five parishes, is in an unsatisfactory state, but the Charity Commissioners have no power to appoint other trustees, 6728-9.

Thetford School had in 1834 but one pupil in it, and has been a great many times complained of by the inhabitants, 6730-34.

Mr. Tollemache's School is a district school built by himself at a cost of 2,000*l.*; the terms are very low, 10*s.* 6*d.* and 15*s.* a quarter, 6736-9.

Education of Farmers.—In Suffolk the children of small farmers attend the National schools to a great extent; the boys are taken away at 12 or 13, 6740-7: for the pursuit of agriculture, a good general education is the best foundation; after 16 a young farmer may be placed with advantage at any college where agricultural chemistry is taught, 6840-3: boys can acquire some knowledge of stock and of labour during the holidays, 6846.

Royal Agricultural Society.—Report of the Education Committee, page 660 (vol. i.). Extract from the minutes of the Education Committee, page 661. Extract from the regulations for local examinations, page 662.

KEY, T. H., M.A., F.R.S., Head Master of the University College School:

University College School.—History of the school, 2907-9: the fee paid by the boys is 6*l.* a term, making 18*l.* a year; there are small extra charges which are optional, 2911: the fabric consists of some upper rooms of University College, 2912: there is one endowment, called "the Holloway Fund," amounting to 90*l.*, 2913, 2969: the school is self-supporting and has a revenue of something over 5,000*l.*, 2914-15: the masters are paid almost entirely by fixed sums out of the fees of the boys, 2916-22.

About 350 boys are in the school; a few have been taken as young as 7; a boy is not allowed to return to the school after the end of the academic year if he has attained the age of 16, 2924, 2954: it is wholly a day school; any master is allowed to take boarders, 2925-6: the council appoint the head master, who appoints the under masters, subject to the approval of the council, 2928-32: proportion of masters to the number of boys, 2936: religious teaching has always been excluded, but the boys are very truthful and honourable indeed, 2937-44.

The pupils come from many grades, the extremes of which are far apart, 2949: the average age at which they come is 13 or 14; the complaint is that they do not come young enough, 2957-8: a junior school has been introduced since 1863, to get boys at an early age, 2962: there is no absolutely prescribed course of study; a parent may select any course he likes. Nearly every boy learns French; out of 340 boys some 80 learn German; and all but about 10 per cent. learn Latin; in Greek the number is small, about 60, 2973-5: boys who come at an early age have great pains taken with their Latin, 2978: Latin verse-writing is omitted, 2981.

The other subjects taught are mathematics and arithmetic, 2986: parents, as a general rule, do not wish their sons to learn book-keeping, even if going into commercial life, 2987: mathematics is taught to a very considerable

KEY, T. H., M.A., F.R.S.—*continued.*

extent; witness would like to get rid of Euclid, as a most illogical book, 2992: pupils who have obtained honours, 2993-4: description of teaching given in physical science, 2996: boys coming from other schools show great deficiency in the understanding of principles, and a want of accurate thought, 2997-9: chemistry has been introduced since the establishment of the school, but the general system of instruction is very nearly as it was constructed originally, 3003-10.

Systematic grammar is not taught in the lowest classes; witness's belief is that a boy learns grammar better from his Latin than from his English books, 3015: the study of history is greatly overvalued, 3020: maps are the best part of the instruction in geography, 3021: drawing seems to be valued by the parents of the middle class, 3025: writing is taught in all the lower parts of the school, 3026: arrangement of school-hours and holidays, 3029-30: the study of Latin is to be valued as teaching grammar generally, 3031: on the whole, parents of the middle class have no very clear appreciation of the value of intellectual education, 3036: there is a practical advantage in the study of even a little chemistry, 3042.

Witness is decidedly satisfied with the peculiar feature which permits parents to select the system of instruction, 3050-2: reasons for not applying time to the teaching of botany, 3057: witness would perhaps place social science above everything except arithmetic, 3060; corporal punishment has never been resorted to; a boy is detained an hour after the time, 3072-4: there is no system of monitors, 3083: a punishment book is kept, and no master is allowed to punish a boy unless he enters it in that book, 3088: arrangements for the dinner hour, 3093-5: the prizes are only book-prizes; they are given on the result of three examinations, 3108-13; description of the playgrounds, 3117-33.

KING, Miss G., Secretary to the Society for the Employment of Women:

Society has been established about six years, for providing employment for women who are dependent upon their own exertions, excepting domestic servants, 15,599-16,004, 16,012: ages of applicants vary from 15 to 40 or 50, 16,005: their education on admission is very deficient, arising from want of elementary training and mental discipline, 16,006-11, 16,033-9, 16,064-5.

Women are almost universally less well educated than their brothers, which may be attributable to the fact that the latter cannot get employment without education, and the necessity of obtaining employment for girls is not often considered, 16,013-6: the remedy for this would be opening more employments for women, but there is a prejudice among the men against the introduction of females, as women not being so steady and reliable, and objecting to a seven years' apprenticeship, tend to reduce the rate of wages, and there is a tendency to employ men in preference to women, 16,017, 16,027, 16,040-2, 16,058-9: Cambridge system of giving certificates to women will be useful as a stimulus to female education, 16,028: there is great want of good schools for girls at a reasonable cost, 16,029-32:

The society has sent out several ladies as nurses to public institutions, but not to the London hospitals, and the society is trying to introduce nursing very much, 16,044-7: there is a book-keeping class and a law-copying office in connexion with the society, 16,048-54: a great many women have been employed in printing, 16,055: society has no funds to provide special instruction for applicants, 16,056-7: a large number of females are employed in electric telegraph offices, but the pay is very small, 16,060-3.

KINGDON, Rev. G. R., Prefect of Studies at Stonyhurst College:

Stonyhurst College is divided into two departments, 12,172.

School Department.—Duties of prefect of studies, 12,171, 12,173, 12,193, 12,195: school course lasts seven years, 12,174: number in the school, 215, all boarders, 12,176-7: object of school is to give a good classical education, which is looked upon as the basis of the whole, 12,178, 12,181-3, 12,226-7: studies successfully prosecuted, as shown by examinations at London University, 12,179-80: subjects taught, 12,184-9: especial attention is paid

KINGDON, Rev. G. R.—*continue*.

to the general instruction of all the boys, the masters giving additional help to any boys who may be more backward than the others, 12,190-2: number of masters and mode of recompensing them, 12,194, 12,204-15: discipline, 12,195-9, 12,244-5: religious instruction, 12,200-1.

Charge from 40 to 60 guineas a year, 12,202: school is self-supporting, 12,203: repairs to buildings defrayed out of school revenues, 12,216-8: social position of parents very various, 12,219: no inconvenience arises from the boys mixing together, 12,220-2: advantage of classical education, 12,223-4: the school has no endowments, 12,225: system of emulation adopted for stimulating boys in prosecution of their studies, 12,228-39: kinds of amusements, 12,240-3.

Number of boys in each class, 12,246-8: age of boys on admission, 12,249-51: they generally leave at about 17 or 18, 12,253: destination on leaving school, 12,254-6: number and duration of school terms, 12,257-9: holidays at home and at school, 12,260, 12,263-72; 12,281-4: boys generally come to the school badly prepared, 12,261-2: Stonyhurst and the other Roman Catholic schools form sufficient provision for educating Roman Catholic boys of the upper and middle classes, 12,276-9: chemistry and natural philosophy are taught to the whole rhetoric class by a special professor, 12,290-3, 12,304-6: it is essential that Roman Catholic children should be taught under superintendence of members of their own faith, 12,294-6: teaching of classics, French, &c., 12,299-303.

College Department.—Is as nearly like one of the English universities as it can be made, 12,307-10: nature of instruction and how given, 12,311-23: college course lasts three years, 12,325: there are 20 pupils in the college and room for five more, 12,326-7: charge 100 guineas for 10 months, 12,328: there is no mixture of the college pupils with the school boys, 12,331: some of them go to Trinity College, Dublin, 12,332: they stay at Stonyhurst from 17 to 20, 12,333: no regular course of reading classics, 12,334.

Inspection.—Is objectionable for various reasons, whether compulsory or voluntary, 12,335-7.

Registration of Teachers.—Not necessary, 12,335.

KYBERD, Miss S. See FUSSELL, Rev. J. G. C.

L.

LIVING, G. D., Esq., Professor of Chemistry in the University of Cambridge, and Member of the Syndicate for conducting the Local Examinations:

Cambridge Local Examinations.—During eight years 240 or 250 schools have sent in boys to be examined; almost every class of schools sends pupils; generally the private schools are most numerous, 131-5: the proprietary schools send the larger number of scholars, 201: indications of these examinations having had a favourable effect, 137: the practice of sending picked boys prevails in the majority of cases, and creates a danger of the less apt boys being neglected by the master, but the whole school must be benefited indirectly, 138-40: several lads have distinguished themselves, and been sent to the university in consequence, but these have not come from the humblest class; boys from this class have hardly the opportunity to distinguish themselves, 142.

Expenses to candidates, 148: no concert between the two universities in the conduct of these examinations, 150: such concert might diminish labour and expense, 155: many schools send candidates to both examinations, 152: examiners are sent wherever the payment of 25 fees of 1*l.* is guaranteed, 154: all candidates are examined in Scripture and religious knowledge, unless their parents object, 157: a succession of competent scholars can hardly come out of a school which is in general badly conducted, 160: in some cases the examinations are assisted by local subscriptions, and prizes given, 163-6: a proposal to divide the country between Oxford and Cambridge

LIVEING, G. D., Esq.—*continued.*

fell through, 168-9: the number of schools coming forward for examination has always gone on increasing, 173.

Unlike Oxford, Cambridge gives no titular distinction, 174: witness voted for a title, but does not lay much stress upon it, 177: character of examination in religious subjects, 179: the Oxford and Cambridge certificates differ but little, 196; witness is of opinion that the reading by boys from private schools is better than that by boys from national schools, but the arithmetic and writing is not so good, 219-21.: Cambridge system of marks, 223-6: value of chemistry as an educational subject, 227-32: the examinations are conducted by about 25 examiners, appointed annually; their fees are very small, not more than 15*l.*, but there has been no real difficulty in obtaining competent men, 237-45.

Greater advantages might be expected from an examination of the school itself, than from the examination of some of the scholars, 248: during the last three years the university has undertaken the inspection of schools, on payment of a minimum fee of 10*l.*, 249-55: list of schools which have accepted this opportunity, 256: a detailed report is sent to the governors of the school; for them to publish or not, 257-8: permission to publish the report is the only award, 287: examination of a school in Port of Spain in Trinidad, 288-90.

Education of Middle Classes.—Is better in some respects, 143: there is great room for improvement, 147, 206: some points in which improvement is necessary, 181-4: evidence of improvement afforded by the per-centages of certificates obtained in the Cambridge local examinations, 185-7.

Education of Girls.—A syndicate appointed to consider whether the university could undertake the examination of girls has reported favourably, provided the subjects of examination be common to boys and girls, 144: the admission of girls to examinations might produce the same kind of effect upon girls' schools that has been seen in the case of boys' schools, 146: the syndicate propose that girls should be examined in precisely the same preliminary subjects as boys, 210.

University of London Matriculation.—Nearly 500 candidates for matriculation came to the University of London in 1864; these candidates came from a professedly better class of schools than the pupils sent to the Cambridge local examinations, 213-18.

LINGEN, R. R. W., Secretary to Committee of Council on Education:

Middle-class Education.—Deficiency of means of education for the lower portion of middle-class, 13,050-6: better application of endowments would tend to promote improvement, but apart from endowments middle classes have the power of improvement in their own hands; in towns day schools might be established, for which, supposing buildings were rent free, and a capitation fee of 10*l.* a year were paid, a very competent master might be obtained, the Government not to originate such schools nor to control them afterwards, 13,057-61, 13,063, 13,073-80, 13,164: mode of establishing such schools and relation of masters to trustees or committee, 13,062, 13,064-6.

Endowments for middle-classes should be blended with proprietary principle and made available for these schools, 13,067: reluctance of farmers to send their children to same schools as labourers, 13,069-72: cost of building school, 13,081: advantages of boarding schools not the same for lower as for higher middle classes, 13,082-5: technical instruction not the business of schools, 13,086-7: conversion of present training colleges into schools for middle classes, 13,088: supply of masters will depend upon amount of remuneration offered, and as the tone of public opinion improves a fair inducement will be offered to university men to become teachers, 13,090-3, 13,099-102: no difficulty to be anticipated in event of proposed schools attracting present certificated masters, 13,094-8: grouping of endowments to form gradation of schools, 13,105-9.

Gratuitous education not expedient, 13,110: great discretion needed in application of endowments, 13,111: pensions to masters should form an important part of any system of education, 13,112: education in grammar

LINGEN, R. R. W.—*continued.*

schools not that which is required for part of middle-classes, 13,133-6: appropriation of endowments to exhibitions at technical schools, 13,137-9: and to high-class schools, 13,140: exhibitions in primary schools of little value, 13,141: merging of doles in general school fund would be beneficial, 13,142-7: proposed application of endowments, 13,158-60: to payment of inspectors, 13,162.

Training of Teachers.—Not necessary for middle-class schools, 13,103-4.

Inspection.—Of endowed schools should be by Universities, 13,113, 13,161: should be more in the nature of a visitation, 13,163.

Certification.—Schoolmasters generally should not be allowed to exercise profession without a certificate of competency or possessing a university degree, 13,114-22: who should grant certificates or confer degrees, 13,123-5: defects of present system, 13,127-32.

Education of Girls.—Should be conducted in more systematic manner, 13,148: means for female education more deficient than for boys, 13,149: endowments should be extended to assist in providing schools for girls, 13,150-2: suggestions for improvement, 13,153-5.

LONG, Mr. C., Head Master of Hele's School, Exeter:

Has been head master for five and a quarter years, and has also filled various situations as assistant master, 16,830-40.

Hele's School.—Endowment of building and site, 16,841-4, 16,945-6: the annual endowment amounts to 300*l.* a year, derived from a Treasury grant out of the lapsed property of Elise Hele, 16,845-6, 16,883-7: management, 16,882, 16,924: capitation fees and cost of education, 16,847-8: the teaching staff consists of the head and two other masters, with three articulated pupils, the salaries ranging from 150*l.* to 15*l.*, 16,849-52, 16,930-35: there are 150 boys in the school, sons of upper mechanics, clerks, and shopkeepers, 16,853-6: number of boys between 7 and 15 at the schools in Exeter, the kinds of schools, and rate of payment, 16,857-68: education comprises instruction in Latin, mathematics, and the general subjects of a good English education, but not Greek or French or physical science, 16,869-73, 16,878-9, 16,888-94.

Age and qualifications on admission, and age to which boys generally stay, 16,874-7, 16,914-9, 16,925-9: boys have been successful at the university local examinations, 16,880-1: education satisfactory to parents, 16,895, 16,903-5: school is connected with Church of England, but dissenters are not excluded, 16,896-902: means of education in Exeter, 16,906-13: masters are appointed by the trustees, 16,920-3: removal of masters, 16,936-9: if the present fees were raised many of the boys would be withdrawn from the school, as the parents cannot afford to pay more, 16,941-4.

Education of Girls.—Means should be provided for education of girls as well as for boys, 16,947-51.

LOYETT, Mr. W.:

Forwards a written communication setting forth the necessity of teaching the elements of the sciences, political economy, and social science in schools for middle classes, vol. ii. p. 673-5.

LOWE, Rev. E. C., D.D., Head Master of St. John's College, Hurstpierpoint:

Mr. Woodard's System of Schools.—Objects of the founder; two essential features of the system are that the schools should be boarding schools and should be self-supporting; the bishop of the diocese is the visitor, and the general management is carried on by the society called the Provost and Fellows of St. Nicholas College, 9308, 9314-17, 9378-82: there are three branch schools—one at Lancing (St. Nicholas), with 126 pupils, another at Hurstpierpoint (St. John's), with 339 pupils, and a third at Shoreham (St. Saviour's), with 279 boys; the fees at these schools are, St. Nicholas, 60 to 90 guineas; St. John's, 30 guineas; St. Saviour's, 14 to 18 guineas, 9309-13, 9331: there is also a preparatory school near Hurstpierpoint for children under 9, under the inspection of the college, 9350-1.

LOWE, Rev. E. C., D.D.—*continued.*

The class from which boys are drawn at St. John's is the upper trading and agricultural, 9311, 9393-5: the boys at each school must come from the commercial or agricultural classes, 9352-61: there are no endowments except two fellowships of 45*l.* a year each, 9327-30, 9414: St. John's school is full, it having been constructed for 300 only; the number will probably be increased to 400 as a maximum, but could not be extended beyond that, 9337-40: buildings are not yet quite complete, 9343-5: quantity of land and its use, 9346-8: only qualification on admission is that boys shall be able to read, 9349-50: the school is conducted entirely on the dormitory principle, 9362-66: each dormitory is always in the charge of two prefects, sometimes of three or four, 9409-10 (*see also* "Remarks," vol. ii. page 69): age to which boys generally remain, 9369-71: holidays, 9392.

Witness states in detail, generally as regards the schools at Lancing and Shoreham, and particularly as to his own, the business or profession to which the boys proceed on leaving school, 9401-7: the cost of maintaining the schools; cost of board; the dietaries; the salaries and length of service of the masters; places from which scholars have been received and the religious persuasion of their parents, 9412-97, 9563-77: nature of punishments, 9583-7: objects of the training school and the special school, age of students on admission, fees, and subjects of instruction there, 9498-9559: Latin and drawing are taught throughout all the schools, 9560, 9579-82, 9588-91: all the boys learn French, 9593: importance of clerical superintendence over schools, 9594-5.

Boarding schools preferable to day schools, 9341-2, 9367-8, 9384-8.

Inspection.—Essential to the vigorous vitality of the school; university fellowships suggested as the machinery for inspection; infusion of fresh blood from the universities would prevent inspection degenerating to mere routine, vol. ii. page 70.

Certification of Masters.—Certificates founded on an examination in books, independent of moral or practical training, of little value; if they were to show not only intellectual qualifications, but moral character and professional promise, they would be of great value and highly appreciated; as regards the holder of the certificate the social advantage to him would not be great, vol. ii. page 70.

Endowments.—Re-adjustment of small endowments absolutely necessary; objects to be kept in view in the process of re-adjusting, vol. ii. page 71.

LOWE, R., Esq., M.P., formerly Vice-President of the Committee of Council on Education, and a Member of the Charity Commission:

Endowed Schools should have the most complete liberty as to what they should teach and what they should not teach, 6537: the ultimate choice of the course of study must and ought to be left to the parents of the children; the feoffees are rather the executive to carry out the will of the parents, 6539: make the parents the ministers of education, and do everything you can to give them the best information as to what is good education, 6540: witness has the poorest opinion of endowments, and perhaps if he had the power would abolish all educational endowments altogether, 6541.

If endowments must be retained, the question is how to give them as nearly as possible the merits of a free system; that is to be done very much by acting on the masters. A master's income should consist of three parts; the first of a permanent sum, the second should depend upon the proficiency of the children, and the third should depend on the number. Every endowed school should be annually inspected and examined, and a payment made to the masters in accordance with the results, 6541: the result of all examinations, whether of endowed or unendowed schools, ought to be published in the local newspapers, 6543.

The inspection would be better done through the Privy Council Office, the universities being essentially clerical bodies, and in these things no profession should have a decided preponderance, 6544: the masters shall cease to have a freehold in their office, and it would be desirable to annul the clause in many grammar schools requiring them to be clergymen, 6547: the

LOWE, R., Esq., M.P.—*continued.*

Government has as much right to interfere with endowments as with schools that it relieves directly out of the public funds, 6571.

Looks upon endowments as a great evil, and as a premium to continue teaching things after the spirit of the age has got beyond them, 6602-3: endowments are injurious to education; it is better without them, 6609: exhibitions are a good form of endowment, 6612: in the Privy Council schools there is no gratuitous education; the only gratuitous schools should be the ragged schools, 6614-15: one of the great and leading evils of endowments is that they have almost always been given for particular studies; they have been a premium upon obsolete knowledge, 6639.

Charity Commission.—Particulars of some defects in the Charity Commission Act, 6547: evil of an appeal to the Court of Chancery from the decision of the Charity Commissioners, 6547: Sir Eardley Wilmot's Act is a cumbrous piece of machinery, and would be better got rid of, 6548: the Charity Commission is a very superior machine to the Court of Chancery for the purpose of administrative changes in charities; reasons for this, 6548: inadequacy in point of numbers of the present staff for additional work, 6550-52, 6630: appointment of commissioners and inspectors, 6549, 6553-5: has unbounded confidence in the Commission as already organized, and thinks it entitled to the merit of being a sort of judicial discovery, 6620: perhaps the Commissioners might be charged with the fault, that in the schemes they have made they have gone too far in considering the wishes of the neighbourhood, 6623: would leave to the Commissioners the best mode of dealing with the small misapplied endowments, 6622-6: the Commissioners should be all lawyers, 6631-5.

Latin.—For persons not intended to fill the higher walks of life, what is called classical Latin is not a good thing to teach; grammatical Latin, or what may be called modern Latin, as a living language, is a thing which almost every one ought to learn, 6558.

Science.—Witness has always been of opinion that things are better worth knowing than words, and that our education turns too exclusively on the mere faculty of acquiring language, 6643: approves very much of the teaching of natural philosophy and chemistry, and thinks no better use could be made of portions of endowments than in founding lectureships and masterships to teach these things, 6644-6: there is no logic so subtle, so refined, and so improving to the mind as that of nature, 6647.

Surveying.—Nothing could be more proper to teach in middle-class schools than surveying, 6649.

Government Inspection of Schools.—Inspection should be accessible to all schools; in case of any complaint of a school, the Privy Council should offer inspection, and the refusal of the offer of inspection should be made known in the neighbourhood, 6560-62: undesirableness of Government interference in matters of instruction, except in schools aided by Government grants; the right of the Government to interfere ends with the Government assistance, 6563-9: principle upon which the Privy Council aids schools, 6572-3: advantages of Government inspection over private inspection, 6579-83: inspection better than examination, because it is of much more importance to know how the great mass of the school is taught than that some few boys may get considerable distinction, 6593.

Certification of Teachers.—Should be entirely against any fetter of that kind, except in schools where Government aid is given, 6616-17.

External Examinations.—The examinations of the Department of Science and Art have been one of the most successful of things; details of the arrangements, 6650-61: the Civil Service examinations have a tendency to stimulate education, 6667: thinks the Oxford and Cambridge local examinations, with their two systems, will get into trouble ultimately, 6668.

Training Colleges.—A general contribution out of endowment funds to form a training college, if such a thing were necessary, might be a matter worth considering; the Government should not interfere, 6671: there are too many Government training colleges, 6672.

M.

MANN, H., Esq. See WALROND, T., Esq.

MARTIN, Miss F., Superintendent of Bedford Female College School, London :

Bedford College.—In most respects is similar to Queen's College, Harley Street, lectures being given to the elder girls, and a school being attached to it, 15,370-7 : the practice of the college is rather to limit the range of subjects, in order that the pupils may become more thoroughly acquainted with the subjects they study, and so secure a more perfect mental discipline, 15,439-42 : a few of the pupils on leaving become governesses, others marry, and others remain at home, 15,428-9 : boarding house, containing 15 students, does not form part of college system, 15,415-21.

School connected with the College.—Is a day school distinct from the college, containing 60 pupils, whose ages vary from 8 to 17, paying fees, according to age, of from 4 to 18 guineas a term, which include all the subjects, except instrumental music, which is taught out of school hours as an extra, 15,378-83, 15,410-4, 15,510-3, 15,528-9, 15,422-26, 15,503 : subjects of instruction comprise Latin, French, German, history, geography, arithmetic, grammar, dictation, drawing, drilling, singing, and writing, and also science ; no option is allowed to parents in selecting subjects, the superintendent deciding what subjects shall be taught to certain girls, 15,384-6, 15,395-7, 15,446-51, 15,485-6, 15,530-2 : rule followed in selecting subjects, 15,387.

Latin is taught to every girl in the highest class, 15,388-9 : no difficulty found in teaching Latin grammar so far as preparing pupils for the college, 15,390-1 : Latin useful as a means of mental training, 15,392-4 : social position of parents, 15,398-400, 15,430-2 : there is no religious instruction in the school, but notwithstanding a very high moral and religious tone pervades it, 15,401-4, 15,436-7 : attempt to form a biblical class failed, 15,433-5 : teachers are members of the Church of England, 15,438 : qualifications for admission, 15,443 : on the whole the children come fairly prepared, English portion of education being most defective, 15,505-9 : French taught before Latin, 15,444 : mode of teaching botany and natural philosophy, 15,452-3 : instruction in natural sciences quickens the intelligence of pupils, 15,487-92.

Discipline and punishment, 15,456-8 : no competition in the school ; it is very injurious, and fosters vanity and self-will, 15,459-62 : proportion of girls entering the college on leaving school, 15,463-5 : no system of prizes adopted, but a presentation to the college to the value of one-half the fees forms a reward in the highest class, which is awarded as the result of the general examinations of the school, 15,478-84 : no examination from without, 15,496-7 ; school hours, 15,514-5, 15,521-7 : holidays, 15,516 : in many cases the children have the assistance of private governesses in preparing work at home, 15,517-20.

Training of Teachers.—Good training does not always make good teachers ; they should be free to choose their own methods, 15,467-8 : no faith in training ladies as instructresses, 15,469-71.

Education of Girls.—Female education much neglected, 15,405 : in private schools is often showy and superficial, 15,406 : good private schools on the increase, 15,407-8 : early education of girls should not differ much from that of boys, but the latter part of the education must be somewhat different, 15,409, 15,473-7 : ladies should be instructed in Latin and Greek, 15,472 : objections to introducing into London the Edinburgh system of class education for girls, 15,499-502.

University Local Examinations.—Doubts as to the good effect of extending them to females, 15,493-5 : special examinations particularly injurious to girls, 15,533.

MASON, C. P., Esq., B.A., Proprietor of the Denmark Hill School :

Denmark Hill School is strictly a private school ; there are about 120 pupils, chiefly boarders, and the terms vary from 45 to 65 guineas a year, 3144-53, 3165-7 : the boys come at all ages, from 7 to 17, and the majority do not go to any other place of education afterwards, but direct to a business or profession, 3159-64, 3172-4 : the fee for day boys is from 16 to 20 guineas a year ; if they dine it is from four to five guineas a year more, 3178 : there are five regular assistant masters, besides occasional ones, and it is arranged that no master shall have more than from 15 to 17 boys to teach at once, 3189, 3270-74.

Nearly all the boys learn Latin, but more stress is laid upon arithmetic and mathematics than upon any other subject ; mechanics is taught, as well as French, German, English grammar, history and geography, and a small number of the older boys learn Greek ; in the physical sciences chemistry is the main subject taught, 3195-6 : extent of mathematical teaching, 3197-201, 3212 : writing and spelling, 3202-5, 3275-6 : one classical language is sufficient for boys who do not carry their education beyond 16 or 17, 3207 : extent of knowledge attained of Latin and French, 3208-11 : indifference of most parents to the learning of Latin, 3213, 3218, 3235 : either French or German is compulsory, 3221.

The majority of boys who come from other schools come in an execrable state of preparation as to the elements of instruction, 3228-30 : organization of the classes, 3241-52 : salaries of the assistant masters, and hours of duty, 3256-68 : there are no monitors, 3269 : course of study desirable for boys going into professions and trades, 3277-97 : difficulty of procuring eligible assistant masters, 3302-4 : the teaching of French, German, chemistry, botany, and astronomy, 3305-13, 3318-20 : way in which the superintendence of the master is brought to bear upon the assistant masters, 3323-4 : boys of seven or eight are admitted to the lower school, which is taught entirely by ladies, as being more careful, patient, and persevering with young children than men are, 3326, 3333 : subjects of instruction in the lower school, 3329-31 : proportionate interest taken by boys in natural science and language, 3337-43 : details of the religious training, 3344-89.

Corporal punishment with the cane and birch is resorted to very occasionally, and only by the principal ; but the older boys are exempted, 3390-8, 3425-7 : the boys are made to understand that they must be to a certain extent responsible for good order amongst their whole number, 3399 : a master is somewhere about with the boys at all times of the day, 3400 : the boys are always encouraged to maintain a perfectly confidential attitude towards the head master, 3411, 3422-4 : one of the commonest modes of punishment is to keep boys on holidays, 3416-21 : two large playgrounds and a cricket field are attached to the school, and in the summer time the boys go twice a week to swimming baths ; the rooms are ample and well ventilated, and for 20 years the school has never been broken up by illness, 3428-49 : prizes are given twice a year publicly before the friends of the boys, 3452-3 : lowest rate at which competent teaching could be given in a school of the social position of this school, page 358 (vol. i.).

Inspection of Schools is preferable to the examination of some of the boys, 3461-2 : would have such an amount of publicity attached to inspection that it should be a privilege for a school to be able to be inspected, 3478 : the best bodies to undertake the inspection would be the two old universities and the University of London, 3479 : at the present time probably only a very small per-centage of the private schools in the country would be willing to come under that sort of inspection, 3483-4.

Registration of Teachers.—The practical difficulties that stand in the way of carrying out the scheme with anything like effect will quite neutralize any possible advantage that can be derived from it, 3464 : witness sees no objection to any system of registration not compulsory, 3476.

The College of Preceptors has had a beneficial influence upon the schools subject to its examinations, 3468-9.

Private Schools, so far as fully one-half of them are concerned, might be suppressed to-morrow with great advantage to the community, 3486 : a fair

MASON, C. P., Esq., B.A.—*continued.*

education at a private school, for 15s. a quarter cannot be obtained by the ordinary process of demand and supply, 3488-9 : private schools in England to be thoroughly successful must be rather profitable concerns, 3499 : no better use could be made of endowments than the diverting them to the establishment of schools of considerable size where the fees were very moderate, and the number of boys would enable efficient teaching power to be brought to bear on them, 3501 : the management of them should be in the hands of a small number of public men, known to be men of high education, 3510.

Masters of Endowed Schools.—Restrictions which necessitate having members of the Church of England or Masters of Arts as head masters of endowed schools are inexpedient, 3502.

MORTIMER, Rev. G. F. W., D.D., Head Master of the City of London School :

City of London School.—History of the school, 3513 : the present income from the school property is about 3,000*l.* a year, and on the falling in of all the leases the income will be something like 10,000*l.* a year, 3519 : schedule of the property, *page* 385 : the income is applied to the general purposes of the school, except that eight boys, called the Carpenter scholars, receive a free education and 25*l.* a year, and a donation on leaving the school, 3524 : the governors of the school are the corporation of London, but the practical working of the school rests with a sub-committee, 3529 : the head master and the second master are elected and dismissed by the full court, and being officers of the corporation are re-elected annually, 3533-5 : the other masters are elected by the committee, 3540 : the system works extremely well, 3543 : the head master must be an M.A., at least, of one of the English universities, 3545.

The average number of boys in the school for the last seven years has been 624 ; they are all day scholars, 3550-2 : form of admission, 3553 : boys come from all parts of England, but principally from the vicinity of London, 3558 : the cost of tuition, including drawing materials, is 11*l.* per annum, 3561-6, 3579-80 : the school is as full as the building will hold ; at present 230 boys are standing over for admission, 3568-9 : they are admitted at almost any age under 15 ; the average age on admission to the commencing division is 8, 3570-3 : the corporation keep the buildings in repair, 3581 : employments of the parents, 3583-93 : list of scholarships tenable at the school and at the universities, *page* 386 : list of prizes awarded annually, *page* 365 : great numbers go to the University of London and other examinations, 3621-2 : list of honours and distinctions gained by pupils in the universities and elsewhere, *page* 367.

There are 13 regular masters, or one master for about 50 boys, 3625, 3639-40, 3647-9 : salaries of the masters, 3626-33, 3650-7, 3667-8 : with proper arrangement the present number of masters is sufficient ; in fact boys teach each other more than the masters teach them, if they are all thoroughly classed, 3643 : if the school were dependent on its own resources, the capitation fee would have to be doubled, 3659-66 : object of the school, as stated in the Act of Parliament, 3669 : the compulsory studies are English, Latin, French, mathematics or arithmetic, writing, book-keeping, history, and the elements of chemistry and natural philosophy ; the optional studies are Greek, German, drawing, and vocal music, 3672-6.

Four other large schools are accessible to the citizens, but the number wishing to come to this school shows the system is approved, 3681-4 : the mathematical standard is higher than any other school in the kingdom, and boys from this school have taken the highest mathematical honours, 3685-6 : the elementary subjects are well attended to ; spelling is the most difficult thing to teach ; a great many men never spell correctly through life, 3688-92 : as a rule English schools do not teach French so as to supersede some sojourn on the continent, 3698 : German is well taught at this school by an exceedingly good master, 3699 : boys of all religious denominations are admitted ; character of the religious instruction, 3705-21, 3768-78.

The Act of Parliament places considerable power in the hands of the head master for maintaining the discipline of the school ; he has absolute power to expel, 3722.

MORTIMER, Rev. G. F. W., D.D.—*continued.*

A report is sent to the parents twice a year, which serves as a sort of *quasi* expulsion, 3723: nobody has a right to inflict corporal punishment except the head master, unless under a written order from him, 3727, 3780-88: witness often refers it to the class to punish a boy if there has been anything sneaking, 3735: the devotion of old scholars to the school is something wonderful, 3736-7: mode of passing boys from the lower to the upper school, 3741-7: school hours are from 9 to 12, and from half-past 12 to 3, 3750.

The boys are never without a master teaching them, 3750-54: nearly one-third of the whole time is given to mathematics or arithmetic, 3759: mode of teaching mathematics, 3761: some physical science is compulsory on all the school, 3762: the destination of the boys hardly affects the course of instruction at all; the great object is to teach a boy to think and to be industrious, 3804-9: methods of teaching arithmetic, 3812-16: the science examinations at South Kensington are extensively used to test the instruction given by the school in natural science, 3818: methods of teaching Latin and history, 3831-5: there is no playground; the boys play in Victoria and Battersea parks, 3843-6.

Certification of Teachers would be very useful, if optional, and the issue of the certificates were undertaken by the three Universities of Oxford, Cambridge, and London, 3836-8.

Inspection of Schools.—All schools should be subjected to the inspection of examiners who have no connexion whatever with them; in the case of any school of a tolerable size inspection should be compulsory, 3839-40.

MOSELEY, Rev. H., M.A., F.R.S., Canon of Bristol, and Member of the Council of Military Education:

Examinations for Woolwich, Sandhurst, and for Direct Commissions.—Beneficial action of the examinations of the Council of Military Education upon the general education of the country; formerly only 20 to 30 per cent. obtained one-third marks in mathematics, now it is 80 per cent., 1827-9, 1851: the examinations for Woolwich are competitive; superior results of the competitive examination, which works perpetually upwards, while the qualifying examination has a contrary tendency, 1830-1: at the present time candidates are admitted from 16 to 19 years of age, 1833: not more than five subjects may be selected, of which mathematics must be one, 1837: there has been an improvement in classics, but not a corresponding improvement to that in mathematics, 1839-40.

Proportion of candidates who come from the different classes of schools, 1840-4: estimate of the relative success of the classical and the mathematical men after their admission to Woolwich, 1852-9: at Sandhurst the subjects of examination are lower subjects as a rule; here the examinations are qualifying, not competitive, 1863: numbers of marks for the different subjects, 1864-5: the examiners do not report so positive an improvement in these qualifying examinations for Sandhurst as in the competitive examinations for Woolwich, 1866-8: social difference in the two classes of candidates, 1869-70: the qualifying examination for direct commissions is rather more severe than that for Sandhurst; the candidates are much older, 1873-5: about the same amount of improvement is shown in the examinations for direct commissions as in those for Sandhurst, 1876-7.

A general inference to be drawn from these examinations is, that next to nothing is learnt at school by a great many of the boys, but the great bulk of them, after leaving school, spend from three to twelve months with a private tutor, 1883-7: great injustice is done to these tutors in applying to them disparagingly the term "crammers;" cramming, in the great majority of cases, means the patient steady application of the student for a certain time to a certain thing; in that way a private tutor does good work, 1905-6: statistics of the Woolwich examination of December 1864, showing particularly the numbers of marks gained in mathematics and in classics, page 211: in some cases it might be undesirable that an intense application to some department of study should be continued over a long period; witness's impression is, that it would be practicable to combine a special preparation for public examinations with a good wholesome general education, 1909-14.

MOSELEY, Rev. H., M.A., F.R.S.—*continued.*

Bristol Trade School.—This school was established on the ruins of a National school, which was common to the whole city of Bristol; it is intended for the sons of tradesmen and the upper class of mechanics. The fee is 3*l.* a year. There is one principal subject of instruction, round which, as it were, all the rest are grouped, and that subject is experimental science, 1923: the subjects taught are chosen with a view to a good education of the mind for a handicraftsman, and the school is certainly a success; it started with about 60 scholars, and now there are more than 100, although the fees have been largely increased, 1924: it is only a day school; boys from any class are taken, but practically they come from the lower part of the middle class, 1925-9.

Reasons for the success of the school, 1930: it is under the Department of Science and Art at South Kensington; this department offers prizes to the masters for teaching many subjects, 1931: subjects taught, 1932-41: the funds altogether are about 30*l.* a year, and in addition to this there are some subscriptions, 1947-9: justification of the eleemosynary character of the school, 1951: it would damage the school to raise the fees, 1953: analysis of the trades the pupils follow after leaving school, page 214: these pupils confirm the success of the school most fully, 1955: it would be most desirable to have more schools of the same sort, 1959: reasons why the example of Bristol has not been followed, 1961-5.

This school competes with the class of school above the National schools, but many parents, from a feeling of conventionalism, elect to pay a higher fee at a private school for a more pretentious but less solid education, 1987-92: the head master receives over 200*l.* a year, 1996-8: steps to be taken towards the creation of such a class of schools as this generally in the country, 1999: there is an evening school in the winter attended by an older class of persons; it is prosperous, 2007-11: the system of examinations explained, 2012-14: attendance at the Bible lesson is compulsory unless parents object, 2017: the school is fully large enough for the present staff, 2019: the master was trained at Cheltenham training school, and had a certificate of the first class, 2021-2.

Subjects of Instruction.—Parents have to be taught themselves what solid education is; after good writing, reading, and arithmetic, they only think of what their betters learn, 1970-1: witness would infinitely sooner have a man who knew his business, and all the great laws of nature that link themselves with his particular trade, than one who could write a beautiful letter with fine spelling and fine words, 1972.

Education of Middle Classes.—The great defect lies in the inadequate education of the schoolmasters, and the first step towards improving the existing state of things would be to provide another and a better set of schoolmasters, 2026: this object might be attained by a system of training schools, 2029-32: the main defect in the teaching of the middle classes is the want of exercise of the understanding of the child in the work of teaching; it is altogether a mechanical thing, 2033: the lower or industrial section of the middle class, if not the whole middle class, might be instructed in the elements of physical science, 2048: reasons why training schools should be provided at the expense of the state, 2053-6: Latin and Greek and modern languages, as taught to the middle classes, constitute a branch of education essentially and necessarily superficial, pretentious, and unreal, 2060: all important institutions of education should have clergymen at their head, 2068.

N.

NORRIS, Rev. J. P., formerly one of Her Majesty's Inspectors of Schools :

Cambridge Local Examinations.—The examiners assembled at Cambridge after the fourth year's examinations, comparing the papers sent in with those received after the operations of the first year, noticed evidence of more careful teaching, 401: attributes these examinations being confined to the best schools to the circumstance that only the best schools are anxious to have their results known, 406: these examinations give a fair test of the

NORRIS, Rev. J. P.—*continued.*

different schools intellectually, but not morally, and not as to sanitary arrangements, 410: reasons why the system wants prestige, 411-13, 415: any inconvenience attending the giving the best boys undue advantage over others is common to all systems of examination, 416: in the few good schools that have sent in pupils, fluency and spirit seem generally to be their merits, and looseness and inaccuracy their faults, 422.

Comparing the subjects taught, should say that writing, spelling, grammar, arithmetic, geography, history, and knowledge of the Bible are much better taught in the National school, but that in the middle-class school there is more knowledge of literature, and more love of reading, 423, 443: the representative of the university is generally well received, 426-7: opposition has rarely been shown, and then either because there were no creditable results to show, the pupils were too young to send to lodgings for a week in a country town, or a dislike was expressed to the term "middle class," 428-32: since June 1862, Cambridge has added to its system the duty of inspecting schools, 453: slowness of the public in taking advantage of the inspection system attributable to its expensiveness and the want of advertisement, 454-6: witness thinks if the fees were cut down to 5*l.* instead of 10*l.*, more than twice the number of schools would avail themselves of the inspection, 459: remuneration of examiners not inadequate, 462-3: Oxford has not done anything yet in regard to inspection, 466.

Education of Middle Classes.—Nothing can be more unsatisfactory than the state of middle-class education, 421: favourable, though indirect, effect of training college system upon middle-class schools, 433-6: in religious knowledge the pupils from middle-class schools are below the standard of pupil-teachers of the same age, 446-8: effective aid might be rendered to middle-class education by the rescue from their present state of inefficiency of the 400 or 500 endowed middle-class schools of the country, 521: help these endowed schools to improve themselves, and trust to the competition of those improved schools to better the rest, 528: Government should not interfere with the unendowed schools, and with the endowed only by improving the trusts, inspecting them for a year or two, and letting in daylight, 529: Bunbury School changed in two years from a miserable to an excellent one; what has been done here might be done in 400 or 500 of such schools all over the country, 541.

Registration of Teachers.—Does not approve the principle of registration of teachers, and would decidedly prefer a diploma or certificate from Oxford, Cambridge, or London University, 531-6.

Subjects for Instruction.—Written statement of the best subjects for instruction in schools for the middle classes, page 60 (vol. 1).

P.

PAGET, J., Esq., F.R.C.S., F.R.S., of St. Bartholomew's Hospital, and Member of the Senate of the University of London:

St. Bartholomew's Collegiate Institution.—Students are admitted here to pursue their studies in the hospital under regulations similar to those observed in the universities, 2075: a large number of the students are the sons of those already engaged in practice, and the greater part of them are educated in the better class of proprietary schools and grammar schools, 2082-3: the students commonly remain over the whole period of their studies, for three years, 2095: about 40 are now in the institution, which has been a successful experiment, 2096, 2102: Dr. Andrew is the present head of the college; no clergyman has ever been at the head of it, 2109-10: the students are expected to attend chapel, but not compelled, 2113: the general cost to the students is a little more than that of living in lodgings, 2114.

College of Surgeons Examination.—Subjects for examination, 2084: any student having passed one of a large number of examinations which stand in lieu of that which has to be passed at the college may evade that examination altogether, 2086: the very large majority of those who are candidates pass, 2116.

PAGET, J., Esq., F.R.C.S., F.R.S.—*continued.*

Education of Medical Students.—It is a matter of the greatest importance that medical students should receive a good education in general subjects before they begin their professional career, 2089: the present condition of their knowledge of scientific subjects is highly unsatisfactory, 2090: it would be far better if they had the same amount of knowledge in scientific subjects as they now possess in classics, 2091: all the scientific knowledge that is supposed to assist the study of medicine has to be acquired after they begin their medical studies, when occupied about matters much more immediately important, 2127.

Students come rather better prepared than they used to be, but they are still very ill prepared, 2130: there should be a special instruction in science, not merely with reference to the medical profession, but as a part of the general education of an English boy, 2134: it is particularly desirable that students should come with more scientific training, even at the sacrifice of a certain amount of their present literary studies, 2155: Latin is not more necessary for members of the medical profession than it is for other persons in the same rank of life, 2160: instruction in physical science would be valuable for the sake chiefly of the positive knowledge acquired, but in a measure also for the mental training, 2161.

As a rule medical students should be trained in general education, including science, up to 17 or 18, and then should proceed to the study of their profession, 2173: Greek might be excluded from the course of instruction, 2180-81: with the exception that it assigns greater weight for classical knowledge than for scientific knowledge, the matriculation examination at the London University is as good as could be designed for medical students, 2185.

PAKINGTON, Right Hon. Sir John, Bart., M.P.:

Education of Middle Classes.—Has long been of opinion that if our general system of education for the working classes were what it ought to be, the lower stratum of the middle class might well be provided with elementary education at the National schools, 7014: it would be reasonable to call upon the parents of the middle classes for a higher rate of payment than you would require from the labourer; way in which this system has been put into practice at Cutnall Green School, Worcester, 7015: particulars of another mode of arriving at the same result, as practised at Chalfont, Buckingham, 7016: an inference to be drawn from these cases is, that there is no objection on the part of parents to mixing children of different classes, 7016: at Chalfont the children sit together on the same benches and learn the same things up to a certain point, but the higher branches of instruction are carried on in another part of the room, separated by a curtain, 7024.

For younger children and elementary instruction the local school is to be preferred, but for elder boys, and the higher teaching, a county or district school is required, 7034: the general position of those classes who could pay to a boarding school from 25*l.* to 35*l.* a year is that they have to pay a very high price for a very bad article, 7042: the lower division of the middle class is worse off for education than any other class in the country, 7072: a true solution of the difficulty with regard to them is to be found in an improved and extended system of National schools, 7079.

Endowed Schools.—If the Education Department had larger powers a great number of small endowments which are acting as impediments to education might be rendered most important auxiliaries, 7025: the combination of small endowments, if not too distant, for one district school would be beneficial, 7030: one cause of endowed schools being bad is, that they are hampered by want of power to dismiss an inefficient master, 7043: where an endowment is a liberal one, it should as far as possible cover the educational requirements of all classes in the locality, 7049: would urge the inspection of these schools, with the object of seeing that the original objects of the foundation are carried out, 7051-2: in the larger schools it would be desirable to encourage the study of the dead languages, but the study should be optional with the parents, 7064-9: it is most important that something should be done with all those little endowments which are useless, 7081.

PAKINGTON, Right Hon. Sir John, Bart., M.P.—*continued.*

University Local Examinations.—Is not very sanguine as to the effect of them; has heard them much complained of as tending to the disadvantage of the less clever boys, 7061-2.

PALMER, Sir R., Attorney-General :

Powers and Proceedings of Attorney-General as to Educational Charities.—Matters under control of Charity Commissioners do not come before Attorney-General, but matters which must come before the Court cannot be taken there without his permission; so also with regard to appeals where the value exceeds a certain amount and proceedings generally; proceedings by information, both *ex officio* and with a relator, are elaborate and expensive, and should be superseded by a simpler mode, 14,129-33, 14,199: consent of Attorney-General should be required in all appeals, 14,199-205.

Chancery Jurisdiction.—No great inconsistency in decisions of the several courts; the chief point of difference has been on the conscience clause, but that question practically is settled, 14,134-6: in all schemes settled by the court, it says religion shall be taught according to principles of Established Church, excepting children whose parents shall object to such instruction, 14,137: cases where foundation deed restricts teaching to that of Established Church very rare, 14,138-9: so also are cases of dissenters, 14,140-1: this system has worked very well, but dissenters do not like it, 14,142.

Forms of clause expressed differently by the different courts, 14,143-7: a general form should be settled, and made consistent with the Act, 14,148-50: meaning of the court in applying conscience clause, 14,151-4: action of the court in this matter dates as far back as Lord Eldon's time, 14,155: examples of difference in various forms of conscience clause, vol. ii. p. 560: form adopted by Charity Commissioners, p. 561: religious persuasion of trustees—Ilminster case decided that for Church schools the trustees must be members of the Church; but where a school is founded for general education, it would be unsafe to say that, because the court directs instruction in the principles of the Church of England there should not be trustees of any other religious denomination; it would be presumed that every man is a churchman until the contrary be proved, 14,156-60.

Views of judges as to capitation fees differ widely, 14,161: courts would not turn a free school into one in which capitation fees were to be charged unless some instruction were given in addition to that required by the deed of foundation, 14,162: application of *cy près* to cases where original endowment had become insufficient for free education, 14,163-6: courts have not power to sanction capitation fees where the education has been free; the power if granted ought to depend on necessity, 14,167-9: great difference of opinion of judges as to boarders, 14,179-80: difficulties attending questions as to introduction of boarders, 14,181-3: there is no difficulty on the part of the court in securing a liberal education in a classical school, on the one hand, and a reasonable consideration for the claims of inhabitants whose children do not go to the universities, on the other, 14,184-5: court has no jurisdiction to alienate charities for distribution of doles where the foundation is clear and the object practicable, nor could it alienate educational endowments and reduce them to dole funds, 14,206-9.

Doctrine of Cy près.—Is practically very arbitrary and indefinite, 14,172: courts have applied eleemosynary charities to schools, but they would be unwilling to interfere unless the case presented some exceptional features, 14,173-7.

Charity Commissioners.—Powers of dealing with capitation fees and the appropriation of non-educational charities should be vested in the Board, and all non-contentious cases be disposed of by it, subject to appeal, but no appeal to be allowed without consent of Attorney-General, 14,170, 14,178, 14,186-92, 14,199-205, 14,210-1: plan proposed as to appointment of inspectors, 14,194-8: the power to appropriate non-educational charities might be exercised by including schemes in *omnibus* bills, as in cases of inclosures, or in cases of small amount giving Board absolute power, 14,211-2, 14,216-7.

PALMER, Sir R.—*continued.*

Endowments.—In cases of endowments of which the founders have been dead 50 years inhabitants of locality intended to be benefited should have power to authorize transfer of funds to other purposes, 14,213 : creation of new charities should be subjected to regulation, and new testamentary endowments to be approved by Charity Commissioners, 14,214-5.

Endowed Schools.—Definition of “grammar school” should be altered by Legislature, 14,218-24 : masters should not be dismissed at will of governors or trustees, 14,225-31 : their income should depend in great measure on pupils’ fees, 14,232 : independence and position of master of great importance, 14,234-8 : power might be given to trustees to control education, subject to consent of superintending board, 14,233 : trustees should be selected from the educated classes, and not be too numerous, having an official trustee associated with them, 14,239-42.

PATTISON, Rev. M., D.D., Rector of Lincoln College, Oxford :

Education of Girls.—It would not be difficult to organize a much better education than at present exists for daughters of the upper middle class, who are mainly educated by governesses, a few by select boarding schools, and many by neither, 17,799-804, 17,813-4 : deficient supply of competent governesses, 17,805 : day schools preferable for either girls or boys, but particularly for girls, 17,807-8 : girls of the middle middle class are chiefly educated at boarding schools ; their education very unsatisfactory, 17,809-12 : girls are generally worse educated than their brothers, 17,816-7 : public opinion on the state of female education, 17,818, 17,821 : the average man of the middle middle class, from his own want of culture, is more than indifferent about girls’ education ; he prefers a woman who is less educated to one who is more educated, 17,819-20, 17,822, 17,880.

To remedy defects in the case of the upper middle class an institution should be established in large towns and populous neighbourhoods, where systematic courses of lectures at a moderate fee should be given to girls after their governess education is over ; this institution should be of local origin and locally managed by ladies, under a central board in London, with a model school to serve as a pattern for the rest ; it would be necessary to obtain some pecuniary aid from Government, 17,823-9 : endowments might be made available for education of girls in lower and middle middle class, 17,830 : endowments of some of the grammar schools might be employed towards the education of girls in the upper middle class, but public opinion is not yet sufficiently prepared to approve of that, 17,831-2 : routine way of teaching arithmetic by governesses is a serious defect in female education, 17,848 : male teachers not necessary for girls, 17,864-6 : principles on which studies for girls should be regulated, 17,877 : effect of minds and tastes of young men upon girls, 17,878-9 : influence of accumulation of wealth on education, 17,882.

Plan at Oxford for improving Education of Girls.—Origin, 17,833, 17,837 : number attending the classes, 17,836 : social position of pupils, 17,838 : there are three terms a year, for which four guineas and a half are charged, 17,839-41 : subjects taught, 17,842 : music has not been attempted for want of room, 17,843-5 : mathematics and natural science have not as yet been taught, 17,847, 17,852-4 : drawing, 17,849-51 : management, 17,856-8 : number and payment of teachers, 17,859-60 : Oxford and other large towns afford facilities for supplying very competent teachers, which would not be the case in country places, 17,861-3 : a system something similar to this at Oxford has been adopted in Germany, 17,834-5, 17,883-9.

Inspection.—Persons at present employed in the Universities could not undertake inspection in addition to their other duties, 17,890-1.

Examinations.—Examinations, whether for boys or girls, should be done without if possible, 17,867, 17,874-6 : Cambridge examination for girls has had the effect of awakening the schools and directing public opinion to the great defect of those schools, 17,868 : when an organized system of preparing for examinations is brought to bear upon them, the evils counterbalance the advantages, 17,869-71 : in the Indian Civil Service the effort of the examiners is to defeat the system of cram, but they are not very successful, 17,872-3.

PAYNE, J., Esq., formerly Proprietor of a Private School at Leatherhead:

School at Leatherhead.—This was a strictly private school; the terms for boarders ranged from 50 to 70 guineas, 6880: per-centage of time given to each subject of study, 6883: about one-fourth of the school were sent to the University local examinations; for the most part the boys were selected, 6886-7: the advantages of these examinations are considerable, and outweigh any disadvantage attending the risk of neglect of the less clever boys, 6889-90: no doctrinal catechism was taught, but the Bible was read in the school every day, and prayers were read twice a day, 6895-903.

Latin and French were taught to all, German and Greek were optional, 6911-13: chemistry was very efficiently taught; it is a very valuable discipline of the mind, 6916-17: way in which chemistry was taught, 6926-33: boys who learn chemistry and become interested in it generally pursue it themselves after they leave school, 6935: young boys cannot be advantageously taught science, 6940: corporal punishment was entirely dispensed with, but witness always declined to give a pledge that he would not use it, 6975: salaries of the masters, 6980: sleeping arrangements, 6981-4: had occasion to expel one or two boys, 6990.

Education of Middle Classes in general is not good, one reason being that many schools content themselves with inferior manuals of instruction, 6954: many parents get the cheapest teachers without regard to qualification, 6993: the greatest difficulty of all is to get the schoolmaster properly remunerated, 6996.

Certification of Teachers.—Is favourable to the principle, but hardly sees how it is to be carried out, 6960.

PEARS, Rev. S. A., D.D., Head Master of the Grammar School at Repton in Derbyshire:

Repton Grammar School is in connexion with Etwall Hospital; they were founded together in 1557 by Sir John Port; the income is about 2,400*l.* a year, 1,300*l.* of which goes to the school and 800*l.* to the hospital, 4326-8, 4335; the office of governor is hereditary, 4333; the buildings are insufficient, 4337: the mode of admission is the same as at the public schools, and boys residing with their parents in Repton or Etwall are admitted without charge, 4339-40: about 210 boys are in the school, 36 of whom are day boys, 4343-4: eight foundation scholars are nominated by descendants of the founder, and boarded free, 4344-7.

The system of day scholars and boarders is the difficulty of the school; the station of the boys is so very widely different, 4348-9: education given to the day scholars, and their object in life, 4350-59: out of school the boarders and day scholars are separated entirely, 4360: the cost of board and tuition to the boarders is 7*l.* a year, 4363: the great majority come well prepared after a year or two at a preparatory school, 4367: all the boys are required to attend the services of the Church of England, 4376-8: the head master must be a clergyman, 4382: a change in the arrangements of the estates and property might be introduced with advantage, 4384-5: the school has increased very quickly, and it is still increasing, 4396: jealousy among the boys from the mixture of widely different classes, 4397, 4405: appointment and dismissal of masters, 4406-13: management of the property, 4414-15.

The best constitution for the government of this school would be one like that of Rugby, 4418: the totally gratuitous education given to the Repton boys is a bad thing, 4426: what is wanted is a subsidiary school, the admission to which should be about 10*s.* a quarter, to occupy the place of a training school for the grammar school, 4428-32: reasons why it has been found necessary to make a separation of the boarders and day scholars out of school hours, 4453-5, 4463-7.

Subjects of Instruction.—Witness has a very strong opinion that the opening of the mind by simply putting knowledge into it is a delusion; the staple of education should be something which requires work on the part of the boy, 4488-9: place in education of botany, music, and drawing, 4489-92: the study of physical science of inferior importance as a means of mental training, 4494-507.

PEARS, Rev. S. A., D.D.—*continued.*

Inspection of Schools.—For those of the size and character of Repton school is not desirable, it is so extremely difficult to find a man who can inspect a whole school well, 4448.

PINCHES, C. H., Esq., Ph.D., F.C.P., Proprietor of Clarendon House Collegiate and Commercial School :

Clarendon House School is a strictly private school, of which witness has been master upwards of 20 years; there are about 140 pupils, 40 of whom are boarders and the rest day boarders and day pupils. The cost of tuition is from 8 to 13 guineas a year, and of boarders from 40 to 55 guineas, 3850-60: the boys are sons of professional men for the most part; probably not 20 are the sons of shopkeepers, 3861-2: pupils are not taken under eight years of age, and not unless they can read with tolerable fluency; they remain till about 15 or 16, 3866.

There are six assistant masters, each of whom is required to be able to take completely a group of boys in all the subjects; they reside in the house, and their salaries vary from 30*l.* to 60*l.*; they have many opportunities of private teaching, 3866-71: witness manages the science department in the shape of weekly lectures, 3876: the subjects taught are Greek, Latin, French, mathematics, and physics, 3881: arrangement of the classes, 3883: every boy learns French, nearly all learn Latin, and about 20 learn Greek, 3884-6: as far as possible whole classes are sent up to the Oxford local examinations; witness thinks it objectionable to pick out boys and send them as samples, 3888-91: extent of instruction in exact sciences, 3892: the teaching of spelling, 3893-4: the subjects preferred by parents are French and mathematics, 3895-7: the principles of grammar are taught chiefly through the Latin language, 3903.

In physical science the teaching is pretty comprehensive, and boys are sent regularly to the Oxford examinations with tolerable success, 3906: description of the religious instruction given, 3907-24: corporal punishment is very rarely inflicted by the cane over the back, 3925: objections to the use of the birch, 3926: some of the masters are always within reach of the boys, 3928-9: there is a playground of limited dimensions; the boys go to Battersea park to play at cricket and football, 3933-6: the system of prizes, 3939: arrangements of the bed-rooms, 3954-61: meals and dietary, and washing arrangements, 3962-70: the division of time on Sunday, 3971-2.

The Civil Service Examinations have had, to a certain extent, an injurious effect, by stimulating certain studies which are known to pay well; they have had the effect of bringing about greater accuracy in spelling and arithmetic, 3942-3.

The University Local Examinations have done a great deal of good in furnishing a curriculum of study; the standard for passing is rather too high, in the compulsory subjects in particular, 3944-8.

Certification of Teachers would be attended with some advantages, but they are perhaps overrated, 3975-85.

Inspection of Schools is desirable for those of the lower grade, 3986.

PLUMPTRE, Rev. E. H., M.A., Professor of Divinity and Chaplain at King's College and Dean of Queen's College :

King's College.—The students consist generally of the sons of the professional class: the usual age of entrance is 16 or 17; many of them are looking forward either to the universities or to the Indian Civil Service examinations, and for the most part they have been fairly trained, 1407-9: a large number come from the better sort of proprietary schools, but not many from the great public schools, 1411, 1414: many come with a very low standard of general knowledge, 1419-20: system of examination, 1424-6: a great many students come from the country and from the colonies, 1428: of matriculated students who come under the whole discipline of the college, there are 420; of non-matriculated occasional students, choosing their own special subjects, there are 610, 1433: matriculation is simply an undertaking to conform to the rules of the college, 1437-8.

PLUMPTRE, Rev. E. H., M.A.—*continued.*

The course is marked out on the idea of three years; the greater number stay only two years, 1439: a good many come to King's College as an intermediate step between school and the university, 1444: there is less soundness in scholarship than there was, 1447, 1479-80: character of the religious knowledge of the students, 1451-2, 1509-11: numbers who go to the universities, and into holy orders, 1456-62: particulars of supervision, and of cost of college fees and of lodging, 1464-7: the boys who come from the great public schools are generally better trained and taught than those who come from private or proprietary schools, 1471: there is no entrance examination, 1476: all the teaching is in conformity with that of the Church of England, but a student of any religious body may matriculate, 1481: the college has no power to give degrees, but progress and good conduct are recognized by making students associates of the college, 1482: affiliated schools, 1486-92: conditions and advantages of associateship, 1493-4: subjects of study, 1513-21: literary preparation of medical students, 1523-5.

King's College Evening Classes.—Opened in 1854, to meet the wants of young men in public offices or houses of business in London; they have met with a very considerable acceptance, 1404: the subjects most generally taken up are French and mathematics, 1499: the session begins in October and ends in March: about a week before Easter there is an examination; prizes and two kinds of certificates are given, 1500-1: the main object of those who attend is self-improvement rather than any distinction they might gain, 1502: about 16 per cent. attend the class for religious instruction, 1507: matriculation is not a necessary condition of attending the classes, and only a few do matriculate, 1506: the evening class students are spontaneous workers, and the general tone of ability and style of work is very good, 1508.

Queen's College.—Aims at "the general education of ladies, and the granting certificates of knowledge," 1528: there are about 200 pupils altogether, 1530: 14 or 15 is the age at which they commonly enter, 1532: they come from much the same class of society as the students of King's College, 1532-3: expense of education at this institution; names of the instructors, 1536-7: the general superintendence of the course of instruction is under the control of a committee, and the moral discipline of the college comes under the supervision of the lady visitors, 1539-41: there is a lady resident, 1542: the course of instruction is planned for four years; but most of the ladies remain only three years, 1543: subjects of study, 1544-8, 1584-91: witness is more and more satisfied with the system of instruction, 1549: reports are sent to parents at the end of each term; there are no prizes or class lists, and anything approximating to rivalry has been always avoided on principle, 1550-54: the ladies at this college come with a better proportion of knowledge than boys of the same age and rank, 1555-6: certificates of two classes are given, 1562: there is no endowment, but a reserve fund is being formed, 1571: the system of affiliation has been only partially carried out, 1597.

Education of Girls.—Witness's impression of the education of girls is on the whole favourable, 1563: the step just taken by the University of Cambridge is likely to work very well indeed, 1566: in spelling and writing the girls' standard is on the whole much better than that of the boys, but it is not the same in arithmetic, 1568: girls do not need the principle of emulation as boys do, as a preparation for the life that lies before them, 1578-9: up to a certain point and in certain subjects girls make more rapid progress than boys; the fable of the hare and the tortoise would a little express the distinction, 1581, 1595-6: up to the point when the studies of the male mind become distinctly professional, the standard of male and female education might very well be identical, 1598-9.

Certification of Teachers.—Should approve of a system of certificates, but would begin by making it optional, 1602-4: an expansion of the Oxford and Cambridge machinery might be made applicable, 1605.

Inspection of Schools.—A system of school inspection might work well; inspection should be compulsory as regards endowed schools, but optional to private and proprietary schools, 1609-14.

PORTER, Miss M. E. :

Private School at Bolham, near Tiverton, was established by Miss Heathcoat for training daughters of professional men in reduced circumstances as governesses; it contained 40 pupils, and a small class of children as a practising school, 15,040-50, 15,057-8, 15,060, 15,062-3, 15,145: charges for and cost of board and education, 15,051-4: subjects of instruction, 15,059, 15,064, 15,117-32, 15,142: the school has answered its purpose, for out of 200 pupils who have left, 115 are known to be successful in their different situations, 15,061: age and qualifications on admission and length of stay, 15,100-1, 15,115: religious system, 15,112-4.

Boarding Schools.—Generally preferable, but there are great advantages on the part of girls residing with their family where the home influence is good, 15,072-5.

Female Colleges.—Girls educated in the colleges acquire a certain hardness of manners, 15,076: should be more female teachers in the higher classes, although parents reckon it an advantage that they are taught by men; the difficulty however is to find female teachers, 15,077-80: more unity of plan required in the classes, 15,103-5: there is more unity of plan in private schools, 15,106.

Education of Girls.—Standard is lower than it ought to be, which is attributable to defective teaching, 15,081-4: parents attach more importance to boys' education, 15,099: indifference of parents one of the obstacles to raising standard of female education, 15,107: if girls were better trained and educated their social position would be improved, 15,108-11: advantage of mathematics and Latin, 15,133-5: girls could not go so far in mathematics and classics as boys, 15,136-7: they should study one or more accomplishments, 15,138: effect of emulation, 15,139-40.

Training.—Great want of special training for teachers, 15,085: some large schools for training governesses needed, 15,086, 15,096-8.

University Local Examinations.—Extension of, to females by Cambridge has had a good effect, 15,090-5.

PRICE, Rev. BARTHOLOMEW, M.A., Sedleian Professor of Natural Philosophy at Oxford :

Oxford Local Examinations.—Seven examinations have taken place, and in each year candidates have been sent in from about 300 schools, 558-9: centres chiefly confined to the south and west of England, 562: some parents complain of the expense, not only of fees, but of travelling and lodging, in sending boys to the nearest centre, 564: pupils for examination come for the most part from commercial schools, 571-2; as a rule, picked scholars are sent, which is objectionable, although the success of picked boys may serve as an encouragement to the other boys; the only trustworthy test is to examine, say, the first two classes in the school, 580: some boys, especially those from the north of England, have shown wonderful ability in mathematics; kinds of information shown in natural philosophy, 628: successful encouragement given to mathematics by these examinations, 629: the best boys from middle-class schools know more of mathematics, and in better form, than boys in the public schools, 642.

Desirableness of teaching physical science, for training habits of observation, 692-3: Latin is an optional, not a necessary subject, 707: the system of marks, 628-31: operation of the religious examination, 650-2: unfair operation in the case of boys not passing the Church of England examination, 698: witness thinks there is no limit to the examining power of the university, 638: the point which the university press is the usefulness, the expediency, and the necessity of schools sending boys every year, whether they succeed or not, 637: the subjects taught in schools from which candidates are sent appear to be taught more in reference to acquiring information than for mental training, 682: 1027 candidates presented themselves in 1864 for examination; the number accepted was 818, and 209 were rejected, 699-702: the Cambridge system of sending examiners to inspect schools on the spot has not been adopted by Oxford, 683: points of difference between Oxford and Cambridge, 725, 730.

R.

RANKINE, W. J. M., Esq., C.E., LL.D., Professor of Engineering at the University of Glasgow :

Education of Engineers.—The youths destined for the profession of an engineer who come to the University of Glasgow come with an accurate knowledge of arithmetic, and have some knowledge of geometry and of elementary algebra, 2306-9 : the evil of superficial knowledge has of late years almost disappeared, 2310 : on admission each student furnishes a statement in writing of the extent to which he has studied arithmetic, mathematics, and mechanical and physical science, 2316 : is strongly in favour of the study of physical science as a general means of training the mind, 2317-19 : it is only in the case of a student who shows a special aptitude for mathematics that it ought to be pursued to the higher branches ; many boys of great ability for certain purposes are not capable of following the abstruser branches of mathematics, 2322-3.

Geometry is more of the nature of training for the mind, and algebra is more of the nature of a thought-saving machine, 2326 : literary education is of great importance, but a boy intended for the engineering profession would not require more of that than those intended for other professions, 2339 : the only special instruction required by young men destined for engineers is that they should study mathematics a little further than those intended for other professions, and also engineering and mechanical drawing, 2350 : Latin and French should be included in the subjects of study ; Greek is not necessary as a preparation for the profession, 2362-3, 2366.

University of Glasgow.—Statement of ages of first year's students in arts, page 240 : proportionate number of students of engineering science of different nationalities, page 241.

RAWLINSON, Rev. GEORGE, M.A., Camden Professor of Ancient History at Oxford :

Oxford Local Examinations.—The expense of these examinations might be best reduced by increasing the number of centres. The university are willing to take additional applications, and to send to a larger number of centres ; but the thing needed is that the public should desire the examinations more, 567 : desirableness of diffusing the system more generally, especially among the agricultural population, 573 : the whole scheme of examination was settled by the delegates, in consequence of the statute giving such a very slight outline, 587-9 : as to the relative merits of the education given in the different classes of schools, should place the old endowed schools in the first class, the proprietary schools in the second class, and the mere private schools in the third class, 591 : the relative importance attached to the different subjects in which candidates are examined may be expressed by placing English, classics, and mathematics as subjects of primary importance, modern languages and physical science as subjects of secondary importance, and music and drawing separately as subjects of third importance, 595-6.

Manner of conducting religious examination ; objections on the part of parents, 599-611 : the examiners have never published any scheme of marks or any statement of how marks are apportioned, 612 ; a good handwriting is taken into account ; it does not seem to be a plucking subject, 632-3 : has not examined any boys in classics at all equal to the first-rate boys in public schools, 639 ; a small per-centage of candidates are sent in from mechanics' institutions, 654 : points of difference between Oxford and Cambridge, 661-71, 721-4, 726-9 : the kind of teaching given in Latin, English history, and religious instruction, 673-81, 713.

Education of Middle Classes.—Taking the candidates who are sent in to the Oxford local examinations as the pick of the schools, it may be inferred that the general condition of middle-class education must be very bad indeed, 620 : want of sound elementary grounding ; the boys are carried on to what seem to be higher subjects without being duly grounded in the lower ones, 621 : the great goodness of some of the best boys is worth noticing, 626.

RICHARDS, W. F., Esq., M.A., Head Master of the Commercial Travellers' School :

The Commercial Travellers' School was established in 1847, for the orphans and necessitous children of commercial travellers, 5941-5 : the total number of pupils is 172 ; 106 boys and 66 girls, 5947 : all are admitted by election, and fed, clothed, and educated free, 5948-50 : the annual income is over 7,000*l.*, and exceeds the expenditure ; the accumulated funds amount to 20,000*l.*, 5952-6 : the property consists of 30 acres of freehold land, and the buildings vested in trustees under an ordinary trust deed, 5957-60 : the age of admission is from seven to 12 ; from 15 to 15½ is the age at which they leave, 5966-7 : the education given is a commercial one, 5968-70.

The masters are appointed by the general purposes committee, who manage the finances, but do not interfere with the head master in the discipline and instruction of the school, 5978-91 : French is made a much stronger subject than Latin, 5992 : there are no exhibitions ; there is a medal, and also annual prizes, 6002 : the girls are taught the usual English subjects, with French, but no music or drawing, 6005 : provision for religious instruction, 6018-28, 6107-12 : the fabric of the school cost about 30,000*l.*, raised by subscription, 6029-31 : the actual expense of each child is about 35*l.* a year ; the cost of machinery for raising money is considerable, 6*l.* or 8*l.* a year on each child, 6048-9.

Particulars of the meals, 6051-7 : there are excellent grounds attached to the school, 6058 : great care is taken to keep the boys and girls as distinct as possible, 6063 : the boys are regularly instructed in music, and have an excellent brass band, 6072 : there is a holiday of five weeks in the summer, 6087 : arrangements for placing out the boys in business, 6089-93 : extent of the instruction in mathematics and Latin, 6094-8, 6078-82 : the chief instrument of discipline out of school hours is occupation, 6123 : there is a daily register of conduct, 6125 : corporal punishment is very little resorted to, and only by the masters, 6127-8 : two visitors attend the school about once a fortnight, 6129-30 : each child has a separate bed, 6134.

Certification of Teachers would be desirable, if optional ; the certifying body should carry with it weight and position, 6149-53.

Inspection of Schools would be very useful, 6154 : an inspector would ascertain whether the discipline and management of the school were satisfactory, as well as whether a few boys were well instructed, 6163.

ROBINSON, Rev. H. G., Prebendary in York Cathedral, and formerly Principal of the York Training College :

York Training College had in connexion with it a model elementary school ; the pupils of the training college were never allowed to teach in the school, but spent a certain amount of time there, observing the processes, taking notes, &c., 6375-7 : it was very popular, and soon got the maximum number of scholars (120), 6378-9 : it was altogether a day school, 6383 : the main features were frequent examinations and a good deal of written work, 6384.

York Yeoman School was formerly in connexion with York Training College, 6366 : it was founded by the late Earl of Carlisle as a kind of agricultural middle-class school, 6374 : statement respecting York Yeoman School, page 622.

Private Schools.—Boys who had been brought up at private schools were very much more backward than boys who had been at National or elementary schools under Government inspection, 6388.

Education of Middle Classes.—The lower you go in the scale of the middle classes the more defective the education is, 6392 : it will never do to leave middle-class education to private adventure ; the only resources are the establishment of large county schools, the appropriation of endowments, and, in towns, the foundation of day schools, 6395 : middle-class education, once fairly set on foot, ought to be self-supporting, 6398 : 30*l.* a year for each boarder ought to make a school self-supporting, 6405 : if State money be employed at all, it should be done without distinction of class in the matter

ROBINSON, Rev. H. G.—*continued.*

of receiving State aid, 6418 : the fees of a middle school should be made as low as possible, 6449 : anything really essential to good education should not be left optional, 6489 : provision for difficulties in regard to religious instruction, 6518-23 : memorandum on the constitution of county boards of education, page 623.

Endowed Schools are the best resource at the disposal of the country for organizing a system of good middle-class education ; mode in which they might be utilized, 6407-8 : small endowments in villages might be capitalized, and the money employed in founding a good middle school for the neighbourhood, 6412 : the purely classical character of the education given in endowed schools has diverted many from their original purpose of being middle-class schools to being higher class schools, 6441-2 : witness would go a long way towards stripping them of this classical character, provided one classical school were retained in each district, 6443-4 : in some cases small endowments have impeded rather than promoted the progress of education, 6453 : a regular system of exhibitions should form part of any scheme of middle education, 6454.

Certification of Teachers would exercise a very wholesome check upon the professional schoolmaster, 6422 : any recognized universities of the country, and some other bodies besides, should have the power of granting diplomas, 6459 : witness thinks it would be quite possible to examine candidates in the special art of teaching, 6463 : the examination need not be conducted by the certifying body, 6465 : the diplomas might be graduated ; a man might register for any grade, but the upper grade should cover the lower one, 6469 : the system need not be extended to anybody but the person actually responsible for the working of the school, 6474 : improve the principals, and you will find the subordinates improve very rapidly, 6487.

Inspection of Schools might be compulsory with regard to endowed schools ; to county and private schools it could only be offered, 6424.

Training Colleges.—It is very desirable indeed that middle-class training schools should be established ; some endowments of no local use might very well be de-localized for that purpose, 6428-9 : you cannot have a middle-class training college without a good model and practising school, 6498 : witness is in favour of a small training school, 6504.

ROBSON, J., Esq., B.A., Secretary of College of Preceptors :

College of Preceptors.—Founded in 1846, “for the purpose of promoting sound learning, and of advancing the interests of education, more especially among the middle classes ;” means employed, 1-7, 34 : conditions of membership, 8 : the council confers three degrees,—associate, licentiate, and fellow,—and in conferring diplomas recognizes examinations by other bodies, 9 : an important branch of operations is the examination of schools, 11 : an agency department, for enabling principals to obtain assistant masters, gives an insight into the condition of private schools, 12 : increase of business in this department, 89 : numbers of lady and gentleman members, 13 : increase in number of new members, 14 : no examination required for membership,—a serious defect, but difficult of remedy, 16-17.

Manner of examination of schools, 18 : a principal object of the examinations is to give a master an independent test of his own teaching, 20 : practical value attached to the certificates to scholars, 20 : twelve prizes of trifling value have been instituted, 23 : professional position of ordinary members, 24-5 : membership is a test of character and standing rather than of intellectual fitness, but the test is becoming more stringent, 26-32 : advantages of membership of the college, 33 : one of the objects of the institution is to turn the profession of a schoolmaster into a close profession, 35-6 : beneficial influence of the college and university examinations upon private schools, 37.

The funds of the college are provided by the members' annual subscriptions, and by the fees paid by pupils examined, 43-8 : teachers have to be examined in certain subjects to entitle them to the various diplomas, but they may take one subject at a time, 50 : difference in examination for ladies and for gentlemen, 52 : the proportion of failures among ladies is rather less

ROBSON, J., Esq., B.A.—*continued.*

than among gentlemen, 54 : in 1864, 108 schools sent 1,301 pupils for examination ; 65·5 was the general per-centage of success, 55-8 : the examinations are confined almost wholly to private schools, 61 : standards represented by the examinations for certificates in the three classes, 64-8 : ages of the pupils who have succeeded in passing these examinations, 69-71 : it is a usual thing for a lad who has taken a certificate to go up on a future occasion for a certificate of a higher class, 72 : no restrictions are imposed upon masters as to the number of pupils to be sent up, 73 :

All applicants for membership of the college must be engaged in tuition at the time they apply, 75-7 : the number of pupils examined in the country is at least double the number examined in London, 78-9 : arrangements for appointment of examiners, and for holding examinations, which are exclusively by papers, 80-7 : failure of the benevolent fund, 88 : the monthly meetings, for the discussion of educational subjects, are better attended now than they used to be, 90-2 : per-centages of subjects selected for examination by 1,300 candidates, 98 : neglect of classics in schools examined by the college, 103 : cost of tuition, with and without board, 104-22, 392 *et seq.*

Education of Middle Classes.—A rapid improvement has been going on of late years, the effect of the improved educational requirements of middle-class society, and of the Oxford and Cambridge and similar examinations, 39-42 : inferences from the examinations held by the College of Preceptors that the standard of efficiency in schools is rising, 59-61.

(*Further Examination.*)

Registration of Teachers.—No person should be allowed to exercise the profession of a schoolmaster without some licence or certificate of competence, 292-3 : the licensing bodies ought to be very various, as in the medical profession, 294 : there might be one general compulsory examination, sufficient to test elementary knowledge ; and then there might be higher and subsequent voluntary examinations, 296 : a provision analogous to that in the Medical Registration Act might be enacted, and no unregistered master be able to recover his fees in a court of law, 304, 326 ; but this suggested penal provision has been withdrawn by the committee appointed to procure the passing of a Scholastic Registration Act, 376-80 :

The actual examination and granting of licences might be undertaken by existing educational bodies under the general supervision of the State, 306 : the certificate of competence should include moral character as well as intellectual attainments, and should also include the practice of teaching, and some knowledge of mental philosophy, and its connexion with the art of teaching, 313-14 : there is abundant evidence that many men of the highest attainments are utterly unable to teach and to control a class, 315 : ways in which an authorized list of certificated teachers would affect the character of teaching, 323, 356-7, 382 : presumption that managers of schools would not elect any teacher not on such list, 329 : class of schools most in need of a resource of this kind, 330.

Ultimately, it should be made a condition of being a schoolmaster that he should go to some training school, such training schools to be instituted by the examining bodies, 334-5 : it is not proposed to interfere in any manner with the subjects taught ; only to test the capacity to teach, 339 : the supposed analogy between the teaching of a school and the teaching of religion considered, 345 : there is excellent evidence that legislative action is desired by the great body of the schoolmasters, 365-6 : in the very great majority of cases, parents cannot be trusted to choose schools and schoolmasters for themselves, 368 : remedies for any disparity in the standard of qualification through the unequal action of the various examining bodies, 369 : there should be a distinct recognition of the scholastic profession as a separate and independent one, and any obsolete Act of Parliament requiring every teacher to receive a licence from the ordinary should be repealed, 386-90.

ROCHE, Mons. A. :

Has had classes in London for young ladies for 30 years, which are now very well attended ; want of grammatical knowledge of English in pupils, and very little development of the intellectual faculties ; these defects attri-

ROCHE, Mons. A.—*continued.*

butable to ignorance on the part of the teachers; each foreign language should be taught by natives; subjects taught, method of teaching; classes might be established with success in every town; teachers of language are neither rewarded by adequate income nor by consideration, vol. ii., pages 954-5.

ROGERS, Rev. W., M.A., Rector of St. Botolph, Bishopsgate :

Education of Middle Classes.—Details of system of day schools proposed by witness and others for supplying means of education for middle classes in the metropolis; the appropriation of city charities for which there are no recipients for the purpose; cost of buildings; course of education to exclude classics; management; right of nomination given to donors of 100*l.*; religious instruction will be left to the master, 13,567-649, 13,675-7, 13,684-5 : present condition of middle-class education extremely bad, 13,650.

Existing schools are not sufficiently numerous, charge too much, and do not give the education that is wanted, 13,651-5 : Latin is not generally taught in those schools, 13,656-9 : charge proposed in new schools (4*l.* a year) is estimated to cover expense of teachers, &c., buildings and plant being provided, and this sum meets the means of the class for whom schools are to be founded, 13,661-74, 13,688-9 : kind of masters for intended schools, 13,678 : salary of head master, 13,680-3 : distinction between National schools and proposed schools, 13,693-4 : reasons for exclusion of classics, 13,695-700 : variety of religious opinions represented on the committee, 13,701-7 : age to which boys will probably stay at school, 13,708-10 : physical science to form one of the chief elements of instruction, 13,711.

ROMILLY, Right Hon. Lord, Master of the Rolls :

Jurisdiction and Practice of Court of Chancery in Charity Cases, &c.—Rolls Court is one of four Chancery Courts having concurrent jurisdiction in charity cases, 13,423-4 : besides which the Charity Commissioners have jurisdiction in non-contentious cases, 13,425 : no great diversity of decisions; there is some difference of opinion on certain points, but the Court of Appeal keeps them all straight, 13,426-30 : courts require further powers in dealing with intentions of founders, and should be bound by fixed rules, 13,431-5, 13,448-9 : all questions relating to management should be decided by Charity Commissioners, with power to state a case for decision of a court where any question of law arose, 13,436-40, 13,464-5.

Control of Attorney-General over commencement of charity suits, 13,441-7 : courts should have full power to dispense with Latin and Greek in all grammar schools, and to decide on sufficiency of income, 13,451-5 : advantages of re-appropriation of charities after a certain time, 13,456-60 : appropriation of doles, &c. for purposes of education, 13,468-73 : courts will set aside bequests if contrary to public policy or morality; decisions on this point not uniform, 13,474-9.

Doctrine of Cy près.—Courts might do much better if they had wider discretion in application of the rule, 13,450 : is of universal application in the courts where the original endowment fails, 13,461 : the body intrusted with the management of charities should have power to set aside this principle, 13,462-3.

Education of Girls.—Endowments should be made applicable to purposes of, 13,480-3.

ROUNDELL, C. S., Esq., Governor of Giggleswick Grammar School and of Dulwich College :

King Edward the Sixth's Grammar School, Giggleswick.—Formerly governed by eight trustees, inhabitants of Giggleswick, but in consequence of dissensions between them and the head master the Charity Commissioners intervened and appointed 10 new governors from the country gentlemen of the neighbourhood, 12,009-12 : endowments amount to 1,200*l.* a year, 12,015 : education is given gratuitously, and is of the ordinary classical description, 12,016-7 : qualifications for admission, 12,018 : number of boys,

ROUNDELL, C. S., Esq.—*continued.*

80, 12,026: description of school under original charter and under the scheme of the Charity Commissioners, 12,019-25, 12,027-30.

Endowed Schools.—Pernicious effects of free admissions to; they should be entirely abolished, allowing the children of the locality to pay a reduced fee, 12,031-8: rule of Court of Chancery with respect to boarders is mischievous; powers of Charitable Trusts Act should be enlarged so as to admit of appropriating school funds for permanent school purposes; all laws which unfairly press upon dissenters in excluding them from the governing bodies of schools should be abolished; and masterships of endowed schools should be within reach of nonconformists, as this would induce them to seek a university education for their sons, 12,039.

S.

SANDERSON, Rev. R. E., M.A., Head Master of St. Nicholas' College, Lancing :

St. Nicholas' College, Lancing.—Number of pupils in the school, a little over 120, of whom 70 are in the upper, and 50 in the lower school, 9599, 9615: fees, inclusive of almost all charges, 60, 80, and 90 guineas a year, 9600: parents of the scholars are chiefly professional men, a few are country squires, others are clergymen, 9601-3: the class of boys is higher than at Hurstpierpoint, 9635: four or five boys go to the Universities every year, 9604: boys frequently stay at school till 18 or 19, 9667: the school has no special connexion with the county of Sussex, the pupils coming from all parts of England, 9605-6.

Education much the same as that given at the public schools, the study of dead languages entering largely into the course, 9607-9: there is a scholarship at St. Nicholas open to the boys at Hurst, 9636-8, 9659-66: the school is self-supporting, 9640-1: buildings are intended eventually to accommodate from 350 to 400, 9643: Mr. Woodard does not propose to erect a school similar to Lancing, but others on the model of Hurstpierpoint and Shoreham, 9647: beneficial effect of St. Nicholas' College on the rest of the system, 9649: master's tenure of office is practically permanent; provost may remove him, subject to appeal to the bishop as visitor, 9655-8: proportion of school fees available for housekeeping; salaries, &c., and remuneration of masters, 9692: all the Fellows in the college are clergymen, but they are not required to be so, 9693-4.

Subjects of Instruction.—Mathematics, music, 9612-4: French and German, 9616-9: Latin and Greek form the chief work of the school, 9621: English composition is given occasionally, the boys from time to time writing essays on a given subject, 9624-5: English history is taught in the under school before ancient history, 9627-8: drawing is taught, but it is optional, 9630-1: religious instruction strictly Church of England, 9632: physical science, Italian, and English grammar are not taught at all, 9611, 9620, 9629: reason for omitting physical science from the school course, 9676-80: subjects taught in modern department, 9671-5: recommendation of Public Schools Commission as to subordinate introduction of other studies besides language and mathematics mainly impracticable, 9682-5.

Teachers.—Moral qualifications besides good scholarship requisite in a good teacher, 9690: special training in the art of teaching extremely desirable, 9691.

SEELEY, J. R., Esq., M.A., Professor of Latin in University College :

Latin as a subject of Instruction.—Mention of some advantages which the study of Latin is, in witness's opinion, wrongly supposed to have. The vast majority of school boys never become sufficiently independent of grammar and dictionary to have any enjoyment of the Latin books they read. The real advantages of the study of the classics are for the most part only advantages to such students as are intended for a more or less intellectual life. Latin ought to occupy the same place in education that the calculus does in

SEELEY, J. R., Esq., M.A.—*continued.*

mathematics; it is the introduction to the higher and professional education; it makes no part of the ordinary commercial education, 16,615: a good grounding in Latin grammar, with a view to the study of French, appears to be an indirect way to come to the easy subject through the hard one, 16,619.

English Literature as a subject of Instruction.—Refinement of the taste seems to witness a matter of the very highest importance in middle-class education; without it, boys are without the power of resisting *ennui*, and therefore, under a constant temptation to coarse and even vicious amusements. An adequate training in English literature would be the best possible remedy for this. Suggested plan for teaching the subject, 16,616.

Greek.—Suggested improvement in a detail in the teaching of Greek, 16,617.

French is perhaps practically more useful in after life to boys, but is not quite so good as *German* as a training for the mind, 16,618.

SHORT, Rev. W. F., M.A., Head Master of Oswestry School:

Endowed Schools.—Plan for making these schools more generally useful, 4176–80: estimated expense of board and tuition, 4181–4, 4267–80: these schools should have their modern and their classical sides, and should be available for the children of all denominations, the general local control being placed under a county board, 4186–92: up to a certain age (11 to 14) the education for all ought to be distinctly the same, 4197–8: apportionment of funds to the central and the tributary schools, 4200–4206: the religious difficulty, 4207–12: would prefer that all the boys should be boarders, 4213: the endowments are very unequally scattered, and should be taken possession of by a general compulsory measure, 4218–20.

In some cases the buildings might be sold, and the money made to supply a scholarship, 4224–5: constitution of local boards, who should be liable to check from a central Government board, like the Charity Commission, 4226–9: the vested interests of existing schoolmasters would have to be got rid of gradually, 4239: provision for local disappointments and jealousies, 4244–7: witness would wish to see these endowed schools *the* system of national education for the middle classes, 4256: subjects of instruction, 4260–64: in the small towns a middle-class school may invariably be made self-supporting, 4285: instance of Oswestry school, 4287–95.

Certification of Teachers.—*Inspection of Schools.*—The system of inspection, if properly arranged, might be very desirable, but witness would not like to see anything like certificates, 4312.

The University Local Examinations have, no doubt, done good, but not to the extent hoped for; they very often lead a master to neglect the general welfare of his school in order to get two or three boys high up in the list, 4313–14.

SHUTTLEWORTH, Sir J. K., Bart., late Secretary to the Committee of Council on Education:

Endowments.—In 1841 Committee of Council proposed a bill which empowered trustees, where the annual endowment did not exceed 100*l.*, with consent of Her Majesty, to apply the income to purposes of education other than those expressed in the trust deed, but this bill did not proceed beyond the House of Lords; another bill (drawn by Lord Cottenham) was introduced in a subsequent year, which proposed that where the annual value of the endowment did not exceed 200*l.* the Attorney-General and a trustee might lay before the Queen in Council a scheme for the better application and administration of the trust and for the appointment of new trustees; this bill also never reached the House of Commons; certain powers of the latter bill are now beneficially exercised by Charity Commissioners, 17,426–33.

National importance of endowments, 17,478: in considering the most beneficial public use of endowments means of giving assistance to poorer members of the professions must be kept in view, 17,507–9: endowments should not be withdrawn from the poor and apathetic, 17,510: grouping of endowments, 17,533–6.

SHUTTLEWORTH, Sir J. K., Bart.—*continued.*

Charity Commissioners.—Powers for extending doctrine of *cy près*, &c. would be beneficially exercised by Charity Commissioners, giving, in the case of small endowments, only a limited opportunity of appeal, and none where the trustees concurred, 17,433 : in case of small endowments no sanction by higher authority to Commissioners' decisions would be required, but in large endowments the decision should be submitted to the Privy Council, a department of Public Charities being constituted ; in some of the more important cases it would be necessary to receive the sanction of Parliament, 17,434-5, 17,437-40.

Administrative and judicial powers should be concentrated in one department, 17,436 : proposed extension of powers, 17,444-5, 17,474-7 : Commission should be divided into two departments, one scholastic, the other legal, both being united as a board for general purposes, under the control of the Privy Council, 17,448-50 : course of procedure of proposed board, 17,474-7 : masters to be removable by two-thirds of the trustees ; such decision to be confirmed by the Commissioners, 17,471-3.

Endowed Schools.—Uniform course of instruction should be laid down by a central official body, a very wide discretion being allowed, 17,446 : periodical examination indispensable, 17,447 : important principle involved in the question as to whether education should be free or not ; part of the idea of liberty in this is that those of the greatest capacity may rise from the humblest ranks to the highest, and for this purpose there should be no insurmountable barrier between the elementary and the grammar school ; if free education be done away with for any local reason compensatory facilities in the shape of grammar school scholarships should be established, 17,490-7.

Endowments of 200*l.* a year and under are scarcely applicable to any other purpose than a day school, but with regard to schools having a larger endowment, boarding houses should be planned under the sanction of the Charity Commissioners, and be conducted on the hostel system, the food and lodging not to be a source of profit to the master, 17,498-500, 17,506 : proprietary principle might often be blended with an endowed school with advantage, 17,501 : objection that free admission of boarders from other parts of the country interferes with local advantages of day scholars may be obviated by giving the master a capitation fee on the day scholars, 17,502-3 : middle classes would supply funds for erection of hostels, 17,504-5 : there can be no general rule for the reduction of fees, 17,511.

Town councils should have the power to found endowed schools, having right of electing the members of the governing body in proportion to the funds contributed, 17,512-5 : qualifications of trustees, 17,516-7 : the upper portion of these schools would be self-supporting, but the preparatory department would probably require some annual aid, 17,518 : objections to establishment of these schools would be met by admitting children of working classes into the preparatory department at a fee about double that of the ordinary elementary schools, 17,519-20, 17,522, 17,529 : advances of money, to be gradually repaid, would greatly facilitate the action of town councils, 17,521 : the advantages of these schools would reach the working classes, 17,523-5 : rate of fees, 17,526-8 : mode of appointing trustees must vary in rural and town districts, 17,530, 17,532.

No necessity for county boards, unless as boards of reference and of suggestion, 17,531, 17,533 : head master should have the power of appointing and dismissing all subordinate masters, communicating to the governing body the grounds of action, 17,537-41 : general regulations for the school, 17,542 : who to regulate the studies, 17,543-4 : head master should be allowed large discretion, the governing body having the final decision, 17,545-6 : cost of three principal divisions of middle-class education, 17,547 : wherever the staff is sufficient the system of bifurcation might be made successful, 17,548 : when bifurcation should commence, 17,549-53 : teaching of Greek and Latin, 17,554-9 : success of middle-class schools connected with National schools depends upon the character of the promoters, 17,560 : prejudice which exists on the part of farmers against sending their children to National schools will in time disappear, 17,561-3.

SHUTTLEWORTH, Sir J. K., Bart.—*continued.*

Department of Public Charities.—Should be constituted out of the Privy Council, the Lord Chancellor being *ex officio* a member of the department, so that a relation would be established between the elementary, the grammar schools, and the universities, 17,435, 17,457, 17,462-3, 17,480-4, 17,488-9 : functions of this department would be similar to those of the Committee of Council on Education, 17,458-9 : all contentious matters in charities to be decided by Judges of Charities sitting on the spot, and reviewed by a central Court of Charities in London, 17,436, 17,460-5 : summary of suggestions as to proposed department—its members, powers, duties, and objects, 17,568.

Minister of Education.—A Minister of Education already exists in the Vice-President of the Committee of Council ; whether he should be a member of the Cabinet is a question of time and of the growth of the department he superintends, 17,485-7.

Court of Chancery.—Concurrent jurisdiction of the several courts tends to complication and varieties of decision, 17,436.

Doctrine of Cy près.—Limits of extension of the doctrine should be defined by statute, but in cases where a charity had been in existence for say 60 years, there should be very little limit to the discretion of the department dealing with charity matters, 17,441-3, 17,466-8, 17,479.

Inspection.—Functions of inspectors extremely important ; they should be selected on account of their high scholastic qualifications, and should be appointed by the department under which they act, 17,451-6 : inspectors of elementary schools should not be employed in the inspection of educational charities, 17,469-70 : inspectors should be of two classes—legal and scholastic, vol. ii. p. 923.

Teachers.—Plan similar to the pupil-teacher system might be introduced in small rural schools, 17,564-6 : extension of education will tend to attract middle classes to the ranks of the scholastic profession, 17,567.

SIBLY, T., Esq., Head Master of the Wesleyan College, Taunton :

Wesleyan College, Taunton.—Was established 22 years ago, 12,341 : it is a proprietary school, and as a commercial speculation has succeeded, paying a dividend of 5 per cent. besides gradually liquidating the debt incurred for land and buildings, 12,348-53 : the number of boys varies ; in 1864 there were 190, all boarders except three or four, paying fees of from 30 to 34 guineas a year, 12,343-7, 1354 : the school is quite full, some few pupils having been refused, 12,355-6 : it is not intended to increase the buildings, 12,357.

There are trustees, and a directory, who appoint the head master and manage the religious instruction of the school, 12,358-61 : head master has entire charge of the secular instruction, the chaplain and house governor attending to the religious education of the boys, 12,363-6, 12,369-70, 12,375-8 : there are nine regular under masters and three or four occasional teachers, who are appointed by the directory after consultation with the head master, 12,371-2 : salaries of under masters, 12,373 : under masters take an active part with regard to the discipline of the boys, 12,379-84 : course of instruction not distinguishable from that of other large schools ; it includes French, Latin and Greek, arithmetic, and physical science, great prominence being given to mathematics, 12,385-92, 12,398-9 : method of teaching physical science, 12,438-41 : value of physical science as a means of mental discipline, 12,442-4.

State of pupils' education on admission, 12,393, 12,396-7 : holidays, 12,400-3 ; special attention is paid to boys who appear less apt than the others, 12,404-6 : age of boys on leaving, 12,416, 12,436-7 : amusements, 12,417-8 : about two-thirds of the boys are sons of nonconformists, the remaining third of Church of England parents, all subject to the same religious teaching, 12,419-25, 12,428-30 : very few sons of farmers in the school, and these come badly prepared, 12,426-7.

Preparatory Schools are improving, not so much in regard to spelling and reading, as to classics and mathematics, 12,394-5 : schools conducted by

SIBLY, T., Esq.—*continued.*

ladies prepare young boys best ; if help were given to these schools it would tend to improve education throughout the country, 12,459.

Examinations.—Standard of University local examinations too high ; if it were adapted to the instruction given in the schools, it would be available for boys who pass at an early age into business, 12,412-5 : the boys are prepared, but not specially, for the matriculation examination of London University, 12,445-6 : most of those who pass go into some business or profession, 12,447.

Endowed Schools.—As a Dissenter, witness sees no cause of complaint, 12,450, 12,460-1.

Certification and Registration of Teachers.—Would be of greatest value to masters, and a man who could not produce a certificate from some public body should be debarred from teaching, 12,451-5, and vol. ii., p. 345.

Inspection.—Not objectionable if adapted to the classes, 12,457 : inspectors should be appointed by the Universities, 12,458.

SIMPSON, Rev. J., Vicar of Kirkby Stephen, Westmoreland.

Endowed Schools.—There are 158 in the diocese of Carlisle, about 58 or 60 of which are in Westmoreland, 14,245-6, 14,255-6, 14,337 : with some exceptions they are not doing what they were intended to do, which may be attributed to three causes, viz. the increased value of labour, the greater cost of living, and change in the position of the clergy, 14,248-9, 14,272-9, 14,333 : thirty or forty years ago these schools were doing good work, and the children of yeomen remained at school till 17 or 18, but this class, through the land getting into fewer hands, has ceased to exist, 14,248-9 : this change has also affected the character of the masters, 14,280.

Children of labourers and yeomen attend the same schools, and receive the same kind of education, which in many cases is not nearly so good as that given in National schools, 14,251-4, 14,257 : establishment of a central school, with sufficient income to command services of a good master, would attract the children of farmers and tradesmen, who now have to send them to boarding schools at a cost of between 30*l.* and 40*l.* a year, 14,258, 14,290-8 : main defects of education now given, 14,323-7 : Latin is at present taught, but very indifferently ; it should continue to be taught in proposed schools, 14,328-32.

Trustees at present are in almost every case a self-elected body ; their appointment should be regulated by the legislature, 14,339, 14,369-71 : education is generally free, but a capitation fee should be charged, 14,340-1 : religious difficulty may be met by the good sense and forbearance of all parties, 14,342-7 : kind of education farmers would value must include reading, writing, and arithmetic, mensuration and sciences bearing on their occupations, 14,348-59 (see also further suggestions for improving and increasing means of education in Westmoreland, vol. ii. page 579).

Inspection.—Endowed schools for educating middle classes should be compulsorily inspected, and pupils examined once a year, care being taken in publishing inspector's report so as not to create a want of confidence in the school, 14,261, 14,304, 14,360 : if reports were made for two consecutive years of bad state of school, mastership should become *ipso facto* void, 14,262 : appointment of inspectors, 14,263-6 : expense of inspection, 14,304-9.

Examinations.—Some scholars have been sent up to Oxford local examination, and succeeded tolerably well, 14,299-303.

Exhibitions.—Many of the exhibitions connected with the county of Westmoreland have been abolished, which to an extent has injuriously affected the schools, 14,313-6 : there are some scholarships remaining, but many have been thrown open to the whole of England, 14,316-9.

Endowments should be consolidated to form central schools, allowing children residing in districts from which the endowments would be taken to come to the school at a reduced fee, each school having day scholars and

SIMPSON, Rev. J.—*continued.*

boarders, 14,259-60, 14,268-9, 14,280-9, 14,321-2, 14,341: endowments interfere with collection of subscriptions for National schools, as they are justly looked upon as a running contribution towards the schools, 14,320: property from which endowments in Westmoreland are derived, 14,334: mode of carrying out proposed scheme for amalgamating endowments and appointment of managers, 14,270-1: want of care by trustees in managing school income, 14,335-6: amount and present application of endowments, 14,337-8.

Training, Certification, and Registration of Masters.—Training not so much required in middle-class schools as sound scholarship, 14,361: system of certification would work well in cases of more important endowed schools, but it could not be applied to schools where the endowment amounted to 15*l.* or 17*l.* a year, 14,362-4: a certificate or diploma after examination preferable to registration; this system has been followed in Westmoreland, 14,365-8.

Education of Girls.—There are no good means at present for educating girls, small farmers and tradesmen sending their daughters to the village school, 14,372-3.

SMITH, G., Esq., M.A., Professor of Modern History in the University of Oxford.

Subjects of Instruction for the Middle Classes.—For those not intended for the university, witness's impression is that the two subjects at present available most likely to train the whole of the faculties, are Latin and geometry; as something to train the taste, probably music would be the most available subject, 8819-20, 8827-8: should allow great latitude as to the additional subjects, 8832: would relinquish Greek, because of the hopelessness of enforcing two dead languages, 8835: when a boy is destined for the universities he should learn Greek, 8838.

It is a question whether physical sciences at present are quite in the state to be made the subject of education: but in every middle-class school there should be lectures, to convey to boys the great impressions and facts of science, 8840: boys in general are more likely to reach a satisfactory point in music than in drawing, 8845: should doubt whether social science is at present in a state to be very available for boys, 8909: if driven to relinquish either Latin or mathematics, should retain Latin, 8933-5.

Endowed Schools, generally speaking, are not doing work in proportion to their endowments, 8855: the danger of endowments is that they tend to make all institutions torpid; but they may be at a certain crisis the means of raising education above the mere popular demand of a class in need of intellectual improvement, 8856: the great use at this moment of these endowments is that they are the things upon which you can operate to set up a good pattern, 8865: the boards of trustees should be improved, and the schools put under thorough inspection, and power should be taken to remove an incompetent master, 8858-9.

Christ's Hospital.—Witness thinks this endowment could not be put to the best use without altering its character very much, and turning it into day schools, 8884.

Inspection of Schools.—The endowed schools should be compelled to submit to the inspection of a university; the inspection should be not less than once a year, and means should be provided for doing the thing well, 8924-30: witness would be very glad to appropriate a part of the university funds, and even to appropriate fellowships to the purpose, 8916: is strongly against making the political government the centre of education, and in favour of placing the centre in the universities, 8860.

Day Schools.—Is in favour of day schools rather than of boarding schools, 8821.

Certification of Teachers.—No master should be appointed to an endowed school without a certificate; it is highly probable that other schools would voluntarily come within the same conditions, 8865: the profession of school-

SMITH, G. Esq., M.A.—*continued.*

master would ultimately become a close profession if certificates were real guarantees, 8868 : it would be very difficult indeed for a certifying body to judge of anything but the acquirements of the teacher ; but a certificate would still be a great advantage, 8898-9 : Oxford and Cambridge Universities might be trusted for not lowering the standard, 8901-6.

Training Colleges.—Should like to see tried the experiment of a training college for masters of middle-class schools at one of the universities, 8911.

Universities Extension.—Does not think, as English society at present is constituted, it is quite possible to admit a very large body from a lower class to the universities, 8942.

SMITH, Miss M. E. :

Has had some practice in teaching, and has been a visitor of Bedford College, and is now on the committee of management, 15,707-9.

Bedford College is attended by the children of the upper middle class, 15,710 : age of girls on admission about 14 to 16 : course adopted as regards pupils, 15,727, 15,800 : education before admission, 15,728-34 : amount charged and nature of the education, 15,801-3, 15,806 : difference between Bedford College and Queen's College is that the former limits the number of subjects, 15,804-5 : length of time over which the college course extends, 15,807-8 : Greek is not taught, but in Latin students go very far in reading and composition, 15,809-10.

An attempt has been made to teach science, but from some unassignable cause it was not successful, 15,811-12 : difference between the school and the college, 15,828-9 : college is purely secular, the children are supposed to receive religious instruction at home, 15,830, 15,835-43 : absence of religious instruction does not affect the discipline of the school, 15,844 : there is a small boarding house, but it is quite distinct from the college, 15,833 : drawing is taught as an optional subject, 15,845-8.

Education of Middle Classes.—That of girls in the upper middle class very unsatisfactory, the chief defect being the want of thorough teaching, 15,711-2 : the education of girls in the lower middle class is worse still, and lower than that of boys in the same condition of life, 15,713-5 : interference of parents a great impediment, 15,717 : they attach undue importance to accomplishments, 15,719-20 : course of instruction for girls, and order of subjects, 15,721-3, 15,726, 15,738-53 : up to about 16 education should be much the same for girls as for boys, 15,724-5 : girls and boys might be taught together up to about 12 or 13, but after that the education must be distinct, 15,735-7, 15,823-4.

Chief causes of defects in girls' education is the want of knowledge on the part of parents and incompetence of teachers, 15,754-9 : remedy, 15,760-3 : home education desirable for girls, 15,764-7 : as to employment of male and female teachers in girls' schools, 15,768-72 : day schools should be established in every large town, the elementary classes for children who cannot be taught at home, and the higher classes for children of wealthy people and for students who would become teachers, and especially for young mothers, 15,773-6, 15,782-6, 15,797-8 : effects of deficient education of girls, 15,777-81 : value of the study of languages and method of teaching, 15,787-92.

Emulation in education of girls does no harm, 15,795-6 : opinions are strongly in favour of teaching science, 15,813-6 : social science the best abstract subject for teaching in middle-class schools, 15,817-8 : what the education of governesses should be, 15,826-7 : importance of acquiring knowledge of elementary subjects in early years ; needlework and housekeeping not necessary subjects of instruction during school years, 15,849 : great defect in girls' education is its superficial character, 15,850-2 : if girls were more soundly taught, the respect of the opposite sex would increase rather than diminish, 15,854-5.

Examinations.—Cambridge examination acts beneficially, 15,819-20 : its chief value depends upon the standard being the same for both sexes, 15,821-2 : limit of age in the Cambridge examination, 15,825.

SMITH, W., Esq., LL.D., Classical Examiner at the University of London.

University of London Matriculation.—The University of London has exercised an influence larger in area, but the same in degree, as that exercised by the Universities of Oxford and Cambridge on the great grammar schools, *i.e.* has given unity and consistency to many middle-class schools and to Catholic and dissenting colleges, 970 : instance of Stonyhurst College, 971, and of certain dissenting colleges, where the expenditure for tutors has been increased from 200*l.* or 300*l.* a year to 1,200*l.* or 1,500*l.*, 972 : beneficial influence upon private schools, 973, and upon dissenting and Catholic colleges ; reasons why this influence has not been felt so distinctly by private schools, 1061-3 : objection that the *curriculum* is too extensive considered, 975, 1036.

In the case of these examinations does not think it advisable to request masters to send up whole classes, 976-8 : various ways in which the University of London has influence, 1022 : classes of schools connected with the University of London, 1037 : strictly *bond fide* character of the matriculation examination, 1064 : the ordinary remarks about cramming are exceedingly ill-judged, 1066 : it is an evil impossible to entirely guard against, but the growing skill of examiners makes it more and more difficult for answers to be given by cramming, 1184-8 : the University of London is in reality only a board of examiners appointed by a body of gentlemen who are appointed by the Crown, 1110.

Civil Service Examinations.—Has certainly seen some good effects from these examinations, 1182-3.

Registration of Teachers.—Inadvisability of attempting any general system of registration ; would not interfere in the least with the perfect right of everybody to set up a school and to teach it as he liked, 1084.

Subjects for Instruction.—Is only acquainted with the middle-class schools of the better kind, where the knowledge acquired by most boys in exceedingly meagre ; the practice of the old grammar schools is too much followed ; there is too much teaching by rote, 979-81 : a desire to imitate public schools induces the giving an education in classics, which is only a very superficial and inadequate one, and prevents attention to other subjects which might be taught with advantage, 982-90 : English grammar is taught very imperfectly ; it would be a great improvement if every class read some English author, 991 : the knowledge shown of English history is very fair, 1010 : the English papers are expressed as well as might be expected from boys not well taught, and the handwriting is generally not bad ; should speak favourably of the performances in English literature, 1016-19.

A very small proportion of boys indeed would be able to read with ease any Latin book four or five years after leaving school, 1015 : Latin versification and Greek would be better discontinued in commercial schools, 1055-6 : if written compositions from Latin into English were made a regular part of the work, it would do more than anything else to improve a boy's knowledge of the classical languages as well as of his own, 1057 : mode in which classics might be taught to young men who are likely to enter into business early in life, 981, 1168-70 : modern languages are exceedingly badly taught, 992 : does not consider mathematics of the same advantage in training the mind as classics, 1006, 1043-61 : general indifference of parents to the subjects taught, 1041-2.

Education of Middle Classes.—A principal thing wanted for the improvement of middle-class education is some body *ab extra* to give a stimulus and to point out what the course of education should be, 1083 : an unpaid board, appointed by the Crown, of men eminent in various positions in society, might exercise an indirect influence on middle-class education by examining schools, bestowing prizes, and giving certificates to masters ; but there should be no compulsion, 1084-90, 1099-1101, 1136-9.

Advantages which might proceed from the operation of such a board, 1118 : would assign to it the superintendence of that education which lies between the British and Foreign schools and the national schools on the one hand, and the nine or ten great grammar schools on the other, 1176 : objections to giving these powers to any body like the College of Preceptors, consisting of schoolmasters, 1149 : difficulty of obtaining good assistant-

SMITH, W., Esq., LL.D.—*continued.*

masters, 993, 1040 : general scale of salaries, 994 : unpopularity of teaching as an occupation ; two causes for this,—the disesteem of the community, and the difficulty of rising to any considerable position, 995-6 : there is abundance of time for teaching, but a want of knowledge how to occupy it, 998-9 : salaries of French masters, 1013.

The large mass of boys after leaving school do not go on with their studies, but go directly to the business of life, 1020-21 : where an improvement in the education given has involved an increase in the terms, the numbers attending the schools have been pretty stationary, 1028, 1033-5 : many good school-masters have been under-masters in the same school, 1047 : has inspected several schools, and furnished reports, but on condition they were not to be published, 1050-54 : comparative merits of proprietary, grammar, and private schools ; one great defect of private schools arises from the impossibility of obtaining good assistant-masters ; the apparent defect created by the inducement to look to the immediate saving of money has no bad influence on an intelligent master ; he sees it is more for his interest to give a good salary than a low one ; the boys at the University of London come better trained from private schools than from the proprietary and grammar schools ; some masters conduct these private schools with considerable care and ability, 1067-72 : most proprietary schools aim at giving a good education to the sons of persons in the neighbourhood who cannot afford the public schools or the more expensive private ones, 1073 : drawback attending these schools through the interference of the directors ; the master's position is not so independent as that of the head of a private or of a grammar school, 1074-9 : the trustees should have the power of removing a master, but while he remains master he should be entirely independent, 1191-8.

The results of the examinations show the teaching of classics in the private schools to be equal to the teaching in proprietary and grammar schools ; and in English literature the private schools are superior, 1126-8 : hindrance to the profession of teaching from its being identified with that of the clergy ; as long as it is considered necessary for a schoolmaster to be a clergyman, a large number of people who might be trained for educators are shut out, 1094-5, 1144-6 : parents are more solicitous as to the religious and moral training of the children than as to their intellectual training, 1103-4 : a middle-class University unnecessary, 1111.

Boys in day schools do not as a rule progress as those in boarding schools, 1133 : corporal punishment has been sparingly adopted in most private schools, but with the cane, not with the rod, 1134-5 : the standard of education is, at present, all too low, 1154-6 : practical disadvantages arising from clergymen being schoolmasters, 1160-62 : if more high scholastic appointments were open to laymen, public opinion would no longer require the head masters of schools to be clergymen, 1166-7 : advantages of separation of schools into two departments, 1171-3 : reason for thinking the German real-schule would fail in this country, 1174.

SOUTHWOOD, Rev. T. A., M.A., Head Master of the military and civil department of Cheltenham College :

Cheltenham College.—In the military and civil department boys are prepared for Woolwich, Sandhurst, and the India service ; the special preparation follows the general education, 5525-6 : the necessity of preparing for the competitive examinations is a great stimulus to the boys, 5528 : subjects of instruction, 5532-8, 5547-53 : about half the boys in the military and civil department are sent there to get a general education, and are not intended for the competitive examinations, 5555 : one of the original rules of the school is that the boys should be the sons of *bonâ fide* gentlemen, 5562-3.

Advantageous effects of the learning of Latin on the special studies of this department, 5570-73 : reasons why so many boys are sent to this special department, 5574 : nature of the instruction given in physical science, 5579-85 : the teaching of physical science is valuable as a means of discipline, because it teaches the inductive process, 5586 : the question of inaptness

SOUTHWOOD, Rev. T. A., M.A.—continued.—for particular branches of study, 5587-91: the place given to English language and literature at the college, and in the competitive examinations, 5593-602: extent to which mathematics must be carried to ensure success at Woolwich, 5612-14: inferiority of French to German as a means of mental training, 5620-22.

T.

TEMPLETON, J., Esq., M.A., F.G.S., Proprietor of Mansion House School, Exeter:

Mansion House School is a private school of between 40 and 50 boarders, and about as many day scholars, 7629-34: particulars of cost of board and education, 7638-42: for boys who come early enough Latin is made the basis of instruction; those who come too late take mathematics, 7648: boys going to the University or into professions are taught Greek, 7652: the teaching of physical science, 7660: two-thirds of the boys learn French, 7664: parents in asking for a sound practical education may be understood to mean that they do not wish their boys to be taught Latin or Greek, 7667: boys staying at a school only one or two years may be sent away with a taste for a certain amount of English literature, 7672: details and difficulties of the religious instruction, 7676-93: the cane is used for the younger boys, but by the head master only, 7721-3: salaries of the masters, 7725: sleeping arrangements, 7726-7.

University Local Examinations.—Witness has always sent up his pupils in classes, and perhaps has passed more candidates than any other schoolmaster in England, 7694-8: there is a chance of mischief in sending picked boys, but if a small school sends in two or three boys it does good to the whole school, 7700: these examinations have been most beneficial, but their influence might be extended if the centres were multiplied, so as to save the cost of travelling and lodging, 7702-5: other beneficial effects of these examinations, 7712-20.

Inspection of Schools.—The open competition made by schools and pupils being brought together is for private schools more beneficial than inspection; but for endowed and national schools, where the course of instruction is more uniform and fixed, inspection is valuable and necessary, 7706-10.

Endowed Schools.—Some modification in the course of instruction is required, to meet the case of those boys who have not the ability to take classical instruction, 7711.

Private Schools.—The general morality of these schools is better than that of the ordinary public schools or the grammar schools, 7729.

Education of Middle Classes is improving, partly from the stimulus given by the University and other examinations at one end, and from the impetus given at the other end by the superior education given in the National schools, 7736-7: advance in the appreciation of education by parents, 7739-41: relative advantages of boarding and day schools, 7742-4: state of education in Scotland, 7749-56.

Education of Girls.—To a well-educated girl, a classical education, if she has the means of learning it, is most valuable, 7766.

Training Colleges for masters would be valuable, 7770.

Certification of Teachers.—Thinks the movement for a registration of schoolmasters is a mistake, 7775.

THOMPSON, H. S., Esq., Member of the Council of the Royal Agricultural Society:

York Yeoman School.—Object of promoters, 11,662: the annual charge was fixed at 22*l.*, as being a sum which farmers would pay, 11,668: causes of

THOMPSON, H. S., Esq.—*continued.*

failure, 11,673, 11,698-702: number of boys who attended 50 to 70, 11,674: connexion with training school, 11,675: school amalgamated with Holgate grammar school, 11,676.

Holgate Endowed Grammar School.—Founded in 1548; qualification of masters, 11,724: occupations of parents, 11,677: very few sons of farmers are pupils, 11,678: charge for boarders 2*l.* a year, 11,679; which is quite as much as farmers can pay, and it is not the sort of school they like, 11,680, 11,707: age to which boys remain and their ultimate destination, 11,722-3.

Education of Middle Classes.—Children of lower division of middle classes worse educated than any others; some go to the National schools, but the majority of the agricultural portion are too far removed from villages to avail themselves of those schools; they are unable to pay a high rate, and consequently young farmers scarcely get any education at all, 11,663-4, 11,666: tenant farmers would avail themselves of boarding schools if the charge were brought within their means, 11,667: farmers could afford to pay from 20*l.* to 25*l.* a year, but schools would not be self-supporting at this sum, 11,668-9: at 30*l.* a year, supposing buildings were provided and 100 boys attended the school, the school would support itself, 11,670-1.

Farming should not be taught at the schools, 11,697, 11,773-6: Latin should be taught, 11,710-1: defects in education for the agricultural class, 11,757-60: course of education adapted to children of farmers, 11,761-72, 11,777-86: local body of managers for schools, 11,686: composition of governing body, 11,688-9, 11,698-702, 11,736-44: county board would be very unwieldy, 11,735: area for schools, 11,690-92: proposed schools not intended for day scholars, but they should not be excluded, 11,730-1, 11,750: as to control of head master by trustees, 11,747: *ex-officio* and stipendiary trustees, 11,787-90.

Endowments.—Amalgamation of small educational and non-educational endowments desirable, 11,681-2: application of small local endowments, 11,683-4, 11,703-6: endowments should be removed as little as possible from the locality to which attached, 11,693: misapplication of, 11,724: objects of founders and how they should be carried out, 11,726-9.

Inspection.—Compulsory Government inspection would remedy many existing evils, 11,685, 11,696, 11,712-8, 11,721, 11,745: a summary of the results to be published, the details being communicated to the managers, 11,719-20.

Exhibitions.—Not desirable, unless for the university, 11,732-4: when confined to particular localities they are generally badly bestowed, 11,791-4.

THORNTON, Rev. F. V., M.A., Rector of Callington, Cornwall:

Established a private school in connexion with the National school at Callington, a small town of 2,000 people, for children of various classes of society, similar to one which had existed in Hampshire, 15,534-7, 15,557-9: history and origin of the school in Hampshire, classes of children, education, industrial training, fees, 15,539-56, 15,581-8, 15,604-5: in Callington the system is working excellently, children from every class in the town being found in the school, and there is now a demand for accommodation of boarders, 15,560-2: inducements for girls to remain till 14 or 15, 15,563-5: Latin is taught to every child in the school, boys and girls, children of labourers and of middle class alike, 15,565-74.

Fees vary from 3*d.* a week to 10*l.* a year, according to the circumstances of parents, 15,589-95: very little complaints from parents as to rate of fees, 15,596: no inducements are held out to keep boys at school; witness's sons remain in the school till they leave for a public school, and his daughters till they have finished their education, 15,598, 15,653-4: training girls as domestic servants should form part of the ordinary school work, 15,599-600: half-time system not adapted for rural districts, 15,601-3: state of boys' education on leaving school, 15,606-7, 15,609-10: educational interest is kept up by a night school and institute, 15,608, 15,611-3: in the day school the sexes are

THORNTON, Rev. F. V., M.A.—*continued.*

absolutely mixed up to 14 years of age, but not so in the night school, 15,614, 15,619-22: beneficial influence of sexes on each other, 15,615-8.

The school is under Government inspection, the whole of the lower division being under the charge of an assistant master, who is responsible to the Privy Council, 15,640-5: the system might be extended to other districts, the buildings being provided by the Government where there is no grammar school, 15,646-9: there is no peculiarity in the school course, it is a thorough grammar school education, 15,651-2.

Children of different religious denominations attend the school, but this creates no difficulty, as children for whom exemption is requested are omitted from the special Church teaching, 15,655-60: instruction comprises expounding the Scriptures, French and German, Greek and Latin, mathematics, and natural science, 15,661-8: chemistry has been attempted but without success; it should not be taught except by experiments, 15,669-70: political economy or social science is only taught incidentally, 15,671-2.

Schools at Neufchâtel and Morat.—Children in them come from all classes of society; these schools are the best in Europe, 15,581-3.

Education of Middle Classes: Girls.—Want of an accurate foundation, 15,623-4: lower middle-class children not in National schools go to private schools of a very poor description, 15,625-30: wives of continental tradesmen better able to assist their husbands in business than Englishwomen, 15,631-2: female education might be improved by opening small grammar schools for girls as well as boys, 15,633-9, 15,650: day schools preferable for girls, 15,698-9.

Inspection of Endowed Schools.—The inspectors should be appointed by the Universities, 15,673-6, 15,678: inspection should not be compulsory, 15,677.

Examinations.—University local examinations have produced improvement in the character of middle-class schools, and been the means of awakening the public mind to the necessity of such improvement, 15,679-81: university examinations preferable to training schools, 15,695: if London University were to establish an examination for girls, the subjects should be much the same as for boys, 15,696-7, 15,702-6.

Private Schools.—Schools for the upper middle class are very fair, but for the lower division are very inferior, 15,682-5.

Proprietary Schools become private schools in nine cases out of ten, 15,686-7.

Certification of Teachers.—Female teachers should possess a certificate, but in case of masters a university certificate preferable, 15,691-4: certification of female teachers should not be compulsory, 15,700-1.

THRING, Rev. E., M.A., Head Master of Uppingham Grammar School:

Uppingham Grammar School.—Is a classical school of the first class for the inhabitants of Uppingham and some adjacent towns, 9586, 9858: there are three annual exhibitions of 40*l.* each open to the whole school; salary of head master, 150*l.*, of the other foundation master, 120*l.*; this is the amount of the endowment, 9857, 9859, 9871: qualification of masters 9858: governors have the power of fixing the fee to be paid by the scholars, which they settled at four guineas a year, 9860-2: 296 of the boys are boarders, residing in houses erected by the masters independently of the foundation, 9863-70, 9937-52: the cost to the parents for a boarder not learning extra subjects is 75*l.* a year, 9872-4, 9904-6.

Day boys, who are principally sons of tradesmen in the town and neighbourhood, pay from 16*l.* to 20*l.*, but they might receive the same education as the other boys for 6*l.*, the extra 10*l.* being for tutorial instruction, 9875-81: day boys remain at school till 16 or 18, 9885: nature of the education given, 9882, 9887-92; kind of extra tuition given, 9907-13, 9961-71: reasons for not teaching all the boys extra subjects, 9914-5: physical science not taught, except a little chemistry; reasons for exclusion, 9953-6: outdoor amusements form a conspicuous feature of the school, 9918-20:

THRING, Rev. E., M.A.—*continued.*

governing body (who are also the governors of Oakham school) is self-elected, excepting the patron, who is a descendant of the founder; there are 24 trustees (of whom seven are *ex officio*), whose power in the management is almost *nil*, 9921-31 : necessity for change in the school, 10,039*a*.

Education of Middle Classes.—A set of schools which should make modern subjects the main matters of instruction much needed for children who have to leave their education early, 9890, 9901, 9972-3 : curriculum for such schools, 9976-87 : classical languages of great value in reference to acquiring a knowledge of English in middle-class schools, 9893-4 : steps to be taken to improve, 10,010-11.

Subjects of Instruction.—Main subjects should be arithmetic, low mathematics, a modern language, and Latin, 9895-6.

Endowments.—Would not like to see several endowments grouped, as it would destroy individual responsibility, 9988-91 : should be turned into the best day education that the money would give, 10,004 : or devoted to schools of tenant farmers, 10,009.

Governing Body.—Trustees should only manage funds and property, but there should be a responsible head to the trust, 9993-5.

Proprietary Schools.—Unless the master is left entirely free from control of shareholders, the schools would soon deteriorate, 10,006-7.

Inspection.—No necessity for it in the case of endowed schools; the university acts as inspector, 10,014 : inspection which would ensure the non-abuse of endowments, and not interfere with internal management, would be welcomed, 10,016-18.

Competitive Examinations.—Local examinations are exceedingly beneficial, 10,019-28 : Indian examination includes too many subjects, 10,029-37 : Woolwich and Artillery examinations, 10,038-9.

TORR, W., Esq., of Aylesby Manor, Lincolnshire, Farmer :

Education of Middle Classes.—Means of educating tenant farmers' children deficient, 12,046-7, 12,076 : farmers near witness are of a rather wealthy class, and take an education above farmers generally, 12,048-54 : boys leave school too soon; they should be kept at school from 8 till 16, 12,072-3, 12,089-90 : in case of lower class of farmers the school age might be reduced to 14, 12,125 : boarding schools preferable to day schools, 12,086-9 : young farmers are anxious to be better educated, 12,112 : farmers are generally contented with kind of education their children receive, and are more disposed than ever to pay the necessary cost of educating their children, 12,116-20 : lower class of farmers might afford to pay about 6*l.* a year, 12,130-32.

Education of Girls.—More defective than that of boys, 12,081.

Subjects of Instruction.—For farmers' sons should include arithmetic and book-keeping, mathematics, geometry, elements of chemistry, English, drawing, &c., 12,062-71, 12,084-5, 12,122-4, 12,138-53 : advantage of a knowledge of chemistry, 12,100-4 : to what extent political economy should be taught, 12,137 : religious instruction, 12,154-6 : instruction in farming would interfere too much with general education, 12,073-75, 12,083, 12,163-7 : all the practical business of a farmer's life can be learnt after 16, 12,091.

Middle-class Schools.—Boys are not kept well at the earlier drudgery of education, and have too many holidays, 12,113-5.

Proprietary Schools.—Not successful in the north of England, they have not attracted public confidence, 12,077-80.

TUCKWELL, Rev. W., M.A., Head Master of the College School, Taunton :

College School, Taunton.—Founded by Bishop Fox prior to the Reformation, 10,356-7 : nature of the foundation, 10,358 : present income from endowment about 28*l.* a year; this will probably be increased to 150*l.* on reletting,

TUCKWELL, Rev. W., M.A.—*continued.*

10,360-2: situation of school not suitable; but if adjacent ground were purchased the school would be much improved, 10,364-5: school gives the ordinary grammar school education to 59 boys, of whom 12 are boarders, paying 60 guineas a year, and the remainder day boys, paying 10 guineas, 10,366-72: social position of boys' parents, 10,373.

Witness considers the school available for the education of the sons of higher trading class and also of the lower class, 10,374-5: number of day boys might be increased to 150, 10,376-8: head master appointed by Warden of New College, 10,389: under masters appointed by head master, 10,392: boys seldom stay over 16, 10,399: physical science taught, 10,395: there are no trustees of the school, only of the property which forms the endowment; they do not interfere with the management nor take any interest in the school, 10,408-11.

Proprietary School.—A proposal supported by persons of various political and religious opinions has been made to engraft a proprietary school on to the college; witness describes the object, expense, and mode of raising funds proposed, 10,381-7: proposes to adapt the education to future professions of boys, 10,396-7, 10,402: this plan would provide for sons of gentlemen, professional class, tradesmen, and farmers, 10,404-5: higher class of parents would not object to boys mixing together in the games and work of the school, 10,406-7: site of proposed school, 10,425-32: not intended to meet the wants of lowest section of middle class, 10,433-39.

Subjects of Instruction.—Classics, 10,440, 10,497: mathematics, 10,441: modern languages, 10,442: would teach physical science to all the boys in proposed school, as it is interesting and eminently useful as a means of mental discipline, 10,443-9, 10,475-6: states the age at which he begins to teach physical science, and describes mode of teaching proposed in proprietary school, also the progression of subjects as branches of physical science, 10,452-70, 10,477, 10,492-6: sciences to be taught to boys going to the University, 10,471: drawing is not taught, except as an extra, 10,482-5: religious teaching rigidly Church of England, as a site annexed to the college school is left on the condition that every boy learns the catechism, 10,504-9.

Inspection.—Mode suggested, 10,510-4, 10,516-7.

Minister of Education should be appointed, 10,515.

TWELLS, Rev. H., M.A., Head Master of the Godolphin School, Hammersmith:

Godolphin School, Hammersmith.—School established by a scheme of the Court of Chancery nine years ago, under the will of Mr. Godolphin, 10,043-8: amount of endowment, 10,049-51: composition of trust and appointment of masters, 10,052-3, 10,098: subjects of instruction, 10,055, 10,083-6, 10,146, 10,154: religious instruction, 10,075-82: classification of pupils, 10,059: the school is composed of foundation boys receiving their education free, appointed by the heirs of the founder, 55 boarders paying about 55*l.* a year, and from 120 to 130 day boys paying 10*l.* a year, 10,059-64, 10,068-74.

Social position of parents of boarders and day boys, 10,063, 10,067: very few of the boys go to the universities, probably through there being no scholarships or exhibitions connected with the school, 10,088-91: exhibitions would be very advantageous, but should not be established by raising the capitation fee, 10,092-95: qualifications of masters for the modern department, 10,096: modern department contains 30 to 35 boys, 10,103-5: mathematics not taught to any great extent, physical science not at all, 10,107-8: no part of the funds devoted to education of girls, 10,158-9.

Competitive Examinations.—Some boys compete in the Government examinations, 10,109-11: others go into the university local examinations, 10,112-3: satisfactory effect of local examinations, 10,114-7: a few scholars passed the Artillery and Direct commissions examinations, and others the matriculation of London University, 10,118-21.

TWELLS, Rev. H., M.A.—*continued.*

Education of Middle Classes.—Schools for lower middle class much needed, 10,128-9: if funds would allow, such a school might be engrafted on Godolphin's foundation, but the schools should be kept separate, as the parents of the class of boys now in the grammar school would object to their sons mixing with children of a lower position, 10,130-2: education at St. Mark's Training College very good, and is of that kind needed for boys below the endowed schools but above the National schools, 10,133-5, 10,140: school fee should be from 4*l.* to 6*l.* a year, 10,137-9; curriculum for such schools, 10,141-5: if buildings, &c. were provided, a competent schoolmaster might carry on the school by means of the fees, 10,152-3.

Private Schools.—Masters of them are of no very great standing, and have no capital, 10,150: fees at, 10,151: a few private schools in Hammersmith for girls, but not of any standing, 10,155.

Education of Girls.—Great want of schools for, 10,156-8.

V.

VOELCKER, A., Esq., Professor of Chemistry to the Royal Agricultural Society.

Education of Farmers' Sons.—All who devote themselves to agriculture as a class are deficient in their education, 2199: the sons of farmers are generally sent to miserably managed private schools, 2202: farmers are very anxious to give their sons a better education than they themselves had, and would be willing to pay for a good education, 2205-6: if really efficient county schools were established, in a short time they would become self-supporting, 2212: arrangements are made for opening a county school in Suffolk, to give a good sound education to the tenant farmers' sons, adding also scientific instruction; the proposed average expense of board and education is 35*l.* a year, 2214-16.

The West Buckland School in Devonshire will be of very great use indeed; the expense of board and lodging is about 25*l.* a year; in a short time it is likely to become self-supporting, 2217-20: should prefer a system of county and public schools to even the best system of private schools, 2222: the teaching of chemistry is not adapted for younger boys, 2223: would give to boys destined for farmers a general education, not a special instruction, at any rate not to boys under 16 or 17, 2225: experimental farms had better be left alone; they entail expense on the schools and do no good to the boys, 2226.

It is impossible for 60 or 80 lads all to take part in farming operations, and that for which no one is responsible is never done well; another reason is that the various systems differ so much in different parts of the country, 2232: some attempts at experimental farming at Cirencester College proved of little value, 2235: the schools that profess to give special education do not produce pupils very eminent in the special pursuit for which they have been trained, 2236: outline of the best general training for farmers' sons, 2238-45: defective character of their present instruction, 2251-8: reasons why the teaching of chemistry is not a good instrument of general education, 2273.

W.

WALKER, F. W., Esq., M.A., Head Master of the Grammar School, Manchester:

Grammar School, Manchester.—Founded under the direction of Hugh Oldham in 1510; the education at present given is in accordance with a decree of the Court of Chancery in 1848; there are 250 boys in the school, under eight or nine masters, 11,000, 11,008-10: nature of education and religious instruction given, 11,001, 11,005-7, 11,027, 11,096-7: age to which boys

WALKER, F. W., Esq., M.A.—*continued.*

remain, 11,002-4: salaries of masters, 11,048-50: the school is entirely free, and not restricted to inhabitants of any particular locality, 11,012-3.

Income of school, and its application, 11,016: the trustees manage the property of the foundation, the management of the school, including appointment of subordinate teachers, being vested in the Dean of Manchester and the head master, 11,020-3, 11,042-6, 11,052-3: details of proposed scheme for rendering the school more useful, 11,024-6, 11,036-41, 11,047, 11,054-6, 11,058-63, 11,079-80, 11,098-106: no playground from want of space, 11,057: power to take boarders would be an advantage, 11,098-100.

Subjects of Instruction.—Greek and Latin should be taught, 11,028-31: physical science might be advantageously substituted for part of classics in case of boys not going to the universities, 11,070-8.

Examinations.—Effect of university local examinations, 11,064-9.

Evening Classes.—If there were any at the school they would be well attended, 11,084: number attending, at Owen's College, and subjects taught there, 11,085-92.

Private Schools.—Masters of them a conscientious energetic body, who quite understand their work, 11,032-3: sum charged by them from 14*l.* to 18*l.* a year for day boys, 11,034.

WALLACE, Rev. J., M.A., Head Master of Loughborough Endowed School:

Loughborough Endowed School.—Is one branch of a large charity, governed by a Chancery scheme, which limits the school fee to 4*l.* a year, 10,521, 10,537-9: building was constructed about 15 years ago at a cost of 6,000*l.*, and is well suited to its purposes, 10,523: income from endowment 688*l.* 16*s.*, which is devoted to education of sons of gentlemen and the middle classes, 10,522, 10,524, 10,540, 10,544, 10,575: salaries of masters, 10,525: the whole expenses of the school are defrayed by the trustees, 10,526: there are 97 scholars, of whom about 27 are boarders paying 50 guineas a year, 10,527-56, 10,541.

Number of masters and their duties, 10,542-3: school fee covers everything except drawing, for which 2*l.* extra is charged, 10,539, 10,545: if the fee were raised the numbers would probably diminish, 10,546-7, 10,579-80: boys of various classes come from a distance for the sake of the education, 10,551-2: no difficulty experienced from variety of social position, 10,559-60: present charge for boarders sufficient, 10,568-71: application of capitation fees, 10,576-8: there are no exhibitions, nor any exemption from payment of fees, 10,596-8: privilege of taking boarders is limited under the scheme to the head master, but the commercial and agricultural masters have leave to take them also, 10,614: hours of instruction are the same throughout the school, 10,615-7: boys go into the English class partly from the circumstances of parents and partly from a desire not to learn Latin, 10,618-20.

Lancastrian Schools, Loughborough.—Reading, &c., taught well there, 10,547: clerks, &c., send their children to them, 10,548-50: some children from Woodhouse come to them, others go to the National school at Woodhouse Eaves, 10,631, 10,642: Lancastrian school is called the high school, 10,640.

Subjects of Instruction.—All the boys learn Latin, except in the agricultural division, who take English instead, 10,553-5: boys in agricultural school are allowed to take chemistry instead of Greek, which is the only branch of physical science taught, 10,556-8: subjects taught in agricultural department, 10,653-75: Greek should not be taught in commercial division, 10,676-9.

Endowments.—Proposal by trustees of Loughborough school to appropriate endowment of Barrow and Woodhouse schools in order to found a commercial division as a distinct branch in which a sound English education should be given, and Latin as far as Delectus, instruction in Latin being

WALLACE, Rev. J., M.A.—*continued.*

valuable as a means of mental training, 10,561-7 (see also vol. ii. page 167), 10,581: income of Barrow 135*l.* a year, part of which is applied to the National school, leaving 100*l.* towards proposed school, in which the boys would be taught by six masters instead of by one, 10,584-7, 10,592-5.

There are only 9 pupils in Woodhouse school, receiving a very elementary education, 10,601-2, 10,605: income at Woodhouse is very small, but there is a nice house there which might be let for the benefit of the foundation, 10,603-4, 10,628-30: how Barrow and Woodhouse proposed to be dealt with, 10,621-7, 10,633: there would be no feeling at Woodhouse against scheme suggested, but cannot say as to Barrow, 10,632: as to annexation of small endowments generally, 10,634-8: proposed schools should be under one management, 10,649: the head master appointing all subordinate teachers, 10,650-1.

Middle Classes.—Unable generally to pay more than 4*l.* a year, 10,644-8.

WALROND, T., Esq., Secretary to the Civil Service Commission; MANN, H., Esq., Registrar:

Civil Service Examinations.—Value of Latin as a study compared with French, 15,331-3: arithmetic and spelling are the subjects on which most candidates are rejected, 15,334, 15,338-9: cause of this, 15,340-4: English history, 15,335-6: effect of examinations upon schools and public offices, 15,345-9, 15,357-8: cramming, 15,350-6: effect of open competitions as compared with close competitions, 15,359-62: moral character of candidates, 15,363: proportion of pupils coming from private schools and from poor schools, 15,364-9.

The following documents were handed in as evidence: (A) Memorandum on the Competitive Examinations for the Civil Service of India, vol. ii., page 649; (B) Memorandum on (1) Home Service Examinations, page 652; (2) Indian Civil Service Examinations, page 656; (3) Table showing Results of Open Competition held in February 1866, for one clerkship in Civil Service Commission, page 662; (4) Tables showing class of schools attended by candidates, pages 663-4; (5) Tables showing total number of candidates passed and not passed in each subject, page 665; (6) Places of Education, pages 666-8; (7) Professions of Fathers of Candidates, pages 669-73.

WATERFIELD, O. C., Esq., Head Master of a private School at Sheen.

Mr. Waterfield's School is a preparatory school for the great public schools, and contains 110 boys, all boarders; the terms are 80*l.* for boys under 10 and 90*l.* for boys over 10, 16,429-33: no boy is taken under 8 nor allowed to remain after he becomes 15; reasons which make it desirable to enforce a strict separation of ages, 16,437-40, 16,454: the dormitories are so arranged as to secure a certain amount of privacy, and are at the same time so open that no noise is possible without detection, 16,449-51: each boy has a separate bed, 16,483: there are nine classical masters for the 110 boys, 16,456.

Private Schools.—The faults of private schools are faults of inefficient teaching, and unwise rather than cruel management, 16,445.

Inspection of Schools by an inspector appointed by the universities highly desirable; dangers of a Government inspector, 16,442-3: an intelligent inspector would be able in a short time to ascertain how far teaching by rote prevailed in a school, 16,446: it would be unnecessary to make inspection obligatory, it would be the interest of everybody to adopt it, 16,447: an inspector's report should embrace an account of the mode of spending the play hours, and of the domestic arrangements of the house, 16,447-8: to cover the cost of inspection a fee might be paid by the schoolmaster to the university, 16,461-6.

Some system of examination of schools by Government is the necessary complement of a subsequent system of competitive examination for Government appointments; the State would be much better served if it examined the masters and schools as well as the pupils; the weight which would be given to any good school by the opinion of the inspector would be very

WATERFIELD, O. C., Esq.—*continued.*

valuable in strengthening the master's hands, 16,490: it would be better that an inspector should hold his office for a year than for a term of two or three years; reasons for this, and for the appointment of men who are young, 16,496-9.

The Education of Girls has some of the same defects noticed in the education of boys, that is to say, they are taught by rote rather than by thought, 16,486.

Principles and Methods of Teaching.—A man ought only to be required to teach pupils who are doing the same work or nearly the same work, and then only a moderate number of boys, 16,452: the proportion of teachers should be different in schools, where the age of the boys is above 14 and in schools where boys are younger, 16,453: the school work should be as much as possible directed to the development of thought, and should not be a system of rote teaching, 16,457: inaccuracy of details seems far less important than inaccuracy of principle, 16,459: witness finds Latin almost the most valuable means of teaching, 16,478: written statement of the best principles of teaching, and of the objects and value of classical studies, page 770.

WESTBURY, LORD.

Jurisdiction in Charitable Trusts:

Administration of School Charities:

The principal occasions of application to the jurisdiction of Chancery are the settlement of schemes and the removal and appointment of officers. It is desirable to remove by statute the erroneous conception that the Church of England is the inheritor of all the grammar school foundations, and to remove altogether from the administration of these schools all restrictive rules as to the religious profession of the master and the religious teaching of the pupils, 16,625.

Almost all grammar schools were once limited to particular localities, and intended for day scholars; and the introduction of boarders, involving the building of large houses, and the bringing into the school of a great number of foreigners who are the immediate pupils of the master, should be restricted as far as possible, 16,625.

Another thing necessary to eradicate by Act of Parliament is the doctrine constantly followed by Lord Eldon, that all grammar schools are *ex vi termini* schools for the teaching of Greek and Latin alone. Would much like to have an extended scheme for the augmentation of exhibitions or scholarships to the universities, and to make them large enough to afford competent means of support in a university; a vast number of little parochial charities, so small as to be almost useless, might be consolidated for this purpose. Would like to have legislative power to consolidate schools, and to transplant the consolidated foundation to a more favourable locality. It should be part of the application of the charity funds to supply promising boys with books gratis, 16,625.

The schemes are very large with regard to the subjects of education, but additional subjects are always treated as adjuncts to the original, and the schools made places too much of pure classical education, 16,628: boarders should be excluded from ordinary grammar schools with local trusts, for two reasons; because you give the master a direct interest to promote the benefit of that class of pupils at the expense of the others, and because if a charity requires that the master should have a house, somehow or other the house will be accommodated to the pupils at the expense of the charity; instance of this at Manchester, 16,629-30.

With regard to the proposition of transplanting a school from one place to another, would preserve to some extent the principle of locality of administration, but it would be rather a narrow way of dealing with the subject, 16,638-9: cases of transplantation might be decided by the Privy Council, the Charity Commission acting as auxiliary to the Privy Council, 16,633-7.

The kind of charities particularly requiring consolidation are the small sums left to be given away in bread, &c., which sums there is no power of

WESTBURY, Lord—*continued.*

augmenting, and are by themselves incapable of giving substantial benefit, 16,640-41, 16,696-9 : circumstances in which the spirit of the donor would be best answered by converting a bequest into a school exhibition, 16,643.

A result of the limitation of grammar schools to Latin and Greek has been to transfer the benefits of those schools to a class higher than that contemplated by the founder, 16,646 : witness regards all these grammar schools as institutions founded for the sons of the middle and inferior classes ; there is the stamp of charity impressed upon every part of the income, 16,649-50.

Anterior to the Reformation, when religion was regarded only as existing under one form and one type, there is no evidence of a desire on the part of founders of schools that religion in a definite form should be taught ; and witness regards the inference that at the Reformation those religious provisions would pass over to the Established Church as one of the most mischievous doctrines of the day, 16,654-5.

The general feeling of middle-class parents in favour of boarding schools is not deserving of consideration in the question of abolishing boarders in endowed schools ; if a tradesman is able to maintain his son at a boarding school, he hardly comes within the class for whom this education was principally intended, 16,657-60.

The Court of Chancery has adopted a practice of enabling a head master to receive from day scholars certain capitation fees, somewhat analogous to the payment of the children's pence in the national schools, 16,662-3 : the court feels itself justified in imposing these fees only on the principle of being compelled to do it to pay for a good master ; the *cy près* application proceeds on the hypothesis that the original application is no longer possible, 16,664-5.

The interposition of the Court of Chancery would become almost unnecessary if certain general principles were laid down by Act of Parliament, and the application of them left to the Privy Council and the Charity Commissioners, 16,667-73 : would obtain a statutory declaration that endowed schools shall not of necessity have a provision for the teaching of Latin and Greek, the discretionary power to be wielded by the Charity Commissioners, with an appeal to the Privy Council, who should make some rule within itself, so as to create a tribunal for these purposes, 16,674-6 : objections to this tribunal considered, 16,677-95, 16,711 *et seq.*

In the event of Parliament not favourably receiving the foregoing proposals, a smaller legislative enactment might be obtained, giving the Privy Council power to dispense either altogether or in *rebus existentibus*, with the obligation to teach Latin and Greek, 16,700-5 : objections to giving extensive powers to trustees, 16,706-8 : desirableness, in almost all cases, of a small payment to the master or to an exhibition fund, 16,709-10.

Subjects of Instruction.—With reference to the large class of persons for whom grammar schools were intended, should prefer to use mathematical and physical science as the chief instrument for strengthening and developing the faculties rather than simple instruction in the dead languages. A religious habit of mind might be produced without inculcating any particular doctrines by the daily reading of certain portions of the Gospels, and other agreed-on books, and also by the use of church music and chants, 16,625.

WHISTON, Rev. R., Head-Master of the Cathedral or King's School, Rochester :

Cathedral Schools are of very ancient origin, and one is attached to every cathedral, with two or three exceptions, 16,738-43 : facts relating to Rochester are typical of the other cathedrals, 16,744 : masters' salaries recommended by Cathedral Commission inadequate, 16,813-5 : attempt to define class of society from which scholars are to be drawn would be unsuccessful, 16,816 : improvement of cathedral schools, 16,817-23.

Rochester Cathedral School.—Was founded and endowed under Acts and Charters of Henry VIII., and certain sums were appropriated for support of the school, under a scheme submitted for his approval, 16,745 : there are now 61 boys in the school, of whom 28 are boarders paying from 45*l.* to 54*l.*

WHISTON, Rev. R.—*continued.*

a year, 20 are foundationers receiving instruction free, except in modern languages and drawing, 16,747-55: the boys are sons of professional men and tradesmen, 16,756: the school gives a good education to the boys, and is able to receive all who apply for admission, 16,757-9.

School buildings are sufficient, but of a very inferior character, 16,760: connexion of school with dean and chapter as to appointment of masters and foundationers, 16,761-5: any boy is eligible for admission if his educational qualifications come up to the required standard, 16,766-70: revenue of school from property, 16,771-3: amount paid for foundationers, salaries of masters, &c., out of the corporate revenues of the church, 16,774-81: suggestions for extending usefulness of Rochester school, 16,782-90.

Site of school well adapted for expansion, 16,791: chief object of the school is to provide education for the middle classes, 16,792-3: no difficulty experienced from mixing of different classes, 16,794: parents do not object to classics forming a prominent part of education, 16,795-7: the Free school at Rochester is for a lower class, 16,798-801: private schools are not much patronized, 16,802-5: religious instruction is in accordance with Church of England, but children of dissenters are exempt from attendance, 16,824-9.

Endowed Schools might be improved, but not by grouping, 16,807-10: capitation fees preferable to free education, which would not be objected to by the parents, 16,811-2.

WICKENS, J., Esq., Junior Counsel to the Crown in Equity:

Class of cases referred to witness as representing the Attorney-General, and course pursued, 13,166-70, 13,197: proceedings in relators' suits as to schemes, 13,171-8, 13,226-33: courts have power to appropriate non-educational endowments to educational purposes, and *vice versa*: illustrations, 13,179-87: views of judges as to expediency of different modes of applying charity funds have not been uniform, 13,188-9: law applicable to new schemes very indefinite, 13,190: a well-drawn declaratory Act would be convenient, 13,191, 13,204-5.

Powers as to capitation fees, 13,192-6: decision of V. C. Wood in Manchester case most important, 13,198-201: objections to reconsideration of schemes, 13,202-3, 13,207-8: court has no power to lay down any rule for uniformity of decisions, 13,206, 13,209-13: no general principle can be laid down as to appointment of trustees, 13,217-8: district official trustees, 13,219: objections to administrative power of court on ground of expense and want of uniformity, 13,222-5.

General authority to deal with charities after a given lapse of time from their foundation needed, 13,234-6: practice as to introduction of the conscience clause, 13,245-50: disposal of charitable funds by Crown obsolete, 13,251-2: circumstances under which the Crown possessed this power, 13,253: form of conscience clause should be settled by Parliament, 13,254: distinctions of forms in use, 13,255: form in which the clause should be cast, 13,256-8: there should be no requisition on the subject of religious instruction, 13,259-61.

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WILLIAMS, Rev. T., Head Master of Mount St. Mary's School:

Mount St. Mary's School was instituted in 1842 or 1843, 11,125-6: the school is conducted by members of the Society of Jesus, and contains 107 scholars, all whom are boarders, paying 36*l.* a year, 11,108-9, 11,111-4: class of society from which pupils are taken, 11,110, 11,133-4: there is no endowment, except a farm attached, which, if let, would bring in about 250*l.* a year, 11,114-22: buildings have in great measure been given, and there are no salaries paid to masters, except teachers of accomplishments, to whom boys pay extra, 11,123, 11,126-9.

Boys might be entirely educated at 50*l.* a year, provided masters were not paid, 11,130-3: course of instruction, 11,134, 11,137-43, 11,155-61, 11,163-4:

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Scholarships would tend to raise standard of education among Roman Catholics, 11,200-3.

WILLIAMS, Rev. W. C., B.D., Head Master of the North London Collegiate School.

The North London Collegiate School was established in 1850 by Mr. Dale, the vicar of St. Pancras, as a public school for the middle classes; it is divided into three departments, the commercial, the classical, and the junior, 4984-6, 5034-6; some donations were given to provide fittings, &c.; the building was hired on a lease, 4987-9; for nine guineas a year each pupil receives tuition in every branch of education; the junior department is six guineas, 4992, 5032; the number of scholars has been constantly increasing, the present number being 420, 4995-6.

There is no trust deed; witness considers himself as acting under the vicar of St. Pancras, 5001-4; the vicar and clergy are at liberty to come into the school and examine a class, 5010; of the 420 boys, about 20 hoard with two of the masters; all the day boys who like to go home to dine can do so, or they can go to a neighbouring dining-room, where arrangements have been made with the proprietor to give them dinner at ninepence a head, 4994, 5019-26; ten weeks' holiday is allowed during the year, 5028; parents who are tradesmen repudiate Latin; parents in a profession put their boys into the classical department, where Latin forms the leading study, 5037; superiority of the Latin boys in all branches of study, 5038-43.

About one-half the boys are tradesmen's sons, 5086; bad state of preparation in which boys come from other schools, 5087-9; nature of the religious instruction, 5097-120; instruction in science is given in the form of lectures, 5121; to give a boy a thorough scientific teaching would take too much time, 5129; witness regards chemistry more as an accomplishment than as a necessary branch of knowledge, and could not put any subject before Latin in point of utility to the mind, 5130-1; method of dealing with boys who have no turn for language or for mathematics, 5132-8.

There are 17 masters in the school, or one for about every 20 boys; if a class be smaller than 20, the boys are apt to go to sleep over their lessons, 5143; salaries of the masters, 5146; if witness were empowered to charge the boys 90 instead of nine guineas a year, he could not make the school or the teaching more efficient, 5158; a thoroughly good education may be given for 10*l.* a year to not less than 100 boys, or in the country to 50 boys, 5163-4; an education for the lowest stratum of the middle class might be provided at half a guinea a quarter, if there was no rent to pay for the school buildings or repairs, 5167-76.

The University Local Examinations have given boys a point to which to direct their minds, instead of merely receiving an education which they take as a matter of course, 5052; the standard of mere passing is rather too high for the juniors, 5055; there are too many subjects in the preliminary examination, and too much required in each, and on the day of examination the time allowed to answer the questions is not nearly enough for each subject, 5061; suggestions for remedying the defects of these examinations, 5063-70; the Oxford examination in French is too severe, 5072; the Cambridge scheme is a great deal too difficult for the juniors, 5073-5.

WOLSTENHOLME, Miss E., proprietor of a private school near Manchester.

University Local Examinations for Girls.—In Manchester the system has worked very well indeed; its good effects have been manifested in a limita-

WOLSTENHOLME, Miss E.—continued.

tion of the subjects taught, leading to a more thorough study, and in bringing teachers together, and teaching them to teach in concert, 16,193-4 : particulars of the last examination, 16,195-9.

Education of Girls.—Their education is anything but thorough, 16,200 : the small size of most girls' schools stands in the way of efficient management, 16,205 : in large schools pupils can be grouped and classified better, and it becomes possible to govern by a healthy public opinion instead of by a personal will, 16,206 : both boarding and day schools are required to meet the different wants of girls in regard to home influences, 16,207-14 : difficulties experienced by teachers in combating a certain conventional standard of showiness on the part of some parents, 16,218-27 : would object strongly to endowments for stipends, but as exhibitions to the ladies' colleges they would be of great use, 16,228.

Female education needs the help of endowments most, because parents and the public care least about it, 16,229 : witness has taught her pupils Latin and French together, or nearly so, 16,236-40 : is inclined to regret not having based all teaching of arithmetic upon algebra, 16,244 : elementary instruction in physical science is given, and six or seven girls are reading Fawcett's Manual of Political Economy with great interest, 16,245-8 : examinations and endowments afford at the present moment the best practical methods of improving female education, 16,264 : some particulars of the Clergy Daughters' School at Warrington and of the Mission School at Walthamstow, 16,264-7.

WOOD, Vice Chancellor, Sir W. P. :

Court of Chancery.—Charity Board, their powers with regard to endowed schools, &c.—Schemes come before the court in every case where there is an endowment ; origin of jurisdiction ; difficulty from Lord Eldon's definition of " grammar school," to remedy which the Act of 3 & 4 Vict. was passed, authorizing the court to extend the instruction to other subjects than Latin and Greek, and, under very stringent restrictions, to supersede classics altogether ; so that by the aid of this Act every endowed school has been thrown open to the court, except in cases where the trustees or visitor have absolute power ; these latter cases very rare, 12,802-3.

Lord Cottenham's rule in the case of the Manchester schools has been that most usually followed in constituting boards of school trustees, 12,804 : course pursued by Attorney-General in appointment of trustees, 12,805-6 : in all non-contentious cases duties as to appointment of trustees, and preliminary arrangement and settlement of schemes, should be entrusted to Charity Commissioners, with power to apply to a judge at chambers in case of litigation arising, 12,806-10, 12,814, 12,864-9 : right of appeal to be given to all parties entitled to appear on the application ; nobody allowed to appear at expense of charity, except Attorney-General, 12,811-3, 12,815-24.

The right course to be taken in improving management is to secure proper appointment of trustees, 12,825 : public officer would hamper their decisions ; his duties should be confined to inspection, the trustees giving him full information of their proceedings, 12,825-7 : what has been done by court as to schemes for schools, the subjects of instruction, boarders, and religious instruction, 12,828 : conscience clause now introduced into every scheme 12,829-39 : capitation fees, 12,839, 12,844-9 : cases where funds would not admit of teaching Latin and Greek, 12,840-2 : salaries of classical masters, 12,843.

Courts already possess sufficient powers in dealing with endowed schools generally ; they require larger discretion in dealing with intentions of founders, 12,850-4 : there should be a power of revising founder's intentions after a certain period, 12,855-7 : Charity Commission would be a proper body to entrust the revision to, subject to appeal to the Court of Chancery, 12,858-9 : to what extent powers of Charity Commissioners should be enlarged, 12,860-3.

WOOD, Vice-Chancellor Sir W. P.—*continued.*

Commissioners should appoint their inspectors, 12,886-8: as to succession of trustees, 12,870-4: extension of powers of court as to limiting or superseding teaching of classics would be beneficial, 12,875-80: legislation desirable so as to enable court to allow boarders, 12,881-2: courts are cautious as to interfering with long continued practice, 12,897: powers of court to convert endowments for clothing, &c. and education entirely to education of girls, 12,898: usefulness of Charity Commissioners in appropriating doles to education, 12,899-902.

Matters affecting Endowed Schools generally.—Appointment of masters by heads of colleges more likely to be beneficial than by trustees, 12,883: but if there be trustees, they must have some patronage, so as to give them an interest in the school, 12,884-5: Latin should be taught to all boys, as is done in the parochial schools of Scotland, 12,889-91: knowledge of Greek not necessary to middle-class boys, 12,892.

Education of Girls.—Small endowments should be applied to establishing schools for girls, 12,893-4: Queen's College, Harley Street, and the West Central Collegiate School examples of what might be done towards establishing self-supporting schools for girls, 12,894: application of funds where sex not specified, 12,895-6: where schools had originally been for both sexes, but now used for boys only, 12,903-4.

Y.

YOUNG, J., Esq., member of the Council of the Incorporated Law Society :

Incorporated Law Society Examinations.—An Act having been passed in 1843 for amending the laws relating to attorneys and solicitors, the judges, in pursuance of the powers given by this Act, appointed the council of the Incorporated Law Society to conduct examinations of candidates for admission to the profession, the examination being in professional subjects only, 2381: as a check to cramming, an intermediate examination, held after the expiration of half the term of articles, was instituted in 1860, and that to a considerable extent has corrected the evil, 2382.

Subjects for examination, 2383: between 300 and 400 candidates present themselves each year, 2385: no special education is desirable before the age of 16 or 17, the age of articling; whatever trains and disciplines the mind is the best preparatory education, 2388-95: a preliminary examination is conducted by two special examiners, 2398: the council accept the certificates of other examining bodies, 2399-400.

DIGEST OF EVIDENCE.

 CERTAIN SUBJECTS.

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DIGEST OF EVIDENCE.

COST OF EDUCATION.

At Abbot's Ann school, near Andover, which is an ordinary National school, the payments are graduated from 2*d.* to 1*s.* a week, according to the position of the parents; there are a few boarders who pay from 1*l.* to 2*l.* a year; *Best* 7210-24, 7236-9, 7252-6: the school is not entirely self-supporting, 7303.

At Appleby school (endowed) the charge is 35 guineas for boys under 14, and 40 guineas above 14; *Simpson* 14,296.

At King Edward the Sixth's college, Birmingham, the education is entirely gratuitous; but the system of gratuitous education has been most injurious to the cause of education in the town; *Evans* 5632-40, 5660-61.

In Birmingham the cost of education appears to be on the average about as follows (p. 1013, vol. 2):

	£	s.	d.
Proprietary school, from 12 <i>l.</i> to	21	0	0
Free grammar school, New street	20	8	10
Ditto ditto elementary	3	0	9
Parochial and Congregational schools	1	10	0

In Brighton the charges at the girls' boarding schools range from 100*l.* to 200*l.* a year; *Creak* 10,806-8: at Mr. Creak's private boarding school at Brighton, containing 56 boys, the fees range from 70 to 120 guineas, 10,762-99.

At the Bristol Trade school the fee is 3*l.* a year; *Moseley* 1923: it would damage the school to raise the fees, 1953.

At Bruton school the cost of board and education is 30*l.* a year; *Bishop of Bath and Wells* 7096, 7.

At Callington parochial school, Cornwall, the payments are graduated according to the supposed means of the parent, and range from a penny a week to 10*l.* a year, but all receive the same education, and are in the same classes; *Thornton* 15,589-93.

At Cheltenham college the charge for tuition is 20*l.* a year for the senior classes, and 16*l.* a year for the junior department, besides extras; *Barry* 5461-2: the cost to the boarders, exclusive of the college fees, is from 45*l.* to 50 guineas a year, 5489.

At Cheltenham college for ladies the cost in the first division is 22 guineas per annum, the second division, 17 guineas, and the third, 12 guineas; *Beale* 16,072.

At Chesterfield grammar school a boarding house of 10 boys represents a profit of 20*l.* out of an average receipt of 50*l.* a boarder; *Calder* 7440: the day boys pay 6*l.* a year: the payment is too small, 7495-6.

Mount St. Mary's school, near Chesterfield, contains 107 scholars, all boarders, paying 36*l.* a year; *Williams* 11,108-14.

At Devon county school, West Buckland, the cost is 25 guineas a year including washing; *Brereton* 10,268, 9: *Voelcker* 2217-20.

At mansion house school, Exeter, the terms are 40 guineas for boarders under 12, 45 guineas for those between 12 and 14, and 55*l.* or 60*l.* for boarders above 15; the expense to day scholars is from six to ten guineas, according to age; *Templeton* 7638-40.

At Helgate grammar school the expense to a boarder is 28*l.*; *Thompson* 11,679.

At St. Nicholas college, Lancing, the fees, inclusive of almost all charges, are 60, 80, and 90 guineas a year; *Sanderson* 9600.

At Mr. Payne's private school at Leatherhead the terms for boarders ranged from 50 to 70 guineas; *Payne* 1880.

At Leeds grammar school the fee is six guineas a year in the classical school, and in the commercial school four guineas; *Barry* 5200.

COST OF EDUCATION—*continued.*

At Liverpool college the fees paid in the upper school, which is a school for the universities, are 22 guineas a year; in the middle school, 11 guineas; and in the lower school, about half the fees of the middle; *Howson* 2555.

At the Liverpool Institute schools, the fees are 17s. 6d. and 1l. 1s. a quarter in the commercial school, and they vary from 30s. to 4l. a quarter in the high school. The whole number of boys is about 930; *Jones* 6178-81.

At St. Bartholomew's Hospital collegiate institution the general cost to the students is a little more than that of living in lodgings; *Page* 2114.

At the City of London school, the cost of tuition, including drawing materials, is 11l. per annum; *Mortimer* 3561-6: there are more than 600 boys, all of them day scholars, 3550-2.

At the Commercial Travellers' schools, Pinner, all the pupils are admitted by election, and fed, clothed, and educated free; *Richards* 5948-50: the actual expense of each child is about 35l. a year; but this includes the considerable cost of machinery for raising money, which is 6l. or 8l. a year on each child, 6408-9.

At Denmark Hill school, a private school, there are about 120 pupils, chiefly boarders, who pay from 45 to 65 guineas a year; *Mason* 3144-53, 3165-7: the fee for day boys is from 16 to 20 guineas a year; if they dine it is from four to five guineas a year more, 3178: the average cost each of 62 boarders has been about 43l. per annum, not including anything in the cost for witness's services, p. 358 (vol. 1).

Godolphin school, Hammersmith, is composed of 30 foundation boys, receiving their education free; 55 boarders paying about 55l. a year; and from 120 to 130 day boys paying 10l. a year; *Twells* 10,059-74.

At Clarendon House school, Kennington, a private school, the cost of tuition is from 8 to 13 guineas a year, and of boarders from 40 to 55 guineas; *Pinches* 3850-60.

At King's College the fees for the department of general literature are 32l. 5s. per annum. The charge for furnished rooms and dinner from 65l. to 75l.; *Plumptre* 1467.

At Rev. R. Gregory's school, Lambeth, the fee is 1s. per week or 10s. a quarter; *Barham* 14,704-5.

Four pounds a year is the charge proposed in the new metropolitan schools projected by Mr. Rogers and others; *Rogers* 13,592.

At the North London collegiate school each pupil receives tuition in every branch of education for nine guineas a year, in the junior department for six guineas; *Williams* 4992, 5032: if witness were empowered to charge the boys 90 instead of nine guineas he could not make the school or the teaching more efficient, 5158.

At the North London collegiate school for girls the number of boarders is 18, paying from 50 to 60 guineas a year; the number of day scholars 201, paying on the average nine guineas a year; *Buss* 11,442-5.

At Queen's college the scale is graduated according to age, but the cost to a girl of 15 would be 10 guineas a term, or 27 guineas for the year, if paid in advance; music is an extra; *Plumptre* 1536.

Mr. Waterfield's school at Sheen contains 110 boys all boarders; the terms are 80l. for boys under 10, and 90l. for boys over 10; *Waterfield* 16,429-33.

At University College school the fee paid by the boys is 6l. a term, making 18l. a year; *Key* 2911.

At the Mission school at Walthamstow the charge per pupil is 15l.; *Wolstenholme* 16,267.

At Wimbledon school, where all are boarders, the terms are from 100 to 120 guineas a year; *Brackenbury* 17,301-58.

Private schools near London charge from 4l. to 6l. for day scholars; *Twells* 10,151.

At Loughborough endowed school the school fee is limited to 4l. a year, but there are 27 boarders who pay 50 guineas; *Wallace* 10,521-41.

Manchester grammar school is entirely free and not restricted to inhabitants of any particular locality; *Walker* 11,012, 13.

Private schools in Manchester charge from 14l. to 18l. a year for day boys; *Walker* 11,034.

COST OF EDUCATION—*continued.*

At Marlborough college the cost to the son of a clergyman is 54*l.*, and to the son of a layman 72*l.*; there are extra charges for optional studies, 4099-103; *Bradley* 4029-31.

At Newcastle grammar school everything except French is taught for a guinea a quarter; *Bruce* 16,307: the higher class of education might be provided at Newcastle for from 10*l.* to 20*l.* a year, 16,368: the more intelligent artisans in Newcastle might be willing to pay two guineas a quarter for a good day school education, 16,390-92.

At Mr. Bruce's private school, Newcastle-on-Tyne, the highest terms for boarders were 45*l.* per annum, and for day scholars four guineas a quarter; *Bruce* 16,271-5.

At Oswestry school a boy can be kept really well, almost luxuriously, for rather under 30*l.*, paying all expenses of masters, servants, &c. Has no doubt that in some schools 23*l.* or 24*l.* could be made to pay. *Short* 4182-3.

At Repton grammar school the cost to the boarders of board and tuition is 76*l.* a year; *Pears* 4363.

At Rochester Cathedral school 20 foundationers receive instruction free, and 28 boarders pay from 45*l.* to 54*l.* a year; *Whiston* 16,747-55.

At St. Saviour's school, Shoreham, the cost is nominally 14*l.* a year, but extras bring it up to 24*l.*; *Barham* 14,721, 14,754-8.

At Southampton grammar school the sons of all ratepayers are admissible as matter of right on payment of a capitation fee of 6*l.* a year; *Haukin* 4532-3.

At the Suffolk county school, Framlingham, 300 boarders are taken at 25*l.* a year; *Kerrison* 6673: data upon which the fee of 25*l.* is calculated, 6768, 9.

Mr. Tollemache's school in Suffolk is a district school built by himself, at a cost of 2,000*l.*; the terms are very low, 10*s.* 6*d.* and 15*s.* a quarter; *Kerrison* 6736-9.

Surrey county school is adapted for 150 boys, to be boarded, lodged, and taught for 30*l.* a year; day boys will be admitted at 16 guineas, including dinner; boys not dining will pay eight; *Benson* 4823-85: data on which the annual fee was fixed; 4897-9, 4916-19.

At Mr. Davies's private school, Swansea, there are 35 boarders, and between 60 and 70 day scholars, whose ages vary from 12 to 30. Charge for boarders, including all extras, 32*l.* a year; for day scholars six guineas; *Davies* 12,469.

At College school, Taunton, the total expense for board and education is 60 guineas a year, and 10 guineas a year; *Tuckwell* 10,371-2.

At the Wesleyan college, Taunton, where nearly all the pupils are boarders, the fees are from 30 to 34 guineas a year; *Sibley* 12,354.

At Uppingham grammar school the fee for day scholars is four guineas a year; *Thring* 9860: and to boarders not learning extra subjects 75*l.* a year, 9872-4.

At the Clergy Daughters' school, at Warrington, the fees are 25*l.* a year for each girl, including board and education; *Wolstenholme* 16,264-6.

At Wellington college the cost is about 78*l.* per head; *Benson*, p. 487 (part i.).

In Welsh grammar schools the general cost of education is about 40*l.* or 50*l.* a year for boarders, and two or three guineas a quarter for day scholars; *Griffith* 16,513-16.

At Weston private school, where there are 270 boys, all of them boarders, is from 20*l.* to 30*l.* a year; *Bishop of Bath and Wells* 7113-21.

At York Yeoman school 6*l.* per annum is charged for education, and in order to preserve the middle-class character of the school, it is provided that not more than 30*l.* be charged for board; *Robinson*, p. 622 (part i.).

A model school at York, of from 100 to 120 pupils, where the children only pay 10*s.* a quarter, has been self-supporting; *Robinson* 6515.

COST OF EDUCATION—*continued.*

STATEMENT OF TERMS made from the prospectuses of 42 boarding schools.

Lowest terms per annum.		Highest terms per annum.	
In 5 schools,	less than 20 guineas.	In 1 school	less than 20 guineas
In 21 "	from 20 to 30 "	In 15 "	from 20 to 30 "
In 8 "	" 30 to 40 "	In 10 "	" 30 to 40 "
In 4 "	" 40 to 50 "	In 6 "	" 40 to 50 "
In 3 "	" 50 to 60 "	In 5 "	" 50 to 60 "
In 1 "	" 62 guineas.	In 2 "	" 60 to 70 "
		In 3 "	above 70 guineas.

In the great majority of cases there are numerous extra charges for what may be called optional subjects of instruction.

STATEMENT OF TERMS for tuition alone, taken from 35 prospectuses.

Lowest terms per annum.		Highest terms per annum.	
In 2 schools	2 guineas.	In 2 schools	3 guineas.
In 4 "	3 "	In 5 "	4 "
In 7 "	4 "	In 7 "	6 "
In 3 "	5 "	In 3 "	8 "
In 5 "	6 "	In 5 "	10 "
In 4 "	8 "	In 1 "	11 "
In 5 "	10 "	In 3 "	13 "
In 5 "	12 "	In 3 "	15 "
		In 4 "	16 "
		In 2 "	20 "

These also include only the ordinary subjects, there being usually many extras; *Robson* pp. 45 & 46 (part i.).

A good commercial school of 300 boys, allowing not more than 40 boys to a master, might be maintained by a payment of about 6*l.* a year for each boy. With only 100 boys, 8*l.* would be required; or if the number of boys were 500, probably 5*l.* would be ample; *Barry* p. 534 (part i.).

It is desirable to throw the whole cost of tuition upon the parent, and to devote endowments to widening the course of instruction; *Carpenter* 948-9.

Without board the following might be taken as the lowest rates of payment for the three principal divisions of education for the middle classes. About 20*l.* for such an education as is given at University College and King's College schools; about 10*l.* or 12*l.* for a good grammar school education in country towns; and perhaps 4*l.* for the smaller tradesmen; *Shuttleworth* 17,547.

Amount tradesmen would be willing to pay; *Barham* 14,759.

A school suited for farmers might be made self-supporting with 100 boys at 30*l.* a year; *Thompson* 11,670.

Farmers who can afford so much would be quite willing to pay 25*l.* or 30*l.* for their sons as boarders; *Torr* 12,119-20: the needier class of farmers would rather pay 6*l.* or 8*l.* at a private day school than send their sons to a National school, 12,130-31.

A thoroughly good education may be given for 10*l.* a year to not less than 100 boys, or in the country to 50 boys; *Williams* 5163-4.

A fair education at a private school for 15*s.* a quarter cannot be obtained by the ordinary process of demand and supply; *Mason* 3488-9; private schools in England to be thoroughly successful must be rather profitable concerns, 3499.

In an agricultural district five guineas a year for each boy would make a school self-supporting; *Bishop of Bath and Wells* 7187.

The general position of those classes who could pay to a boarding school from 25*l.* to 35*l.* a year is that they have to pay a very high price for a very bad article; *Pakington* 7042.

Thirty pounds a year for each middle-class boarder ought to make a school self-supporting; *Robinson* 6405.

COST OF EDUCATION—*continued.*

But for the expense parents would rather send their boys as boarders; *Bruce* 16,300-304.

Statement of the financial history of Marlborough college, with a view to supplying data for future extension of the public school element to a different stratum of society; *Bradley* p. 415 (part 1).

Pernicious effects of free admissions to endowed schools; *Roundell* 12,031.

About 20*l.* a year is the average for day pupils at the superior middle class school; *Carpenter* 944.

In Germany payment is required for instruction, except only in the case of poverty, and the same system should prevail in England; *Dammann* 17,791-6.

EXAMINATIONS:

1. UNIVERSITY LOCAL.
2. MILITARY.
3. MEDICAL.
4. LEGAL.
5. AGRICULTURAL.
6. HOME CIVIL SERVICE.
7. INDIAN CIVIL SERVICE.
8. UNIVERSITY OF LONDON.
9. COLLEGE OF PRECEPTORS.
10. SOCIETY OF ARTS.
11. DEPARTMENT OF SCIENCE AND ART.
12. OF GIRLS.
13. GENERALLY.

1. UNIVERSITY LOCAL :

Oxford local examinations described in detail; *Price* 558 *et seq.*

Cambridge local examinations described in detail; *Living* 131 *et seq.*

Points of difference between Oxford and Cambridge local examinations; *Price* 725, 730; *Rawlinson* 661-71, 721-9.

Thinks the Oxford and Cambridge local examinations, with their two systems, will get into trouble ultimately; *R. Lowe* 6668.

Reasons why the university local examination system wants prestige; *Norris* 411-13, 415.

The expense of the Oxford local examinations might be best reduced by increasing the number of centres. The university are willing to send to a larger number of centres, but the thing needed is that the public should desire the examinations more; *Rawlinson* 567.

The whole scheme of the Oxford local examinations was settled by the delegates, in consequence of the statutes giving such a very slight outline, *Rawlinson* 587-9.

Manner of conducting religious examination by Oxford examiners; objections on the part of parents; *Rawlinson* 599-611.

The Oxford examiners have never published any scheme of marks or any statements of how marks are apportioned; *Rawlinson* 612.

1027 candidates presented themselves in 1864 for the Oxford local examinations; 209 of them were rejected; *Price* 699-702.

Remuneration of university local examiners not inadequate; *Norris* 462-3.

Desirableness of diffusing the university local system more generally, especially among the agricultural population; *Rawlinson* 573.

Pupils should enter for the university local examinations at the time of leaving school, not sooner; *Hodgson* 8991-2.

The university local examinations have done a great deal of good in furnishing a curriculum of study; the standard for passing is rather too high, in the compulsory subjects in particular; *Pinches* 3944-8.

The university local examinations have given boys a point to which to direct their minds, instead of merely receiving an education as a matter of course;

EXAMINATIONS—continued.

UNIVERSITY LOCAL—continued.

Williams 5052: the standard of passing is rather too high for the juniors; 5055: there are too many subjects in the preliminary examination, and too much required in each, and on the day of examination the time allowed is not nearly enough; 5061: suggestions for remedying defects; 5063-70: the Oxford examination in French is too severe; 5072: the Cambridge scheme is a great deal too difficult for the juniors; 5073-5.

The university local examinations are very useful, as giving a stimulus to some schools where the boys have little to look forward to; *Calder* 7585.

The answers given at the university local examinations are generally of a superior order; *Creak* 10,873.

University local examinations have produced improvement in the character of schools for the middle classes, and been the means of awakening the public mind to the necessity of such improvement; *Thornton* 15,679-81: university examinations preferable to training schools, 15,695.

An immense stimulus has been given to education, especially to English and arithmetic, by the university local examinations. The pupils have something to work for, some hope, something to aim at, and the teachers also; *Buss* 11,468.

Cambridge examination acts beneficially; its chief value depends upon the standard being the same for both sexes; *Miss M. E. Smith* 15,819-22.

From Leeds Grammar School boys are sent to the university local examinations without inconvenience to the general education of the school; *Barry* 5330-34.

Always sends up pupils in classes to the university local examinations, and perhaps has passed more candidates than any other schoolmaster in England; *Templeton* 7694-8: these examinations have been most beneficial, but their influence might be extended if the centres were multiplied so as to save the cost of travelling and lodging; 7702-5, 7712-20: there is a chance of mischief in sending picked boys, but if a small school sends in two or three boys it does good to the whole school; 7700.

Pupils at Bramham College, Tadcaster, have been very successful at the university local examinations; more would go up for examination, but parents refuse permission; *Haigh* 15,225-32.

In 1863 the Liverpool Institute Schools passed through the university local examinations the largest number of any schools in England; *Jones* 6254: entire classes are persuaded to enter; 6256-7.

The advantages of the university local examinations are considerable, and outweigh any disadvantage attending the risk of neglect of the less clever boys; *Payne* 6889-90.

There is this evil about the university local examinations, that they rather encourage the study of too many subjects; *Jones* 6260.

The university local examinations are the only attempt that has been made to supply a great want, but as they succeed they will defeat their own object; a local university would do more good; *Brereton* 10,202-4.

Standard of university local examinations too high; if it were adapted to the instruction given in the schools, it would be available for boys who pass at an early age into business; *Sibly* 12,412-15.

The university local examinations have, no doubt, done good, but not to the extent hoped for; they very often lead a master to neglect the general welfare of his school in order to get two or three boys high up in the list; *Short* 4313-14.

Is not very sanguine as to the effect of the local university examinations; has heard them much complained of as tending to the disadvantage of the less clever boys; *Pakington* 7061-2.

The effect of the university local examinations on the school work at Southampton Grammar school is to make the arrangement of the classes very difficult indeed; explanation of this; *Hankin* 4672-80.

The practice of sending boys from King Edward's school at Birmingham to the university local examinations was found to work badly; *Evans* 5866-70.

EXAMINATIONS—*continued.*

2. MILITARY :

Military examinations for Woolwich, Sandhurst, and for direct commissions, described in detail; *Moseley* 1827, *et seq.*

The standard of military examinations, except for Woolwich, is not higher than might be expected from boys educated at public schools; *Brackenbury* 17,422-5.

Military Examinations.—Of the direct commission examinations witness thinks very little, and to the Sandhurst examinations boys are sent from the ordinary classes of Cheltenham College without difficulty; the Woolwich examinations are the blue ribbon of the military department at Cheltenham, and they in great measure determine the course of study; *Barry* 5496-5502.

The Woolwich examinations are too long; that is rather caused by the excessive care taken that every subject shall have a double examination. It lasts about 14 days, and the boys are completely fagged at the end of it; *Dasent* 13,979.

The Woolwich examination is notoriously one of the most difficult, and it may be called the flower of the competitive examinations; it is quite as difficult as the Indian Civil Service; *Dasent* 13,952.

It is an easier examination to get in for India than for Woolwich; *Dasent* 13,963.

The boys examined for the military examinations are generally from 18 to 19; *Dasent* 13,966.

For the examinations for direct commissions special instruction is not so much required; *Brackenbury* 17,330-35.

For a direct commission examination the qualifications are ridiculously low; *Dasent* 13,953.

3. MEDICAL :

College of Surgeons examination described; *Paget* 2084 *et seq.*

The Pharmaceutical Society's examinations are intended for persons of any age who wish to receive the title of pharmaceutical chemist. The candidates come from all parts of the kingdom, but they number less than 100 a year. Details of examinations; *Garle* 2483 *et seq.*

Improvement already accomplished in education of medical students may be attributed to the preliminary examination instituted four years ago; *Gull* 2418-20.

4. LEGAL :

Incorporated Law Society's examinations described in detail; *Young* 2381-400.

5. AGRICULTURAL :

Royal Agricultural Society of England.—Extract from the regulations for local examinations; p. 662 (vol. i.)

6. HOME CIVIL SERVICE :

Papers prepared by the secretary and registrar to the Civil Service Commission, viz. :—

Memorandum on cramming, vol. ii., p. 649.

Memorandum on the examinations for the Home and Indian Civil Services, with illustrative tables, vol. ii., pp. 652-73.

[Oral evidence of secretary and registrar, questions 15,329-69.]

The Civil Service examinations have a tendency to stimulate education; *Lowe* 6667.

The Civil Service examinations have had to a certain extent an injurious effect by stimulating certain studies which are known to pay well; they have had the effect of bringing about greater accuracy in spelling and arithmetic; *Pinches* 3942-3.

Has certainly seen some good effects from the Civil Service examinations; *W. Smith* 1182-3.

EXAMINATIONS—*continued.*

7. INDIAN CIVIL SERVICE :

The subjects for the Indian Civil Service examinations are so multifarious that there is great temptation to cramming, and it is impossible to give sound teaching in each of them, but there has been considerable alteration lately; *Brackenbury* 17,322-9: the taking away 125 marks indiscriminately acts unfairly; the candidates should pass qualifying examinations in certain elementary subjects instead, 17,405-11.

For the Indian Civil Service examinations the number of subjects is so unlimited, and their scope so enormous, that witness has given them up in despair; *Bradley* 4152.

The Indian Civil Service examinations are far more questionable than any other competitive examination; their defects; *Barry* 5504.

A young fellow might get the Balliol scholarship, and have no chance of being near success for the Indian examinations, while a very inferior person might make quite sure of success; *Bradley* 4164.

8. UNIVERSITY OF LONDON :

The University of London matriculation examination is intended to test the possession by the candidate of that amount of general education which a candidate of the age of 16 may reasonably be expected to have acquired in a well-conducted school; *Carpenter* 734-7: detailed statement of particulars of past examinations, 738 *et seq.*

With the exception that it assigns greater weight for classical knowledge than for scientific knowledge, the matriculation examination at the London University is as good as could be designed for medical students; *Paget* 2185.

Statement of the influences exercised on schools and colleges for the middle classes by the examinations for the University of London matriculation; *W. Smith* 970 *et seq.*

Nearly 500 candidates for matriculation came to the University of London in 1864; *Living* 213.

9. COLLEGE OF PRECEPTORS :

College of Preceptors examinations described in detail; *Robson* 18 *et seq.*

10. SOCIETY OF ARTS.

The Society of Arts examinations were established in 1856 for the benefit of the members and students of institutions in union with the Society of Arts; *Foster* 1200-2: the examinations described in detail; 1203 *et seq.*

11. DEPARTMENT OF SCIENCE AND ART :

The examinations of the Department of Science and Art have been one of the most successful of things; details of the arrangements; *R. Lowe* 6650-61.

12. OF GIRLS :

Examinations are very much wanted for women; at present there is hardly an examination open to girls above 18; *Davies* 11,244-5.

Girls should be admitted to university local examinations; *Creak* 10,868.

The opening of the University of London examinations to girls would serve as a stimulus to the prosecution of their studies after leaving school; *Davies* 11,287-9.

Doubtful good of extending university local examinations to females; *Martin* 15,493-5: special examinations particularly injurious to girls; 15,533.

Steps taken to induce the universities of Oxford and Cambridge to extend their local examinations to girls, the objections which had to be overcome, and the success attending the efforts made; *Miss E. Davies* 11,300-39: number and kind of schools (with the terms for tuition) from which candidates came; 11,322-7, 11,348-9.

The syndicate of Cambridge University propose that girls should be examined in precisely the same subjects as boys; *Living* 210.

Cambridge system of giving certificates to women will be useful as a stimulus to female education; *King* 16,028.

EXAMINATIONS—*continued.*OF GIRLS—*continued.*

The extension of the university local examinations to females is of the highest value; *E. of Harrowby* 14,124, 14,127.

The extension of the Cambridge local examinations to females has had a good effect; *Porter* 15,090-5.

Cambridge examination for girls has had the effect of awakening the schools and directing public opinion to great defects; *Pattison* 17,868.

At Cheltenham College for Ladies each pupil on entrance has an examination paper to write; *Beale* 16,081: the annual examinations of the scholars described; 16,090.

Miss Reynolds, who has been for nearly 18 years at the head of the Cheltenham Training College, does not consider that the examinations have any injurious effects on girls; *Beale* 16,174.

In Manchester the system of university local examinations for girls has worked very well indeed; its good effects have been manifested in a limitation of the subjects taught, leading to a more thorough study, and in bringing teachers together, and teaching them to act in concert: particulars of the last examination; *Wolstenholme* 16,193-9.

13. GENERALLY.

Advantages of examinations in awakening public opinion to the importance of improved education; *E. Fortescue* 11,964: confederation of county colleges for the purpose of examinations; 11,966: university local examinations do a great deal of good, but they give the universities an amount of control over the education of the middle classes which the middle classes would exercise more advantageously themselves; 11,999-12,001: suggestion that the Government should accept the certificates of the two Universities as an equivalent or substitute for the preliminary or testing examination of the Civil Service Commissioners, p. 307, vol. ii.

Has examined thousands of candidates during the last 12 years in English subjects, and is convinced that there is a very great improvement both in the teachers and in the pupils; *Dasent* 13,948.

Permissive examinations by some independent authority are almost certain to do good; *Daymond* 14,646-50.

As far as possible whole classes are sent from witness's school to the Oxford local examinations: thinks it objectionable to pick out boys and send them as samples; *Pinches* 3888-91.

At Cheltenham College the necessity of preparing for the competitive examinations has been found to be a great stimulus to the boys; *Southwood* 5528.

Superior results of the competitive examination, which works perpetually upwards, while the qualifying examination has a contrary tendency; *Moseley* 1830-1.

The universities should appoint a board of examiners, and the results of examinations should be published, the examinations being optional on the part of the masters; *Hill* 17,024-39.

It must be a very bad examiner who does not find out cramming; *Dasent* 13,975: there are a certain number of boys who will always be sent up crammed, who can only be taught in that way; 13,976.

All the members of the upper classes in schools should go in for their examination steadily every year; *Creak* 10,871.

The ordinary remarks about cramming are exceedingly ill-judged; *W. Smith* 1066: it is an evil impossible to entirely guard against, but the growing skill of examiners makes it more and more difficult for answers to be given by cramming; 1184-8.

Admission to any class of a school should be possible only after passing an examination; *Dammann* 17,698.

Many of the failures are from the natural defects of the boys themselves, and from the father who insists on sending his son in for an examination for which he is unfitted; *Dasent* 13,952.

The papers sent in during the fourth year's Cambridge local examinations, when compared with those received after the operations of the first year, gave evidence of more careful teaching; *Norris* 401.

EXAMINATIONS—*continued.*GENERALLY—*continued.*

Examinations give boys something to work for; *Twells* 10,115.

The examinations are confined to the best schools, as only the best schools are anxious to have their results known; *Norris* 406.

Thinks it would be practicable to combine a special preparation for public examinations with a good wholesome general education; *Moseley*, 1909-14.

Competitive examinations in schools not objectionable, if not unduly stimulating, but they are alien to the legitimate business of education; *Hodgson* 9001-5.

In Germany the admission to a school similar to King Edward's School, Birmingham, as well as the passing from class to class, would be regulated by examination alone; *Dammann* 17,697.

When an organized system of preparation is brought to bear upon the examination, the evils of the examination begin to overbalance its advantages; *Pattison* 17,869.

A general education is best adapted for boys preparing for examinations; *Brackenbury* 17,346-8.

Examinations, whether for boys or girls, should be done without, if possible; *Pattison* 17,867, 17,874-6.

Evil tendency of competitive examinations; *Brackenbury* vol. ii., pp. 896-7.

External examinations sit like a blight on education; they compel you to teach what will pay for an examination, quite irrespective of what is good for them; *Bradley* 4089.

External examinations strain the boys, and make their knowledge not permanent; *Benson* 4771: these examinations make it profitable to work at a manual that is merely a dry digest of facts, 4776.

If it is endeavoured to force into pass examinations more than a certain quantity of work in a variety of subjects, the risk of overwork to persons of average ability would be greater than the benefit to their education; *Acland* 2854.

Competitive examinations before the age of 16 are bad; *Hodgson* 8988-90.

Examinations should apply to the whole school, and the examiners be appointed independently of the masters; *Hill* 17,023-4.

No new body can secure the same confidence as the two old universities in the matter of examinations; *Davies* 12,502: would, as far as possible, confine the examinations to the two universities, 12,552.

In an examination you ought to be guarded against a subject which lends itself to a mere *memoria technica*, like political economy; *Dasent* 13,980.

List of the books set for examination in the department of classical and modern languages by the principal examining boards for the year 1865, p. 42 (vol. ii.).

A general inference to be drawn from the military examinations is that next to nothing is learnt at school by a great many of the boys; the great bulk of them after leaving school spend from three to twelve months with a private tutor; *Moseley* 1883-7.

Examinations require a great deal of extra work on the part of the master to prevent disorganization of the whole school; perhaps they operate as an advantage in keeping boys longer at school; *Walker* 11,064-9.

Any inconvenience attending the giving the best boys undue advantage over others is common to all systems of examination; *Norris* 416.

Great difficulty in preparing for competitive examinations from the variety of text-books appointed by the various examining bodies; *Isbister* 9277-303.

The examiners for the Indian Civil Service make great efforts to defeat cramming, but they are not very successful; *Pattison* 17,872-3.

Examinations give a fair test of the different schools intellectually, but not morally, and not as to sanitary arrangements; *Norris* 410.

At Wellington College an admission examination has been instituted; *Benson* 4743.

At Cheltenham College quarterly examinations are held in all the departments; *Barry* 5506.

INSPECTION OF SCHOOLS :

Should be favourable to a system in which the central authority was the university; the great difficulty would be to get competent examiners; *Barry* 5508-13.

Would be very advantageous; it should be done by the universities; *Bp. of Bath and Wells* 7197-204.

Is an excellent means of bringing schools up to a certain level, but there are schools that would be cramped by it; *Benson* 4962.

It would be much more valuable if schools themselves could be inspected instead of particular boys; *Besant* 1293-4: endowed schools at all events should be subject to a regular annual inspection, 1295-6, 1309: it would be worth while to publish particular reports of particular schools, 1313: would offer inspection to all schools, but make it compulsory upon those that are endowed, 1332.

For endowed schools a system of inspection is required; *Best* 7343.

Should like to see a general system of compulsory inspection of all schools; *Best* 7379-80.

Let all facilities be given to those who wish for thorough inspection and examination of their schools. Let full publicity be given to the results, and let the same honourable mention of it be made in the press as is accorded to the public schools, so that no master may be driven to the painful expedient of advertising in order that the world may know what his scholars have accomplished; *Brackenbury*, p. 896 (vol. ii.)

A system that would allow a school to avail itself of a university inspection might be very valuable, but would be sorry to see a Government inspection carried to all schools; *Bradley* 4062.

Doubtful benefit to endowed schools of a system of Government inspection; the tendency would be to try and reduce them to one shape, which is more easy to do than to test capacity and devotedness; *Bradley* 4133-4.

Would make inspection compulsory on all schools, but especially on schools that are endowed; *Calder* 7619-23.

Great advantage might be derived from a general system of inspection, analogous to the Government inspection of lower class schools, but it should be entirely voluntary; *Carpenter* 907-9.

Government, as superior trustee, might insist upon the inspection of endowed schools; a voluntary inspection would be then likely to extend itself to proprietary and private schools; *Carpenter* 961-2.

In the case of private schools no system of inspection would be satisfactory; *Creak* 10,790: but in the case of endowed schools, the State has a right to see that the trusts are properly administered; 10,791-2.

The inspection of girls' schools would be very useful indeed; *Davies* 11,250.

Private girls' schools would be glad to have inspection; but it should be voluntary; *Miss E. Davies* 11,252-3.

Endowed schools should be compulsorily inspected by examiners appointed by the universities; *Dean of Ely* 17,203-4.

Endowed schools should be under the control of the Committee of Council on Education, who should have power to inspect; *Hodgson* 17,574-5.

All schools would gain by examination and inspection; it would be a justifiable thing for the Government to demand the inspection of endowed schools; *Howson* 2807-10, 2825-8.

Inspection is objectionable for various reasons, whether compulsory or voluntary; *Kingdon* 12,335-7.

Inspection of endowed schools should be by universities; *Lingen* 13,113, 13,161: should be more in the nature of a visitation; 13,163.

Inspection essential to the vigorous vitality of a school; university fellowships suggested as the machinery for inspection; infusion of fresh blood from the universities would prevent inspection degenerating into mere routine; *Rev. E. C. Lowe* page 70 (vol. ii.).

Every endowed school should be annually inspected and examined, and the result published in the local newspapers; *R. Lowe* 6541-3.

INSPECTION OF SCHOOLS—*continued.*

Inspection would be better done through the Privy Council Office, the universities being essentially clerical bodies, and in these things no profession should have a decided preponderance; *R. Lowe* 6544.

Inspection should be accessible to all schools; in case of any complaint of a school, the Privy Council should offer inspection, and the refusal of the offer of inspection should be made known in the neighbourhood; *R. Lowe* 6560-62.

Advantages of Government inspection over private inspection; *R. Lowe* 6579-83.

Inspection better than examination, because it is of much more importance to know how the great mass of the school is taught than that some few boys may get considerable distinction; *R. Lowe* 6593.

Inspection of schools preferable to the examination of some of the boys; *Mason* 3461-2.

Would have such an amount of publicity attached to inspection that it should be a privilege for a school to be able to be inspected; *Mason* 3478.

The best bodies to undertake inspection would be the two old universities and the University of London; *Mason* 3479.

All schools should be subjected to the inspection of examiners who have no connexion whatever with them; in the case of any school of a tolerable size inspection should be compulsory; *Mortimer* 3839-40.

Since June 1862, Cambridge has added to its system the duty of inspecting schools; *Norris* 453: Oxford has not done anything yet in regard to inspection; 466.

Slowness of the public in taking advantage of the inspection system attributable to its expensiveness and the want of advertisement; *Norris* 454-6: if the fees were cut down to 5*l.* instead of 10*l.*, more than twice the number of schools would perhaps avail themselves of the inspection; 459.

Persons at present employed in the universities could not undertake inspection in addition to their other duties; *Pattison* 17,890-1.

For schools of the size and character of Repton School inspection is not desirable; it is so extremely difficult to find a man who can inspect a whole school well; *Pears* 4448.

Inspection of schools is desirable for those of the lower grade; *Pinches* 3986.

A system of school inspection might work well; inspection should be compulsory as regards endowed schools, but optional to private and proprietary schools; *Plumptre* 1609-14.

An inspector would ascertain whether the discipline and management of the school were satisfactory, as well as whether a few boys were well instructed; *Richards* 6163.

Inspection of schools might be compulsory with regard to endowed schools; to county and private schools it could only be offered; *Robinson* 6424.

Inspection not objectionable if adapted to the classes; inspectors should be appointed by the universities; *Sibly* 12,457-8.

Compulsory inspection should be applied to endowed schools, and pupils examined once a year, care being taken in publishing inspector's report so as not to create a want of confidence in the school; *Simpson* 14,261, 14,304, 14,360.

Endowed schools should be compelled to submit to the inspection of a university; the inspection should be not less than once a year, and means should be provided for doing the thing well; *G. Smith* 8924-30; witness would be very glad to appropriate a part of the university funds, and even to appropriate fellowships to the purpose, 8916.

The open competition made by schools and pupils being brought together is for private schools more beneficial than inspection; but for endowed and national schools, where the course of instruction is more uniform and fixed, inspection is valuable and necessary; *Templeton* 7706-10.

Compulsory government inspection would remedy many evils; *Thompson* 11,685, 11,696, 11,712-18, 11,721, 11,745: a summary of the results being published, and the details communicated to the managers, 11,719-20.

INSPECTION OF SCHOOLS—*continued.*

Inspection should not be compulsory, and the inspectors should be appointed by the universities; *Thornton* 15,673-8.

No necessity for inspection in the case of endowed schools; the university acts as inspector; *Thring* 10,014: inspection which would ensure the non-abuse of endowments and not interfere with internal management would be welcomed, 10,016-18.

Mode of inspection suggested; *Tuckwell* 10,510-17.

Inspection of schools by the universities highly desirable; dangers of a government inspector; an intelligent inspector would be soon able to ascertain how far teaching by rote prevailed; unnecessary to make inspection obligatory; it would be for the interest of everybody to adopt it; an inspector's report should embrace an account of the domestic arrangements of the house, and of the mode of spending the play hours; *Waterfield* 16,442-8: the cost of inspection might be covered by a fee paid by the schoolmaster to the university, 16,461-6.

Some system of inspection of schools by government is the necessary complement of a system of competitive examination for government appointments: the State would be much better served if it examined masters and schools as well as pupils; the weight given to any good school by the opinion of the inspector would be valuable in strengthening the master's hands; *Waterfield* 16490: it would be better that an inspector should hold his office for a year than for a term of two or three years; reasons for this, and for the appointment of men who are young, 16,496-9.

SUBJECTS OF INSTRUCTION:

1. LANGUAGE.
2. MATHEMATICS.
3. NATURAL SCIENCE.
4. POLITICAL ECONOMY—SOCIAL SCIENCE.
5. TECHNICAL.
6. GENERALLY.
7. AT PARTICULAR SCHOOLS.

1. LANGUAGE.

Classical attainments are absolutely necessary now for the finest cultivation, and, looking to history, these classical studies were the only things, speaking broadly, that scholars had to employ their minds upon; *Acland* 2867-8.

Language a more essential element in education than mathematics or physical science; *Benson* 4784.

Should give the comparison in favour of those boys who had been chiefly educated by classical studies; *Brackenbury* 17,343.

Language should be the basis of education for middle classes; reasons for this; *Brackenbury* p. 895 (vol. ii.).

For those who want to enter business not later than 18, classics and mathematics should be put on an equal footing; if compelled to make a choice would choose classics; *Bruce* 16,338-40.

Regards the study of language as of very great importance in various ways; *Bryce* 17,233: the study of language, besides its peculiar uses, cultivates all the faculties, though it cannot cultivate any one of them so effectually as the science appropriate to that faculty would do. If properly conducted, this study will do more for intellectual culture than any other single study; nevertheless, the culture attainable by the study of languages alone is very defective, 17,234: age at which classical studies should be commenced, 17,253-6.

If a boy be of average ability, would rather he did not neglect Greek, because he would not bestow more industry upon anything else; *Calder* 7414: many boys have been sorry they did not learn Greek when witness wished them, 7419.

Language should be the backbone of education, and mathematics an addition; *Dean of Ely* 17,216.

SUBJECTS OF INSTRUCTION—*continued.*LANGUAGE—*continued.*

For schools in country towns, if you can ensure the primary subjects, the best staple of education is the classics; *Evans* 5887.

Too much time generally devoted to classics; *W. B. Hodgson* 8954: Latin and Greek should not be taught before the age of 12 or 13 in middle schools, 8956-9, 8964, 8975-6, 9002: Greek should be taught to boys between 13 and 16, if there be time; the advantages of a knowledge of Latin predominate over those of Greek, 8964-5.

In England 15 years often devoted to study of Latin and Greek; might be reduced to five years, and still more shortened by altering the method of teaching; *W. B. Hodgson* 9013-23.

Study of classics improves the mind and cultivates the intellectual faculties; *W. B. Hodgson* 8960; but if it came to a choice, French and German should be preferred; 9046-8.

Latin should not be excluded entirely, as a great deal might be done by tracing the etymology of English words; *W. B. Hodgson* 8986.

Would not make Latin compulsory upon boys leaving school at about 14 for commercial life; if any language were made compulsory, it should be French; *Jones* 6190: if the boys could be kept at school for another year or two, should say most decisively that Latin ought to be taught and enforced upon all; 6192.

Believes that classics give by far the best mental training; *Jones* 6270a.

A boy learns grammar better from his Latin than from his English books; *Key* 3015.

One classical language is sufficient for boys who leave school at 16 or 17; *Mason* 3207.

Latin and Greek and modern languages, as taught to the middle classes, constitute a branch of education essentially and necessarily superficial, pretentious, and unreal; *Moseley* 2060.

A very small proportion of boys indeed would be able to read with ease any Latin book four or five years after leaving school; *W. Smith* 1015: Latin versification and Greek would be better discontinued in commercial schools; 1055-6: if written compositions from Latin into English were made a regular part of the work, it would do more than anything else to improve a boy's knowledge of the classical languages as well as of his own; 1057: mode in which classics might be taught to young men who are likely to enter into business early in life; 981, 1168-70.

Finds Latin almost the most valuable means of teaching; *Waterfield* 16,478.

Could not put any subject before Latin in point of utility to the mind; *Williams* 5131.

The omission of Latin from the teaching of students not intended for the universities or a profession would be a loss to them; reasons for this; *Benson* 4779-83.

Greek might be dropped entirely, but it would be difficult to dispense with Latin until the teaching of English is more systematized; *Bradley* 4087.

Perplexity and loss of time are caused by teaching Latin and English grammar upon different systems; *Bruce* 16,318.

Latin should be one element of education; *Bruce* 16,424-5.

Some boys are almost incapable of being taught Latin; perhaps they would be equally incapable of learning physical science. Once suggested the substitution of German for Latin at Christ's Hospital, but the Governors did not think it advisable to adopt the suggestion; *White* 8514-20.

Distinction between the classical instruction required for the university and that required for teaching English; *Bowker* 8668.

For youths intended for business, Greek might be substituted by modern languages; *Creak* 10,830-32.

Uniformity in Latin and Greek grammars would be very advantageous; *Creak* 10,894-6.

Latin and Greek preponderate in English schools to the disadvantage of other subjects, knowledge of Latin most desirable, and classics should always form part of a liberal education, but in schools not purely classical

SUBJECTS OF INSTRUCTION—*continued.*LANGUAGE—*continued.*

subjects more immediately applicable to the purposes of practical life should have especial consideration; *Dammann* 17,710-15.

Latin is the most valuable thing to teach; it is the most precise language, and therefore should not give English as much time as Latin, for the simple reason that it might be taught more easily; *Dasent* 14,010.

Should be sorry to see Greek dropped; *Dasent* 14,011.

Thinks the teaching of French and German to boys more useful than the teaching of Latin, and the effects in training are about the same; *Daymond* 15,546-8.

Advantages of teaching Latin; *Edmunds* 13,731-5: general objection of parents to Latin is dying away; 13,736-9.

Latin is the best basis for learning English; *Dean of Ely* 17,217.

The discipline which the learning of Greek involves is of greater value to a boy than the acquisition of certain popular facts; *Evans* 5835.

A certain amount of knowledge of Latin would be useful in regard to a knowledge of English; *Griffith* 1729-31.

Not desirable to teach Greek to boys who are likely to leave school at about 16; *Haigh* 15,263-5.

Latin should form an important element in education; value of instruction in Latin; *Haigh* 15,307-8.

Classics should not be placed as a necessary part of the education of those who leave school at from 13 to 15 for the ordinary concerns of life; *Harrowby* 14,096.

Latin is not needed for lower middle class; even the higher class leave school with a very imperfect knowledge of it; *Harrowby* 14,066-9, 14,098.

Female authors write very good English, although they have learned but very little Latin; *Harrowby* 14,091-2.

English should not be sacrificed for the sake of teaching it by means of Latin, which if introduced must be subordinated; *Harrowby* 14,081-2.

Greek should not be excluded from the higher class of grammar schools, but it is not needed in the case of boys leaving for business at 16; *Harrowby* 14,075-6.

If Latin were not taught till boys were 12 or 13, and they were taught English, they would at 14 or 15 be far before those who had been taught earlier; *Harrowby* 14,079.

There are very few boys that you cannot interest in Latin if you begin at the age of 9 or 10; *Hill* 17,100.

A knowledge of Latin grammar aids very much to teach English grammar; does not think French can ever take the place of Latin, German might; *Hill* 17,108-10.

Latin should not be taught unless the pupils are likely to stay a sufficient time to enable them to read a Latin author with tolerable facility; *J. S. Hodgson* 17,607.

If Greek were obliterated from teaching, it might be doubted whether even German would produce the same intellectual effects, certainly French would not; *Howson* 2727-30.

The teaching of Latin for the purposes of etymology is, perhaps, useless; but if boys could give two or three years to it, and learn exercises with correctness, and construe an easy book, such a Latin training would be highly valuable and beneficial; *Howson* 2755-60.

Latin appears to witness to be the basis of grammatical teaching; values it chiefly as an instrument of education, but also as essential for opening the way to advancement in life; *E. C. Lowe* 9589-90.

For persons not intended to fill the higher walks of life, what is called classical Latin is not a good thing to teach; grammatical Latin, or what may be called modern Latin, as a living language, is a thing which almost every one ought to learn; *R. Lowe* 6558.

Latin is in every way an excellent mental training; *Martin* 15,392.

Would decidedly rather teach a boy Latin than French or German as a mental training; *Mason* 3280.

SUBJECTS OF INSTRUCTION—*continued.*LANGUAGE—*continued.*

Latin is not more necessary for the members of the medical profession than it is for other persons in the same rank of life; *Paget* 2160: Greek might be excluded from the course of instruction; 2180-81.

Mention of some advantages which the study of Latin is, in witness's opinion, wrongly supposed to have. The vast majority of school boys never become sufficiently independent of grammar and dictionary to have any enjoyment of the Latin books they read. The real advantages of the study of classics are for the most part only advantages to such students as are intended for a more or less intellectual life. Latin ought to occupy the same place in education that the calculus does in mathematics, it is the introduction to the higher and professional education; it makes no part of the ordinary commercial education; *Seeley* 16,615: a good grounding in Latin grammar, with a view to the study of French, appears to be an indirect way to come to the easy subject through the hard one; 16,619.

Suggested improvement in a detail in the teaching of Greek; *Seeley* 16,617.

Does not see the necessity, speaking abstractedly, for the maintenance of Latin as a part of purely commercial education; but where a boy has capacity it will be a very great disadvantage that he should not have this accomplishment; *Shuttleworth* 17,559.

Would relinquish Greek, because of the hopelessness of enforcing two dead languages; *G. Smith* 8835: when a boy is destined for the universities he should learn Greek; 8838.

If driven to relinquish either Latin or mathematics, should retain Latin; *G. Smith* 8933-5.

Would teach Greek and Latin to peasants, if there were the means and the staff; *Walker* 11,028.

Study of some other language besides English needed; French the most useful; *Fortescue* 11,968-71.

German a good substitute for all the other languages together that girls usually learn; German a better instrument of education than French or Italian; *Kyberd* 15,907-9.

Modern languages should be taught as early as possible; *Hodgson* 8970: as the boys in middle schools do not remain beyond a certain period, modern languages should be preferred to Latin and Greek; 8978-81.

French useful as a mental discipline, and also extremely useful to the boys after they leave; *Richards* 5995.

French is perhaps practically more useful in after life to boys, but is not quite so good as German as a training for the mind; *Seeley* 16,618.

Modern languages are exceedingly badly taught; *W. Smith* 992.

Inferiority of French to German as a means of mental training; *Southwood* 5620-22.

2. MATHEMATICS:

A great number of boys are inaccurate in their arithmetic, and a large proportion have no idea whatever of the principles; *Besant* 1340: very few know much more than the first book of Euclid 1345: would recommend the teaching of the first three or four books of Euclid in commercial schools 1367-70.

Pure mathematics is the most effectual instrument for cultivating strict and rigorous deductive reasoning; but it does nothing for the other faculties; *Bryce* 17,234: age at which mathematics should be taught, 17,266-8.

Suggestions for the teaching of arithmetic, geometry, and algebra; *Bryce* 17,269-74.

The great deficiency of mathematical teaching is, that the lower branches are too rapidly slurred over, and pupils pushed on into higher branches; *Dasent* 14,014.

Is rather in favour of mathematics as the best mode of training the mental faculties; *Davies* 12,524.

SUBJECTS OF INSTRUCTION—*continued.*MATHEMATICS—*continued.*

Some study of Euclid,—just the first elements,—a very desirable thing, especially as a matter of mental discipline; *Fortescue*, 11,970.

In teaching mathematics far too much time is given to Euclid; many boys who have read six books of Euclid really know nothing at all about geometry; *Griffith* 1664.

The knowledge of algebra should not be carried far; *Gull* 2437.

Would like to get rid of Euclid, as a most illogical book; *Key* 2992.

It is only in the case of a student who shows a special aptitude for mathematics that it ought to be pursued to the higher branches; many boys of great ability for certain purposes are not capable of following the abstruser branches of mathematics; *Rankine* 2322-3.

Geometry is more of the nature of training for the mind, and algebra is more of the nature of a thought-saving machine; *Rankine* 2326.

Should be inclined to think mathematics more useful to a boy than Latin; *Richards* 6097.

Perhaps the most powerful instrument of educational discipline of all is the study of geometry and of Euclid; *Sibly* 12,444.

Does not consider mathematics of the same advantage in training the mind as classics; *W. Smith* 1006, 1043-61.

3. NATURAL SCIENCE:

Lectures on chemistry are of no good in an educational point of view; none of these scientific subjects can be taught to boys to any purpose, except they be taught practically; *Acland* 2883-5.

Until manuals have been written on a reasonable scale and by the best minds, this question of teaching science will always be in confusion; *Acland* 2886.

Desirableness of obtaining sets of dissections and convenient apparatus; *Acland* 2891.

A great majority of young men are excessively deficient in the knowledge of the commonest facts of science; *Besant* 1300: it would be a very valuable thing if they could be taught experimental facts, 1319.

The theoretical study of science is useful, but would not take up a boy's time with it if it could be advantageously devoted to classics and other subjects; *Bruce* 16,401.

Up to the age of 16 would regard the substitution of science for classics rather as subordinate and ancillary to classical studies than as a substitute for them; *Evans* 5890.

A good deal might be done in teaching science without resting it on the mathematical basis; but it would not be called by scientific men good knowledge, nor would it be a good educational training; *Griffith* 1763.

Would look more to having science taught than elementary Latin; *J. S. Hodgson* 17,608.

The elements of science should form a part of school teaching, as science may be said to form the foundation of all those arts, appliances, and inventions that supply the wants and minister to the comforts and happiness of civilized life; *Lovett* p. 674 (vol. ii).

Has always been of opinion that things are better worth knowing than words, and that our education turns too exclusively on the mere faculty of acquiring language; *R. Lowe* 6643: approves very much of the teaching of natural philosophy and chemistry, and thinks no better use could be made of portions of endowments than in founding lectureships and masterships to teach these things, 6644-6: there is no logic so subtle, so refined, and so improving to the mind as that of nature, 6647.

Would infinitely sooner have a man who knew his business, and all the great laws of nature that link themselves with his particular trade, than one who could write a beautiful letter with fine spelling and fine words; *Moseley* 1972.

It would be far better if medical students had the same amount of knowledge in scientific subjects as they now possess in classics; *Paget* 2091 there should be a special instruction in science, not merely with reference to

SUBJECTS OF INSTRUCTION—*continued.*NATURAL SCIENCE—*continued.*

the medical profession, but as a part of the general education of an English boy, 2134: instruction in physical science would be valuable for the sake chiefly of the positive knowledge acquired, but in a measure also for the mental training, 2161.

From an educational point of view purely, instruction in science subjects is very valuable indeed, for the very reason that it teaches the inductive process; *Southwood* 5586.

It would be very important to have in each district some general museum and laboratory where lads who had a taste for the physical sciences could go and extend their knowledge of science; *Templeton* 7660.

Would teach physical science, as it is interesting and eminently useful as a means of mental discipline; *Tuckwell* 10,443-9, 10,475-6: witness states the age at which he begins to teach physical science, and describes mode of teaching, also the progression of subjects as branches of physical science, 10,452-70, 10,477, 10,492-6.

Physical science might be advantageously substituted for part of classics in the case of boys not going to the universities; *Walker* 11,070-78.

A very useful amount of natural science may be taught in schools in addition to the ordinary course of study, in almost every case without injury to health, but on the condition that it is properly taught; *Acland* 2862-3.

In making a selection from the whole range of physical science, it is desirable to choose the more accurate and precise kind first, and then the more advanced and complicated kind; *Acland* 2865.

Defective character of the teaching of physical sciences; *Acland* 2880-82.

Should look upon physical science, not as a means of acquiring information merely, but as an exercise of the faculties; *Benson* 4765.

Two or three hours a week might be given to the teaching of natural science without serious interruption to the other studies; *Besant* 1322.

As a means of education should not place physical science nearly so high as language; *Brackenbury* 17,361.

A drawback to the teaching of physical science is the difficulty of getting boys to work on their part in the preparation; *Bradley* 4122.

Does not think that the teaching of physical science has a very striking effect as a discipline of training for the mind; *Bruce* 16,314.

For cultivating the power of observing and classifying objects, the study of some department of natural history, it matters little what department, is the proper instrument; *Bryce* 17,233.

Physical science should be taught to all classes of boys; its use as an educational means is to cultivate the inductive faculties, and to interest boys in intellectual pursuits generally; *Bryce* 17,277-81, 17,298.

Science studies elicit the faculty of observation; but do not supersede the rigorous training of classics and mathematics; *Calder* 7564.

Sees no reason to believe that a certain amount of knowledge of natural philosophy and of chemistry is in the least degree incompatible with a thorough and accurate knowledge of classics and pure mathematics; *Car-penter* 878-9.

Does not think that what is taught as physical science in schools generally brings out much from boys; *Webster* 8264-8.

Physical science can only tell with advantage upon a small number of boys; *Creak* 195.

In England natural science and history are neglected, and should be taught. In German schools natural science is a subject of instruction, and is taught concurrently with classics; *Dammann* 17,721-39: age at which science is taught in Germany depends on the character of the school, but it would be at about 14, 17,734-5.

What witness has seen of the teaching of physical science has generally resulted in teaching nothing at all; *Dasent* 14,015-17.

Taking the average attainments of boys, they might very well begin the study of physical science at 13; *Evans* 5899: boys attach quite as much importance to the study of physical science as they do to any other branch

SUBJECTS OF INSTRUCTION—*continued.*NATURAL SCIENCE—*continued.*

of study; parents do not see the pecuniary value of it, 5905; science scholarships tenable at schools would tend to correct this bias on the part of the parents, 5906.

Natural science valuable as a training of the mind, and as furnishing recreation; *Ford* 11,875.

Desirableness of introducing into schools the teaching of the elements of physics, as being the basis of all other science; *Griffith* 1627-34: additional reason for the choice of physics as a means of teaching, from its connexion with mathematics and great established laws, 1647.

Inferior value of botany as a subject of instruction, as being likely to lead to a mere recollection of names; *Griffith* 1652-4.

Way in which the teaching of physics might help boys in their study of mathematics; *Griffith* 1661-3.

A certain amount of training in language is necessary for the beneficial study of physics, but the reproduction on paper of the physical teaching of experiments will indirectly give a training in language; *Griffith* 1668-71.

Some preliminary knowledge of physics and chemistry is necessary as a foundation for the study of botany or animal physiology; *Griffith* 1680-82.

Success in teaching natural science depends on the tastes of the head master; partial acquaintance not advantageous; *Hill* 17,095-6.

As a matter of training does not think experimental science good; it is rather for imparting knowledge after the mind is trained; *J. S. Hodgson* 17,613.

Natural science should be made the means of calling out the observant faculties; pupils at Peckham Birkbeck School, under Mr. Shields, are taught upon this principle with good results; *W. B. Hodgson* 9025-7, 9037-8.

Natural science, especially physiology, should be taught to boys of 12 or 13; *W. B. Hodgson* 9036.

Physical science should be taught at age of 8 or 9, and be preferred to classics, if choice were necessary; *W. B. Hodgson* 8986, 9058-61.

Natural history might be a most important instrument of education, because it trains the habit of exact observation, and the power of describing accurately; if properly taught it would be the most valuable kind of scientific education next to mathematics; *Howson* 2745-6.

Reasons for not applying time to the teaching of botany; *Key* 3057.

Instruction in natural sciences quickens the intelligence of pupils; *Martin* 15,487-92.

The lower or industrial section of the middle class, if not the whole middle class, might be instructed in the elements of physical science; *Moseley* 2048.

Habits of observation should be trained, and this only can be done when physical science is well taught, not by books, but by collections, and by specimens being handled and instruments being used; *Price* 693.

Is strongly in favour of the study of physical science as a general means of training the mind; *Rankine* 2317-19.

Has a very strong idea that the study of physical science extends the powers of the mind, perhaps as effectually as almost any study, and the general intelligence; *Sibly* 12,442.

It is a question whether physical sciences at present are quite in the state to be made the subject of education; but in every middle school there should be lectures to convey to boys the great impressions and facts of science; *G. Smith* 8840.

Has collected the opinions of others very carefully; they have been strongly in favour of science as an educational subject of the highest value, training both the attention, the faculties of observation, and the reasoning powers; *E. E. Smith* 15,813.

It would be a great advantage to any boy who was having an ordinary English education to acquire some knowledge of chemistry, or of one of the biological subjects; *Acland* 2864.

SUBJECTS OF INSTRUCTION—*continued.*NATURAL SCIENCE—*continued.*

With some boys chemistry has awakened their minds; they had not done well before, and their doing well in chemistry seemed to be the signal for their waking up in all their work; *Benson* 4819-21.

Chemistry is not so important, as natural philosophy, either for the uses of life, or as an instrument of intellectual training; *Bryce* 17,278.

The question of omitting chemistry was strongly urged upon the senate of the University of London, but it was determined by a large majority to retain it; *Carpenter* 757.

Chemistry is taught very much more at the Charterhouse than at Christ's Hospital; *Brown* 8380.

To boys chemistry is not a very valuable instrument of education, because of the difficulty to the young mind of comprehending chemical facts and principles; *Howson* 2745.

Chemistry has been successfully taught at the Liverpool Institute schools for a great many years, but if witness had to originate a system, he would be disposed to lay some stress upon some language, say French, and less upon chemistry; *Jones* 6221.

There is a practical advantage in the study of even a little chemistry; *Key* 3042.

Chemistry has been found to be the one physical science that is most handy for giving those advantages which are all that can be practically relied on at school, viz., the awakening a boy's observation and his laudable curiosity; *E. C. Lowe* 9553: does not attach value to it as an instrument of mental training, 9554.

If a boy has a taste for scientific investigation, chemistry will give him a better field than any other science; but as a means of education, a comparatively small number of boys do much; *Mason* 3288-90.

The study of chemistry is a very valuable discipline of the mind; *Payne* 6917: it is one of the studies that boys will pursue for themselves after they leave school, 6935.

Chemistry is so troublesome to manage, and it attaches itself less to the phenomena of daily life than natural philosophy; *E. E. Smith* 15,816.

Advantage of a knowledge of chemistry to farmers' sons; they need not be taught by means of a laboratory; *Torr* 12,100-4.

Reasons why the teaching of chemistry is not a good instrument of general education; *Voelcker* 2273.

Regards chemistry more as an accomplishment than as a necessary branch of knowledge; *Williams* 5130.

4. POLITICAL ECONOMY—SOCIAL SCIENCE:

No difficulty in teaching political economy in schools for the middle classes; *Bryce* 17,299, p. 885 (vol. ii.).

In the hands of Mr. Ellis social science is a good subject of instruction, but it requires a clever man like him, or may be very much spoilt; *Daymond* 14,610.

It is a disgrace to our civilisation that a boy should leave school at the age of 13 and not have something like a clear perception before him of the world he is going into and the duties he will have to perform, and he cannot have that unless what is understood by the name of elementary social science is taught; *Ellis* 13,896.

Would have morals and political economy taught in schools. Political economy one of the subordinate branches of knowledge. Morals without political economy has no meaning at all; *Ellis* 13,912-13.

Instruction in political economy or social science not only of political utility, but useful as a means of mental and moral discipline; *Fortescue* 11,995-6.

Very few masters could teach social science. If all masters could give a lesson as Mr. Ellis and Mr. Shields could, such instruction could not but be useful; but the educating power of this subject for boys in general may be doubted, as so few boys ever think. To spend much time in teaching political economy to boys in general would be a mistake; *Howson* 2739-41.

SUBJECTS OF INSTRUCTION—*continued.*POLITICAL ECONOMY—SOCIAL SCIENCE—*continued.*

Gratifying testimony to the acceptableness of a course of lessons upon social science; *W. B. Hodgson* 9062.

Would, perhaps, place social science above everything, except arithmetic, because of its bearing upon morality, and upon those branches of political economy which come home to every man; *Key* 3060-64.

A knowledge of the laws of social life, or of the laws of human well-being, or in other words of social science, should evidently be taught in our schools, whether of the upper, middle, or the working classes; *Lovett*, p. 674 (part ii.).

If some of the time now devoted to the geography of Palestine, the succession of the Kings of Israel, the Wars of the Roses, or the Heresies of the Early Church, were given to political economy, much valuable instruction might be acquired, and little that is worth having would be lost; *Lovett* p. 675 (part ii.), quoting *Report of Education Commission of 1861*.

Should doubt whether social science is at present in a state to be very available for boys; *G. Smith* 8909.

Is very much in favour of political economy as the best abstract subject for teaching in schools for the middle classes; it is an admirable subject for teaching; *E. E. Smith* 15,817.

Extent to which political economy should be taught to farmers; *Torr* 12,137.

5. TECHNICAL :

Memorandum on education considered in reference to the engineering profession; *Amos*, p. 260* (part i.).

Would not feel inclined to advise that boys should learn book-keeping by double entry; they would learn it more easily after leaving school; *Besant* 1352-3.

A general education should be aimed at rather than a technical one, but the future line in life should be taken into account; *Bradley* 4087-8, 4090-91; book-keeping is by no means valueless for its own sake, 4092.

Instruction might be given adapted to the future callings of the pupils; *Brereton* 10,314-22.

A boy at about 14 years of age cannot possibly get a good knowledge of book-keeping; *Sharp* 8681.

Altogether differs from the doctrine that school boys ought to be prepared for their future professions; *Creak* 10,829: technical instruction of little value below the age of 16, 10,833.

Does not think it wise to give special technical teaching at all; *Davies* 12,484.

Technical instruction not the business of schools; *Lingen* 13,086.

Nothing could be more proper to teach in middle class schools than surveying; *R. Love* 6649.

Considers the time devoted to book-keeping wasted; *Mason* 3296.

Farming should not be taught even at schools which farmers' sons resort to; *Thompson* 11,697, 11,773-6.

Instruction in farming would interfere too much with general education; *Torr* 12,073-5, 12,083, 12,163-7: all the practical business of a farmer's life can be learnt after 16, 12,091.

The schools that profess to give special education do not produce pupils very eminent in the special pursuit for which they have been trained; *Voelcker* 2236: would give to boys destined for farming a general education, not a special instruction, at any rate not to boys under 16 or 17, 2,225.

6. GENERALLY :

The cultivation of the senses is a very great advantage; one of the great deficiencies of society now is the want of the full habit of observation, the want of seeing and knowing what is going on about them; *Acland* 2849.

SUBJECTS OF INSTRUCTION—*continued.*GENERALLY—*continued.*

The study of language and number should be compulsory on all; *Acland* 2856-8.

Ethical subjects and subjects of philosophy proper are deserving of more attention as subjects of general education; *Acland* 2892-5.

Subjects of instruction for sons of tradesmen; *Barham* 14,731-48.

Considerations that should determine the choice of a classical or a commercial education; *Barry* 5380-90.

Extent to which it is desirable to teach girls mathematics and classics; *Beale* 16,157-61.

Up to a certain age education must be the same for all classes; *Best* 7278.

Written statement by the head master of Marlborough College of the kind of education required by the middle classes; pp. 419-20 (part i.).

Boys of the middle classes who leave school at about 16 should have their education carried as high, as to the subjects of it, as that of boys in a higher class; *Bruce* 16,308, 16316-17.

Would give girls a good English education and make them acquainted with French, Italian, or German, but would not give a classical education; would depend in a large measure for the cultivation of their minds upon making them acquainted with English literature; *Bruce* 16,412.

Sound instruction in English and arithmetic, and general training of the intelligence should form the chief points in the education of boys who leave school at 14 or 15; *Bryce* 17,270, 17,282-91: for boys who leave at 17 or 18, there might be added Latin and two or three modern languages, the first six books of Euclid, and the elements of algebra and natural philosophy, 17,275-6.

Would like French and drawing to be obligatory on all boys above a certain standing; *Caldar* 7537-9.

Does not agree with the objection made to a too great variety of subjects; would, however, give an option between Greek and an additional modern language; *Carpenter* 826-8.

Likes the combination of classical and mathematical studies for all boys; *Webster* 8303-4.

Drawing improves the observing faculties; there is no learning by rote; *Bach* 8735.

Holds fast to the doctrine that classics and mathematics are the best discipline; *Creak* 10,828.

Age at which classics should be begun is a disputable matter; German students intending to become philologists commence classics quite as early as they are taught in English schools; *Dammann* 17,762-3.

There is no reason why instruction in language and science should not go together; *Ellis* 13,904-7.

The education of the senses, or the faculty of observation, has not been taken enough into consideration; *Gull* 2425.

For the medical profession a boy should be taught English and one dead language (Latin); he should also be taught the ordinary rules of arithmetic, the first book of Euclid, the rudiments of natural philosophy and chemistry, outline drawing, and the larger principles of ethics; *Gull* 2427-9.

The young intellect wants variety of subjects; the professional studies of after life will limit the mind quite enough; *Gull* 2433.

The science of observation is most important to be cultivated for the medical profession; *Gull* 2449-50: verbal logic is of no great value as a scientific training for medical men; the best logicians may be the worse observers and practitioners; 2451-3.

No education can be too liberal of its kind; no need of difference in school education of sons of professional men and tradesmen; *Haigh* 15,283: subjects of education should include Latin, Greek, French, and German, arithmetic, &c., and an introduction to some of the natural sciences, which subjects should be taught to all the boys alike, 15,284-7.

Language should be taught by giving a familiarity with the words, creating the feeling of a necessity for a rule; *Harrowby* 14,073-4.

SUBJECTS OF INSTRUCTION—*continued.*GENERALLY—*continued.*

Drawing should be taught to every child as soon as he goes to school ; it is taught to all the boys (nearly 1,000) in the Liverpool Institute ; *Hodgson* 9030-34 : the teaching should be mainly from objects, 9035.

Everything is useful in education that multiplies ideas in the mind, but the most useful part of education is that which enables the mind to use those ideas, and this is especially the result of the study of language, to which witness assigns the highest value ; *E. C. Lowe* 9554.

Boys going into professions and trades should be instructed in arithmetic and elementary mathematics, and have a thorough knowledge of English ; they should be taught either French or German, and go through a very careful linguistic study of Latin, for the general development of their faculties, and as enabling them to study their own language properly ; *Mason* 3277.

Has a very strong opinion that the opening of the mind by simply putting knowledge into it is a delusion ; the staple of education should be something which requires work on the part of the boy ; *Pears* 4488-9 ; it is very difficult to test the effect on the boy's accuracy or other qualities of mind of such studies as music, botany, or drawing ; but what is done by the regular classical work can be checked and insisted on by the master ; 4490-501.

Literary education is of great importance, but a boy intended for the engineering profession would not require more of that than those intended for other professions ; *Rankine* 2339 : the only special instruction required for engineers is that they should study mathematics a little further than those intended for other professions, and also engineering and mechanical drawing, 2350 : Latin and French should be included in the subjects of study ; Greek is not necessary as a preparation for the profession, 2362-3, 2366.

Has a most decided opinion that a thoroughly efficient English education, and French taught as it ought to be taught, are together capable, if not of displacing the classics, to a large degree of supplying them, particularly for boys who leave school early for business ; *Rogers* 13,699.

Refinement of the taste a matter of the very highest importance in education of the middle classes ; without it, boys are without the power of resisting *ennui*, and therefore under a constant temptation to coarse and even vicious amusements. An adequate training in English literature would be the best possible remedy for this ; suggested plan for teaching the subject ; *Seeley* 16,616.

For boys not intended for the university, the two subjects at present available most likely to train the whole of the faculties are Latin and geometry ; as something to train the taste, probably music would be the most available subject ; *G. Smith* 8819-20, 8827-8 : boys in general are more likely to reach a satisfactory point in music than in drawing, 8845 : should allow great latitude to as to the additional subjects, 8832.

The question of inaptness for particular branches of study ; *Southwood* 5587.

Boys staying at a school only one or two years may be sent away with a taste for a certain amount of English literature which will be most valuable to him for the rest of his life ; *Templeton* 7672.

Should like to see, for the middle classes, the main subjects made arithmetic, low mathematics, and a language (Latin) ; *Thring* 9895.

Farmers' sons should be taught arithmetic and book-keeping, mathematics, geometry, elements of chemistry, English, drawing, &c. ; *Torr* 12,062-71, 12,084-5, 12,122-4, 12,138-53.

With reference to the large class of persons for whom grammar schools were intended, should prefer to use mathematical and physical science as the chief instrument for strengthening and developing the faculties, rather than simple instruction in the dead languages ; *Westbury* 16,625.

Ethics might be separated entirely from religious teaching, though one need not separate them ; *Gull* 2430-31.

SUBJECTS OF INSTRUCTION—*continued.*GENERALLY—*continued.*

A religious habit of mind might be produced, without inculcating any particular doctrines, by the daily reading of certain portions of the Gospels and other agreed-on books, and also by the use of church music and chants; *Westbury* 16,625.

Doubts whether devoting a large amount of time to history is profitable for a boy; how far the facts he accumulates tend to educate his mind is a matter for very great doubt; *Brackenbury* 17,359.

At Christ's Hospital all the English subjects are taught except English grammar, which is omitted because it is considered that the boys acquire sufficient grammar from learning Latin and Greek; *Bowker* 8533-5; it would be a good thing for a great number of the boys to receive competent instruction in English grammar, 8565.

Text books on English history are very different from similar books in use on the continent; *Dammann* 17,726.

The vernacular forms a principal subject of instruction in German schools, but in England the mother tongue is much neglected; *Dammann* 17,740, 41.

Study of language should begin with the mother tongue; English is as good ground to build on as any other; *Dammann* 17,764-9: the order of the subjects must be left to the discretion of the director, the simplest and easiest being taken first, 17,773-5.

English language, literature, and history now studied as a means for education; but until the last 12 years classical studies have had almost the monopoly; *Dasent* 13,941-3.

The study of the English language in the same manner as Latin and Greek are studied at schools would produce the same effect as a means of mental improvement; at present the manuals and the means are defective; *Dasent* 13,944, 55.

Would teach English grammar separately from Latin; *Dasent* 13,955.

Is prepared to assert the equality of English with the classics, and the necessity as well as the practicability of teaching it; *Dasent* 13,955.

Understands by teaching English literature the reading and remembering as much as you can of as many authors as you can; *Dasent* 13,970.

Would teach all, from the lowest schools, English grammar; would make them constantly write exercises and letters; *Dasent* 13,997.

Would give a boy instruction in literature, and make him read a play of Shakespeare, or "Paradise Lost," and some of Pope; *Dasent* 14,007.

Would teach boys going into business at 15 or 16 a little Latin and the lower branches of mathematics; *Dasent* 14,012-3.

Would teach the children of the superior artisan the rudiments of English, arithmetic, and Euclid; *Dasent* 14,018.

Defective power of correct expression; descriptive composition preferable to essay writing; *Gull* 2,438, 9.

English should be made an essential part of the instruction of every liberally educated man, and not relegated to a corner as a thing to be ashamed of; *Harrowby* 14,056: the proper teaching of English would increase the moral and intellectual power of the nation to an inconceivable extent, 14,061.

A man may now leave the universities with a very imperfect acquaintance with English; *Harrowby* 14,071-2.

Knowledge of grammar merely a means to an end; it is not a necessary thing; *Harrowby* 14,080: first elementary rules of grammar should not be taught by rote, but so that the boys should understand each rule as they go on, 14,084-8.

Grammar should be taught by constant reference to modern languages, especially German, and by means of the vernacular; every boy should understand the principles of grammar thoroughly; *W. B. Hodgson* 8961-2, 8972-4.

Arithmetic should be commenced from seven to nine years of age; it is a means of intellectual training if taught rationally; *W. B. Hodgson* 9028-9.

Would strike out the formal teaching of history altogether; the study of history is greatly over-valued; *Key* 3020.

Maps are the best part of the instruction in geography; *Key* 3021.

SUBJECTS OF INSTRUCTION—*continued.*

7. AT PARTICULAR SCHOOLS :

- Cheltenham college; *Barry* 5457 *et seq.*; *Southwood* 5525 *et seq.*
 Cheltenham college for ladies; *Beale* 16,157-61.
 Wellington college; *Benson* 4744-9.
 Surrey County school; *Cranley*; *Barham* 4878-80.
 Abbot's Ann National school; *Best* 7227-30, 7240-43, 7311-24.
 King Edward's school, Birmingham; *Sargant* 17,995-18,008; *Evans* 5786-7, 5801-2, 5814-19.
 Devon County school, West Buckland; *Brereton* 10,205-8.
 North London collegiate school for girls; *Buss* 11,452-9, 11,472-83, 11,497-9, 11,642-52.
 Chesterfield Grammar school; *Calder* p. 730 (part i.).
 Marlborough college; *Bradley* 4022 *et seq.*
 Rev. R. Gregory's school, Lambeth; *Barham* 14,706-11; *Gregory* 14,841-3.
 Leeds Grammar school; *Barry* 5348-65, 5371-6.
 Weston middle school; *Browning* 7124-36.
 Christ's Hospital; *Jacob* 8036-72; *Webster* 8203, 8272-3, 8304-6; *Keymer* 8493-9; *White* 8510; *Bowker* 8533-5; *Sharp* 8664-80; *Brette* 8690; *Bach* 8729-31, page 835 (part ii.).
 Mr. Creak's school at Brighton; *Creak* 10,764-5.
 Gymnasium at Berne; *Dammann* 17,741-3.
 Real schulen and gymnasia in Germany; *Dammann* 17,746-61.
 Private school at Swansea; *Davies* 12,477-524.
 Suffolk County school, Framlingham; *Daymond* 14,496-7, 14,511-20, 14,538-45, 14,661-2; *Kerrison* 6693.
 Birkbeck schools; *Ellis* 13,865-94.
 Ely Cathedral Grammar school; *Dean of Ely* 17,133, 17,136, 17,144, 17,147-9, 17,182-5, 17,189.
 York Friends' school; *Ford* 11,823-6, 11,917-19.
 Chantry school near Frome; *Fussall* 15,895, 15,899-901, 15,911-16.
 Aldersey Grammar school, Bunbury; *Garnett-Botfield* 14,437-52.
 Bramham college, Tadcaster; *Haigh* 15,188-93, 15,210-13, 15,254 15,290.
 Grammar school, Berwick-upon-Tweed, and Corporation academy; *Hamilton* 9781-97, 9756-7.
 Southampton Grammar school; *Hankin* 4691-701.
 Bruce Castle school, Tottenham; *Hill* 17,018-22, 17,057-8, 17,093-5, 17,102-10.
 Aikton endowed school, Cumberland; *Hodgson* 17,577-81, 17,601-5, 17,615, 17,617.
 Liverpool college; *Howson* 2702, 2732-8, 2742, 2754, 2761-6, 2783-5.
 Stationers' school; *Isbister* 9154-5, 9173-9, 9182-6, 9187-90, 9216-25.
 Liverpool Institute schools; *Jones* 6218, 6243-8, 6251-3, 6358-63.
 University College school; *Key* 2973 *et seq.*
 Stonyhurst college; *Kingdon* 12,184-9, 12,311-23.
 Hele's school, Exeter; *Long* 16,869-73, 16,878-9, 16,888-94.
 Mr. Woodard's schools; *Lowe* 9308 *et seq.*
 Bedford female college school; *Martin* 15,384 *et seq.*
 Denmark Hill school; *Mason* 3195 *et seq.*
 The City of London school; *Mortimer* 3672 *et seq.*
 Bristol Trade school; *Moseley* 1923 *et seq.*
 Private school at Leatherhead; *Payne* 6883 *et seq.*
 Repton Grammar school; *Pears* 4350 *et seq.*
 Clarendon House school, Kennington; *Pinches* 3876 *et seq.*
 King's College evening classes, and Queen's College; *Plumptre* 1439, *et seq.*
 Private school at Bolham near Tiverton; *Parter* 15,059 *et seq.*
 Commercial Travellers' school; *Richards* 5968 *et seq.*
 York Yeoman school; *Robinson* page 623 (part i.).
 Giggleswick Grammar school; *Roundell* 12,016 *et seq.*
 St. Nicholas's college, Lancing; *Sanderson* 9607 *et seq.*
 Wesleyan college, Taunton; *Sibly* 12,385 *et seq.*
 Bedford college; *Miss E. E. Smith* 15,801-3.

SUBJECTS OF INSTRUCTION—*continued.*AT PARTICULAR SCHOOLS—*continued.*

Mansion House school, Exeter; *Templeton* 7648 *et seq.*
 School at Callington, Cornwall; *Thornton* 15,565 *et seq.*
 Uppingham Grammar school; *Thring* 9887 *et seq.*
 College school, Taunton; *Tuckwell* 1036.
 Godolphin school, Hammersmith; *Twells* 10,005 *et seq.*
 Grammar school, Manchester; *Walker* 11,000 *et seq.*
 Loughborough endowed and Lancastrian schools; *Wallace* 10,553 *et seq.*
 Rochester Cathedral school; *Whiston* 16,757-9.
 Mount St. Mary's school near Chesterfield; *Williams* 11,134 *et seq.*
 North London collegiate school; *Williams* 4984 *et seq.*
 Schools in France; *Cassal* 10,685 *et seq.*

CERTIFICATION OF TEACHERS:

The Scholastic Registration Association was established for the purpose of promoting the passing of a Scholastic Registration Act, analogous to the Medical Act of 1858, providing that all bona fide schoolmasters should be entitled to be registered; that only those should be registered who hold one or more of the qualifications stated in the Act; that no name should be struck off the register, except for offences specified, or in case of death; and that any unregistered person assuming any title or designation mentioned in the Act as being restricted to duly registered persons, should be liable to a penalty; *Rule* 10,920: 836 schoolmasters, by their signatures, have expressed their entire concurrence in the principle of scholastic registration; 10,975, 10,993: at present schoolmistresses are not included in the proposed bill; 10,984-6.

The better class of schoolmasters would not object to registration, and a system of registration would be useful; *A. Browning* 7192-6.

Would like to see all schools beyond a certain size prohibited if not under the guidance of a person with a regular certificate: 12 or 15 pupils might be taken as a minimum; *Besant* 1299, 1316, 1323-9, 1382-4.

Sees no objection at all to making the scholastic profession a close one; *Besant* 7355: no difficulty in ascertaining a man's capacity for teaching; 7377.

Would very much dislike any compulsory certificate; there are so many things that make the difference between good and bad schoolmasters that a certificate cannot possibly touch; *Bradley* 4057-9.

So far as the supplementing of a degree by a certificate of ability to teach is concerned, it would be desirable. Some persons are totally incapacitated to teach, though full of information. Would test the ability to teach by compelling actual teaching before an inspector; *Calder* 7614-15.

Advantage of a Government attestation of the qualification of schoolmasters; *Carpenter* 891: would not make such certificates compulsory, 893-5: the attestation given by the College of Preceptors is very useful as far as it goes, but it has not the weight of an attestation from a Government board, 895: such a body might be constituted by a Government selection of a permanent commission, to which existing examining bodies should furnish representatives, 889-900: there is no actually existing body which sufficiently answers the purpose; 901-5: would keep a public register of qualified schoolmasters; 906: would prefer certificates of attainment in each separate subject, rather than certificates of competency to teach; 917-22.

A system analogous to that adopted in the medical profession might be tried, but its success is doubtful; if tried, the power should be vested in some independent body, not in the Government, nor should any one be disqualified for not possessing a certificate; *Creak* 10,786-9.

In Germany every teacher must have a legal qualification; this gives him a respectable position; *Dammann* 17,782-3.

Importance of giving certificates to schoolmistresses; *Miss E. Davies*

CERTIFICATION OF TEACHERS—*continued.*

11,281: London University preferable to Government board for granting certificates; 11,282-6: certification better than a system of registration; 11,246-7.

Has no great faith in a system of certification; *Davies* 12,525-7.

Certificates after examinations would be very advantageous, the examination being made, say, by the universities; *Daymond* 14,639-45: certification and registration should be permissive; 14,646: list of registered teachers should be published; 14,658-9.

Is most decidedly of opinion that some arrangement should be made for granting certificates to teachers; the examiners might be appointed either by the universities or the State, with the addition of a local element; *Fussell* 15,990-91.

Would allow none who had not a certificate to teach in schools; *Griffith* 1750-55.

A system of voluntary certification, coupled with registration, is desirable for schools for the lower middle classes, the certificates being conferred by the universities; *Hill* 17,040-47.

Certification should be optional, and uncertificated masters not be excluded from the profession; *W. B. Hodgson* 9125-7: powers of certifying should be vested in a general board under parliamentary authority; 9138-42.

It would be an immense boon if a law were passed not allowing any one to exercise the duties of a schoolmaster or schoolmistress unless it could be shown that some examination had been passed; *Howson* 2818-24.

Certification of teachers is one of the desiderata of education for the middle classes; *Isbister* 9194: a body connected in some form with the Government, so as to give it the necessary influence, should grant the certificate; 9199: the practice in Scotland, under the "Parochial and Burgh Schoolmasters of Scotland Act, 1861," might be adapted to England; 9200-206, 9209-15: the only test of a man's ability to teach is his knowledge of the literature of education; 9207-8.

The registration of schoolmasters would introduce a principle of centralization, and be open to all the objections such a system is open to; the education of the country in general is such as not to need such an artificial stimulus as that, for as a well incompetent schools do not flourish; is quite sure there are many well qualified for teaching who would not make at all a good show themselves at an examination; *Kingdon* 12,335.

Would certainly wish to see a degree, or a certificate of some kind, required from every person exercising the functions of a schoolmaster; *Lingen* 13,114: would be inclined to extend the requirement to private schools as well as to endowed schools; 13,115-16: desirableness of restricting the number of certifying bodies; 13,123-5.

Certificates founded on an examination in books, independent of moral or practical training, would be of little value; if they were to show not only intellectual qualifications, but moral character and professional promise, they would be of great value and highly appreciated; as regards the holder of the certificate, the social advantage to him would not be great; *E. C. Lowe*, page 70 (vol. ii.).

Should be entirely against any compulsory certificate, except in schools where Government aid is given; *R. Lowe* 6616-17.

The practical difficulties that would stand in the way of carrying out a scheme of registration with anything like effect would quite neutralize any possible advantage that could be derived from it; *Mason* 3464: sees no objection to any system of registration not compulsory; 3476.

The certification of teachers would be very useful, if optional, and the issue of the certificates were undertaken by the three universities of Oxford, Cambridge, and London; *Mortimer* 3836-8.

Does not approve the principle of registration of teachers, and would decidedly prefer a diploma or certificate from Oxford, Cambridge, or London; *Norris* 531-6.

Is favourable to the principle of certification, but hardly sees how it is to be carried out; *Payne* 6960.

CERTIFICATION OF TEACHERS—*continued.*

A system of registration of schoolmasters would be attended with some advantages, but perhaps they are overrated; *Pinches* 3975: would make it compulsory after a certain date for all teachers to show that they are qualified to teach; 3930: the College of Preceptors is best qualified to be the certifying body; 3982.

Should approve of a system of certificates, but would begin by making it optional; *Plumptre* 1602-4: an expansion of the Oxford and Cambridge machinery might be made applicable; 1605.

If optional, the certification of teachers would be desirable; the certifying body should carry with it weight and position; *Richards* 6149-53.

Certification would exercise a very wholesome check upon the professional schoolmaster; *Robinson* 6422: the recognized universities of the country, and some other bodies besides, should have the power of granting diplomas, 6459.

No person should be allowed to exercise the profession of a schoolmaster without some licence or certificate of competence; *Robson* 292-3: the certificate should include moral character as well as intellectual attainments, and should also include the practice of teaching, and some knowledge of mental philosophy and its connexion with the art of teaching, there being abundant evidence that many men of the highest attainments are utterly unable to teach and to control a class; 313-15: would not interfere with the subjects taught, but only test the capacity to teach; 339.

The actual examination and granting of licences might be undertaken by existing educational bodies under the general supervision of the State; *Robson* 306: the licensing bodies, as in the medical profession, ought to be very various; 294: remedies for any disparity in the standard of qualification through the unequal action of the various examining bodies; 369.

A provision analogous to that in the Medical Registration Act might be enacted, and no unregistered master be able to recover his fees in a court of law; *Robson* 304, 326: this suggested penal provision has been withdrawn by the committee appointed to procure the passing of a Scholastic Registration Act; 376-80.

Ways in which an authorized list of certificated teachers would affect the character of teaching; *Robson* 323, 356-7, 382: class of schools most in need of a resource of this kind; 330: there is excellent evidence that legislative action is desired by the great body of schoolmasters; 365-6.

Should not like to see anything like certificates; *Short* 4312.

There should be a Government registration of all duly qualified teachers, and those only should be recognized as qualified who had been articled for a certain time to schoolmasters of acknowledged status, or who had obtained a university degree, or a diploma from some legally incorporated body. No one should be regarded as eligible for registration unless he could produce a certificate of competent acquaintance with the principles and practice of education, as well as with certain branches of academical knowledge; *Sibby*, p. 345 (vol. ii.).

No master should be appointed to an endowed school without a certificate; it is highly probable that other schools would voluntarily come within the same conditions; *G. Smith* 8865: the profession of schoolmaster would ultimately become a close profession if certificates were real guarantees; 8868: it would be very difficult indeed for a certifying body to judge of anything but the acquirements of a teacher; but a certificate would still be a great advantage; 8898-9: Oxford and Cambridge universities might be trusted for not lowering the standard; 8901-6.

Inadvisability of attempting any general system of registration; would not interfere in the least with the perfect right of everybody to set up a school and to teach it as he liked; *W. Smith* 1084.

Thinks the movement for a registration of schoolmasters is a mistake; *Templeton* 7775.

Female teachers should possess a certificate, but in the case of masters a university certificate is preferable; *Thornton* 15,691-4: certification of female teachers should not be compulsory; 15,700-701.

EDUCATION OF GIRLS :

Small private schools are best for girls ; *Barham* 14,762-6, 14,774 : course of studies ; 14,767 : girls ought to be of one age as nearly as possible to be educated together ; 14,777.

The mixed school system would not do for farmers' children ; the girls would not walk the distance in the winter ; *Bp. of Bath and Wells* 7186.

Female education in the upper class of life is defective to an extraordinary degree in the rudimentary parts ; *Beale* 16,082 : the examination papers written by the pupils on entrance to the Cheltenham College for Ladies disclose a very defective state of education ; 16,081 ; a comparison of the entrance papers written at this school with some papers from one of the Cheltenham National Schools shows that the children at the national schools receive the better education ; 16,087.

Has no doubt but that ladies can maintain the same influence over their pupils that the gentlemen can, but a combination of the two seems best ; *Beale* 16,155-6.

Extent to which it is desirable to teach girls mathematics and classics ; *Beale* 16,157-61.

Explanation of a system of language-learning for girls, taking in order of time (1) French, (2) German, (3) Latin or Greek ; *Beale*, p. 738 (part ii.).

As regards girls' powers for exhaustive scholarship, there are some who excel, but as a rule the excessive application necessary to attain excellence is more than the majority are capable of ; *Beale*, p. 738 (part ii.).

The independent republican spirit of boys' schools should not be fostered in those for girls ; *Beale*, p. 739 (part ii.).

Girls change schools for much more trifling reasons than boys, and this tends greatly to hinder their education ; *Beale* 16,106.

It is better for girls (where there is no objection to it) that they should live in their own homes ; *Beale* 16,108-9 : education at a good day school is preferable to education at home under a governess ; 16,177.

Desirableness of boys and girls having similar tastes, so that in their after life they should understand and be interested in the same things ; *Beale* 16,163-5.

Circumstances under which the admission of girls to degrees in the universities would be desirable ; *Beale* 16,162-3.

Great harm is often done by a hasty recommendation to throw aside all study, when a temperate and wisely-regulated mental diet is really required ; *Beale* 16,171 : for one girl in the higher middle classes who suffers from overwork, there are hundreds whose health suffers from the irritability produced by idleness ; 16,173.

Girls of the middle class are very much worse educated than their brothers, and very much worse than those girls who go to any national school ; *Sargant* 18,022-3.

Would give girls a good English education, and make them acquainted with French, Italian, or German ; but would not give a classical education : would depend in a large measure for the cultivation of their minds upon making them acquainted with English literature ; *Bruce* 16,412 : a special examination of girls might tend to the improvement of their education ; 16,408.

Up to a certain point girls should be educated precisely on the same plan as boys ; *Bryce* 17,235.

Finds the girls (paying nine guineas a year) who come to witness's school extremely ignorant ; they seldom know any arithmetic, girls of 13, 14, or 15 being scarcely able to do the simplest sum ; *Buss* 14,445, 14,464-6 : there is a want of good schools and teachers, and there is no motive offered to the girls for study, nor to their parents to keep them at school ; 11,527 : such education as girls get is almost entirely showy and superficial ; 11,530.

Great good has been done already by the extension of the Cambridge local examinations to girls ; *Buss* 11,468.

Girls should have some share in endowments, which might be employed in establishing scholarships and in founding presentations ; *Buss* 11,490-92.

As an inducement to girls to carry on the improvement of their minds

EDUCATION OF GIRLS—*continued.*

after they have left school, exhibitions to the ladies' colleges might be founded; but for girls to have some real foundation to work upon, their school education must be better than it is; *Buss* 11,574.

As far as the great essentials are concerned, the education of girls is extremely inferior; a very undue proportion of time is spent in accomplishments; *Creak* 10,804, 10,867.

Judging by what the schoolmistresses say, the education of girls of the middle classes must be very bad; schoolmistresses always speak a great deal of the bad preparation of the girls who come to them from home or from other schools; *Miss E. Davies* 11,216.

Some people say that girls are much worse educated than their brothers, and some that they are better educated; the evidence is very conflicting; *Miss E. Davies* 11,221.

For girls day schools are much better than boarding schools, where the home is at all what it ought to be; *Miss E. Davies* 11,230.

A certain proportion of the educational endowments of the country should be applied to the education of girls; exhibitions and scholarships would be much the most useful way; *Miss E. Davies* 11,235-6.

Does not know what the sexual difference of mind may be, but does not think it is the sort of difference that would lead one to make a difference in the subjects of education; *Miss E. Davies* 11,422.

The importance of teaching needlework to girls is decreasing every day; as to the teaching of domestic subjects at school, the most cultivated women are generally also the most efficient in household matters; *Miss E. Davies* 11,428-9.

There is almost as much difficulty in getting good girls' schools for the middle classes as there is with the boys' schools; *Edmunds* 13,820: girls get that training at boarding schools which in many cases it is impossible to get at home; 13,822: the education at present given to girls is imperfect, certainly; but girls do not want educating up to that extent that a boy does; the one has to find the means to keep the other; 13,823-5.

At the Birkbeck schools, girls join the lessons in physical and social science as well as the boys, and to the same extent; *Ellis* 13,869-70.

There is a great want of good education for girls in the middle rank of life; *Evans* 5920: it would be very desirable to include girls in any scheme for the more general usefulness of the endowed schools; 5922.

In cases where neither sex is mentioned in the endowment, the benefits of it might be very usefully applied to girls as well as boys; *Fearon* 13,418-22.

Has the strongest conviction of the great want of better schools for the education of girls, and has always thought that some of the endowments now exclusively devoted to boys might be applied to the better education of girls; *Fortescue* 12,002-3: the daughters of small farmers now receive their education at national schools and cheap boarding schools; if there were good schools parents would gladly avail themselves of them; 12,004-5.

Latin useful to girls if they have time for it; French not a useful substitute for Latin; German a good substitute for all the other languages together that girls usually learn; *Kyberd* 15,906-7.

Has no reason to suppose that emulation is injurious to girls as compared with boys; *Fussell* 15,997-8.

You could not possibly keep boys to 14 years of age in a school where there were girls; they would say, "It is a girls' school," and would not go; *Garnett-Botfield* 14,470.

Parents have a feeling that girls are better taught at little private schools; there is more defence for this feeling with girls than with boys; a very inferior instruction is obtained at these schools for girls, but they get a softer and gentler manner, which gets rubbed off more in large schools; *Gregory* 14,931-4.

Refinement of manners and of tone the best part of a girl's training; *Hamilton* 9761.

Is very much in favour of the system of examinations of girls in connexion with the universities, as being the only way to give parents an

EDUCATION OF GIRLS—*continued.*

opportunity of knowing what is good and what is not; *Harrowby* 14,124 : facilities for education of girls not equal to those for boys, but they should be ; 14,123-4 : girls should participate in educational endowments ; 14,126 : in Switzerland they have a very good education for females ; 14,125.

Girls less liable to be distracted than boys, but are perhaps liable to be too much excited by competition ; *W. B. Hodgson* 9006-8, 9134 : the general state of their education is very unfortunate, and they have been deprived of their fair share of the benefits that ought to be obtained from endowments ; 9129 : system of public education as applicable to girls as to boys ; 9131-2.

It is more important that girls should be taught even than boys ; if we had the future mothers of the country well trained there would be an impulse given to the education of boys which from no other quarter can be derived ; *W. B. Hodgson* 9130.

Girls are almost universally less well educated than their brothers, which may be attributable to the fact that the latter cannot get employment without education ; the necessity of obtaining employment for girls is not often considered ; *King* 16,013-16 : a remedy for this state of things would be the opening of more employments to women ; 16,017 : the Cambridge system of giving certificates to women upon examination will be very useful as a stimulus to female education ; 16,028 : there is a great want of good schools for girls at a reasonable cost ; 16,029-32.

The admission of girls to examinations might produce the same kind of effect upon girls' schools that has been seen in the case of boys' schools ; *Living* 146.

The means of education for girls of the middle classes are very bad, and still more deficient than those for boys ; the chief thing is that at present their instruction is so exceedingly unsystematic ; *Lingen* 13,149, 13,153.

If endowments are treated at all as public funds, cannot understand why the girls have not as good a right to share in them as the boys ; they are half of the community ; *Lingen* 13,150.

The instruction of the girls of a middle-class family, for anyone who thinks of it, is important to the very last degree ; *Lingen* 13,154.

Thinks competition injurious to girls physically, mentally, and morally, and to boys also ; it fosters vanity and self-will ; *Martin* 15,460-62.

Sees no reason why there should be any limits to the education of girls ; the latter part of their education should be somewhat different from that of boys ; *Martin* 15,473, 15,475-7.

For girls any public examination should be a final one, and should come at the end of an education ; likes as little publicity as possible in the education of girls ; *Martin* 15,495, 15,502.

It would not be difficult to organize a much better education than is to be found in this country for the daughters of professional men ; at the present time they are educated mainly by governesses, a few by select boarding schools, and many of them take their chance at home, and get masters ; *Pattison* 17,800-803.

The principle of a day school is very much superior to the principle of a boarding school for either girls or boys, but particularly for girls ; *Pattison* 17,807.

The girls of the middle classes are necessarily worse educated than their brothers, because the brothers have at least learned that occupation in which they are to earn their bread, whereas the girls have not even learned that ; *Pattison* 17,816.

The average man of the middle class is more than indifferent to a girl's education ; he rather dislikes an educated woman, and prefers a woman who is less educated to one who is more educated ; the reason for this being that his culture has not kept pace with his means ; *Pattison* 17,819-20.

To improve the education of girls of the middle classes would begin at the top with the upper middle class. An institution should be established in populous neighbourhoods, where systematic courses of lectures at a moderate fee should be given to girls after their governess education is over. This institution should be of local origin, and locally managed by ladies, under a central board in London, with a model school to serve as a

EDUCATION OF GIRLS—*continued.*

pattern for the rest. It would be necessary to obtain some pecuniary aid from Government; *Pattison* 17,823-9.

Endowments might be made available for the education of girls in the lower middle class, and even perhaps in the middle middle class; girls of the upper middle class might fairly claim the benefits of some of the endowments, but public opinion is not as yet sufficiently prepared to approve of that being done; *Pattison* 17,830-31.

A serious defect in female education is the routine way which governesses have in teaching arithmetic; *Pattison* 17,848.

Principles on which studies for girls should be regulated; *Pattison* 17,877.

Male teachers not necessary for girls; *Pattison* 17,864-6.

Effect of minds and tastes of young men upon girls; *Pattison* 17,878-9.

Statement of the origin of a scheme at Oxford for the improvement of the education of girls, and of the extent to which it has been carried; *Pattison* 17,833.

The ladies at Queen's College come with a better proportion of knowledge than boys of the same age and rank; *Plumptre* 1555-6: witness's impression of the education of girls is on the whole favourable; 1563: in spelling and writing the girls' standard is on the whole much better than that of the boys, but it is not the same in arithmetic; 1568.

The admission of girls to the Cambridge local examinations is likely to work very well indeed; *Plumptre* 1566.

Girls do not need the principle of emulation as boys do, as a preparation for the life that lies before them; *Plumptre* 1578-9.

Up to a certain point and in certain subjects girls make more rapid progress than boys; the fable of the hare and the tortoise would a little express the distinction; *Plumptre* 1581, 1595-6.

The standard of male and female education might very well be identical up to the point when the studies of the male mind become distinctly professional; *Plumptre* 1598-9.

Girls educated in the female colleges acquire a certain hardness of manners; *Porter* 15,076.

The standard for the education of girls is lower than it ought to be, which is attributable to defective teaching; *Porter* 15,081-4: the indifference of parents is one of the obstacles to the raising of the standard: they attach more importance to the education of the boys; 15,107, 15,099: if girls were better trained and educated their social position would be improved; 15,108-11.

Emulation would not unfavourably affect girls if the whole character of the teaching and influence were good; *Porter* 15,139.

Girls have just as much right to participate in endowments for education as boys; *Romilly* 13,480.

The education of girls in the upper middle class is very unsatisfactory, the chief defect being the want of thorough teaching; the education of girls in the lower middle class is worse still, and below that of boys in the same condition of life; *E. E. Smith* 15,711-15.

Up to about 16 education should be much the same for girls as for boys; *E. E. Smith* 15,724-5: girls and boys might be taught together up to about twelve or thirteen, but after that the education must be distinct; 15,735-7, 15,823-4.

Emulation in the education of girls does no harm; *E. E. Smith* 15,795.

Course of instruction for girls, and order of subjects; *E. E. Smith* 15,721-3, 15,726, 15,738-53.

Want of knowledge on the part of parents and incompetence of teachers the chief causes of defects in girls' education; *E. E. Smith* 15,754-9: remedy; 15,760-63.

Home education desirable for girls; *E. E. Smith* 15,764-7; bad effects of their deficient education; 15,777-81.

The great defect in girls' education is its deficient character; *E. E. Smith* 15,850-52: if girls were more soundly taught, the respect of the opposite sex would increase rather than diminish; 15,854-5.

To a well-educated girl, a classical education, if she has the means of learning it, is most valuable; *Templeton* 7766.

EDUCATION OF GIRLS—*continued.*

For children under 14, the school being mixed produces an enormous improvement in purity both of boys and girls; it is difficult to say of which most, because girls' schools are on the whole rather worse than boys' schools in that respect. They are coarser than boys' schools; *Thornton* 16,618.

Girls suffer from the absolute want of anything like an accurate foundation for their education; there is a good deal of accuracy attempted in finishing; *Thornton* 15,624.

Female education might be improved by opening the small grammar schools to girls as well as boys; *Thornton* 16,633-9, 15,650.

Day schools preferable for girls of all classes; *Thornton* 15,698-9.

There is a greater want of education for girls than for boys; *Torr* 12,081.

There is as great a want of schools for girls of the class that would be above going to a national school as for boys; *Twells* 10,156.

The education of girls has some of the same defects as that of boys; they are taught by rote rather than by thought; the teaching is made the practice of memory rather than the practice of intellectual power; *Waterfield* 16,486.

The elementary instruction of girls is anything but thorough; *Wolstenholme* 16,200; difficulties experienced by teachers in combating a certain conventional standard of showiness on the part of some parents; 16,218-27.

The small size of most girls' schools stands in the way of efficient management; in large schools pupils can be grouped and classified better, and it becomes possible to govern by a healthy public opinion instead of by a personal will; *Wolstenholme* 15,205-6.

Both boarding and day schools are required to meet the different wants of girls in regard to home influences; *Wolstenholme* 16,207-14.

Female education needs the help of endowments most, because parents and the public care least about it. Would object strongly to endowments for stipends, but as exhibitions to the ladies' colleges they would be of great use; *Wolstenholme* 16,228-9.

Examinations and endowments afford at the present moment the best practical methods of improving female education; *Wolstenholme* 16,264-7.

Small endowments should be applied to establishing schools for girls; *Wood* 12,893-4.

Queen's College, Harley Street, and the West Central Collegiate School examples of what might be done towards establishing self-supporting schools for girls; *Wood* 12,894.

Application of funds where sex not specified, and where schools had been originally for both sexes, but now used for boys only; *Wood* 12,895-6, 12,903-4.

AT PARTICULAR SCHOOLS:

Cheltenham College for Ladies; *Beale* 16,068 *et seq.*

North London Collegiate School for Girls; *Buss* 11,434 *et seq.*

Schools in France; *Cassal* 10,689-93, 10,750-55.

Birkbeck Schools; *Ellis* 13,867-70.

King Edward the Sixth's College, Birmingham; *Evans* 5,798-808.

Society of Friends' Schools; *Ford* 11,827-9, 11,882-92.

Chantry School, near Frome; *Fussell* 15,861 *et seq.*; *Kyberd* 15,868 *et seq.*

Bedford College School; *Martin* 15,378 *et seq.*; *E. E. Smith* 15,707 *et seq.*

Queen's College; *Plumptre* 1528 *et seq.*

Private school at Bolham, near Tiverton; *Porter* 15,040 *et seq.*

Commercial Travellers' School; *Richards* 5,941 *et seq.*

Private school in connexion with the national school at Callington, Cornwall; *Thornton* 15,534 *et seq.*

West Central Collegiate School for Girls; *Wood* 12,894.

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS:

As to whether it be desirable that trustees should have the power to dismiss the head master; *Barry* 5,306-14; *Fearon* 13,384-7; *Fortescue* 11,956, 11,980-84; *Hamilton* 9,818-24; *Hare* 13,001-8; *Palmer* 14,225-31; *Short* 4,226-9; *G. Smith* 8,859; *Thompson* 11,747.

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS— *continued.*

As to the most desirable constitution for the governing body; *Barry* 5335-44; *Fortescue* 11,945-6, 11,985; *Hamilton* 9839-47; *J. S. Hodgson* 17,586-8; *Palmer* 14,239-42; *Robinson* p. 623 (part i.); *Shuttleworth* 17,530-33; *Thompson* 11,688 *et seq.*; *Thring* 9993-5.

A good many endowments are wasted, because they are very small in amount and scattered over a large area; *Barry* 5391.

Memorandum on utilizing of small endowments; *Barry* p. 593 (part i.).

All educate too much for the universities; their endeavour is to get as many prizes at the university as they can; *Bp. of Bath and Wells* 7090-91.

Cannot be made more useful unless fresh schemes are given to them; *Bp. of Bath and Wells* 7137.

Small endowments would be better employed if converted into exhibitions or prizes; *Bp. of Bath and Wells* 7143-4.

In some cases have sad histories; there are some in magnificent working, and do more wide-spread good perhaps than any public school; in other cases, the income seems to be half wasted; *Benson* 4949-50: suggestions for their improvement; 4955-9.

Do not answer the purpose of educating the middle classes; *Best* 7337: a system of inspection is required; 7343.

Endowments should be devoted to competitive exhibitions rather than to direct payments; *Brackenbury* 17,374-7.

Establishment of great boarding schools throughout the country needed, nuclei for which might be found in existing grammar schools; facilities to be given for examination and inspection; *Brackenbury* pp. 895-6 (vol. ii.).

The defects of endowed schools appear to be traceable to their complex nature; they try at once, on a small scale, to educate the sons of tradesmen, and to provide an income for the master by educating boys with different aims and of a different class; *Bradley* 4145-9.

Endowed schools must discourage private efforts to some extent; but they diffuse a love of learning and a spirit of emulation amongst the population, leading to the support of numerous teachers; *Bruce* 16,296.

Would not employ endowments to beat down the cost of education to the average middle-class parent, but would rather give free exhibitions open to competition; *Bruce* 16,355-6.

The governing body of endowed schools for girls should consist of men and of women; *Buss* 11,494-6.

Undesirableness of giving to trustees the power of removing a master without the power of appeal; *Calder* 7472-5.

In small town master's salary should be fixed, to render him independent of the comparatively uneducated opinion of the place; *Calder* 7531-3.

As to the comparative value of the education given in endowed schools, private schools, and proprietary schools, it would be difficult to form any estimate; there is nearly an equality between them in the per-centages of those pupils who pass the University of London matriculation examinations; *Carpenter* 746.

Endowed schools should be made responsible for the education they give, as well as for the management of their property, and Government, as superior trustee, might insist upon their inspection; *Carpenter* 961.

A proportion of educational endowments should be devoted to exhibitions and scholarships for girls, and to erection of school buildings; *Miss E. Davies* 11,234-9, 11,243, 11,379-83, 11,413-18: there should be endowed schools for girls as well as for boys; 11,248-9: ladies should be on the governing boards; 11,430-31: existing endowments originally intended for both sexes; 11,267-8.

As a rule, grammar schools have two faults; (1) they do nothing but Latin and Greek and a little mathematics; and (2) the number of boys in a class is very much too large for efficient teaching; *Davies* 12,489-90.

Fees in endowed schools for paying scholars should never be less than those of private schools; *Davies* 12,494.

Many of the large endowments should be applied to the improvement of schools for girls as well as to boys' schools; *Davies* 12,559-61.

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS—
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Plan for appropriating small endowments by converting them into an exhibition fund for scholars passing an examination; *Davies* 13,492-4, 12,528-31, 12,540-45.

Endowments might be blended with the proprietary principle, as few private schoolmasters can find the capital to provide buildings; but the master should have entire control of the conduct and discipline of the school; *Davies* 12,425, 12,547-50.

The only efficient control that could be applied to endowments is payment by results; *Davies* 12,499.

The adoption of recommendation of Public School Commissioners, that foundation scholars should pay same fee as other scholars, would be advantageous; *Davies* 12,533: foundation scholars are badly selected; 12,534.

If the close confined endowed schools which already exist in many towns were moved into the suburbs, a playground attached, and were made to accommodate some 250 or 300 boys, there would be a greater stimulus given to the education of the middle classes than by any other course that could be imagined; *Edmunds* 13,751.

An endowed school would beat any private education that could be started, simply for this reason, the one is before the public and inspected by indifferent people who have no pecuniary interest in the matter; *Edmunds* 13,810.

Does not think it desirable to apply endowments in giving scholarships or exhibitions; in many towns there are corporation funds that would be gladly devoted to the endowment of a few scholarships; *Edmunds* 13,850-3.

Proposed scheme for the smaller endowed grammar schools; *Evans*, p. 565 (vol. i.).

Existing educational endowments should be concentrated for the purpose of establishing a few good schools, reserving some privilege to inhabitants of the places from which the funds may be diverted, the schools being placed under some local authority; *Fortescue* 11,936-9.

Endowments for university exhibitions in connexion with small grammar schools might be concentrated in a superior class of schools, certain leading principles being laid down by Parliament, leaving great latitude to county boards in preparing the schemes; *Fortescue* 11,958-9.

In many cases endowments might be capitalized for providing better sites and buildings; *Fortescue* 11,961.

Has a very strong feeling that girls ought to have an interest in endowments; *Fussell* 15,982-5.

The management of endowments should be on a broader basis than a purely local one; *Gregory* 15,034-7.

If the school endowments of Wales were turned to the best account they would be adequate to supplying a thoroughly good education to the middle classes of the principality; *Griffith* 16,569; would not abolish any of the existing endowments; but advantage might be derived from the adoption of a plan for using a considerable portion of them as exhibitions open to competition; 16,581-3.

Memorandum on the grouping of the grammar schools of Wales, and on the administration of the funds so grouped; p. 780 (vol. ii.).

An Act of Parliament is required for applying to all endowments general regulations for the government of trustees; *Hare* 12,984-5.

The endowed schools of the country should be grouped together for the formation of a series of schools for the higher, the middle, and the lower middle class on principles similar to those on which the three collegiate schools at Liverpool have been founded; *Harrowby* 14,058-60, 14,063, 14,089-90, 14,128; the difficulty of dealing with endowments might be overcome by the Legislature acting as is done in the cases of schemes sanctioned by the Charity Commissioners, and the introduction of the conscience clause would remove the religious objections; 14,061; there would be great difficulty in handling the removal of schools from the locality of endowment, but they might be grouped morally without being grouped physically; 14,111-12: provision might be made for exceptional cases by

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS—
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commuting endowments into exhibitions, providing in the first instance good day schools for the more numerous classes; 14,113-14: present system of trustees is very weak and inefficient; 14,115: master's income should, to a great extent, depend on capitation fees; 14,116-18; religious bases of grammar schools dealt with; 14,119-21.

Girls should participate in educational endowments; *Harrowby* 14,126: the system under which endowed schools are now conducted renders them less efficient than they might be made; an instance of bad management; *J. S. Hodgson* 17,573, 17,576: an Act should be passed placing them under the control of the Committee of Council on Education, with power to inspect them, and to compel the trustees to comply with the recommendations; 17,574-5, 17,585, 17,658-9, 17,661-2.

Where small schools are near to each other they might be grouped to form one efficient school; *J. S. Hodgson* 17,589-90.

Classical education was at one time to be obtained in the endowed schools, but classics have been dropped and science has not been introduced; *J. S. Hodgson* 17,606-10: mathematics are taught in some; 17,611: in former times the schools were taught by clergymen having the care of a parish, so that the two incomes secured very superior teaching; 17,618-20: position of clergy much improved by detaching them from teaching, and the position of the schoolmasters much lowered; 17,621-2.

Where the circumstances are favourable in the way of endowments, it would be desirable to form little *nuclei* of education of a superior kind, and so afford great assistance to professional men and the poorer clergy; but the smaller endowed schools must be left as they are, or the schools in the parishes would be destroyed altogether; *J. S. Hodgson* 17,631: a moderate capitation fee should be charged with a view to increase the income and secure an increase in the number of masters; 17,660, 17,663, 17,676: parents would complain of this at first, but they are generally willing to pay a fair sum for a good education; 17,677-8.

Endowments tend generally to repress voluntary effort; *J. S. Hodgson* 17,642, 17,675.

List of exhibitions and scholarships, not attached to particular schools, vested in chartered companies of city of London; *Isbister* p. 40 (part ii.).

The better application of endowments is one obvious point to mention in connexion with the improvement of the education of the middle classes; *Lingen* 13,057.

Re-adjustment of small endowments absolutely necessary; objects to be kept in view in the process of re-adjusting; *E. C. Lowe* p. 71 (part ii.).

Endowed schools should have the most complete liberty as to what they should teach and what they should not teach; *R. Lowe* 6537.

Has the poorest opinion of endowments, and perhaps would abolish all educational endowments altogether; *R. Lowe* 6541.

If endowments must be retained, the question is how to give them as nearly as possible the merits of a free system; that is to be done very much by acting on the masters. A master's income should consist of three parts; the first of a permanent sum, the second should depend upon the proficiency of the children, and the third should depend on the number. Every endowed school should be annually inspected and examined, and a payment made to the masters in accordance with the results; *R. Lowe* 6541.

Masters should cease to have a freehold in their office, and it would be desirable to annul the clause in many grammar schools requiring them to be clergymen; *R. Lowe* 6547.

The Government has as much right to interfere with endowments as with schools that it relieves directly out of the public funds; *R. Lowe* 6571.

Looks upon endowments as a great evil, and as a premium to continue teaching things after the spirit of the age has got beyond them; *R. Lowe* 6602-3: endowments are injurious to education; it is better without them; 6609.

Exhibitions are a good form of endowment; *R. Lowe* 6612.

One of the great and leading evils of endowments is that they have almost

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS—
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always been given for particular studies; they have been a premium upon obsolete knowledge; *R. Lowe* 6639.

Restrictions which necessitate having members of the Church of England or Masters of Arts as head masters of endowed schools are inexpedient; *Mason* 3502.

Effective aid might be rendered to education by the rescue from their present state of inefficiency of the 400 or 500 endowed schools of the country; *Norris* 521: help these endowed schools to improve themselves, and trust to the competition of those improved schools to better the rest; 528: Bunbury School changed in two years from a miserable to an excellent one; what has been done here might be done in such schools all over the country; 541.

If the Education Department had larger powers, a great number of small endowments which are acting as impediments to education might be rendered most important auxiliaries; *Pakington* 7025.

If not too distant, the combination of small endowments for one district school would be beneficial; *Pakington* 7030: where an endowment is a liberal one, it should as far as possible cover the educational requirements of all classes in the locality; 7049.

One cause of endowed schools being bad is that they are hampered by want of power to dismiss an inefficient master; *Pakington* 7043: would urge the inspection of these schools, to see that the original objects of the foundation are carried out; 7051-2.

It is most important that something should be done with all those little endowments which are useless; *Pakington* 7081.

The definition of a "grammar school" should be altered by legislation. Witness's opinion is that the definition should be absolutely at large; that it should be a school for giving such instruction and education as was most for the advantage of the class of children educated in it, without the slightest limit whatever as to the character of that instruction; *Palmer* 14,218-24.

Boys from the great public schools are generally better trained and taught than those from private or proprietary schools; *Plumptre* 1471.

Endowed schools are the best resource at the disposal of the country for organizing a system of good education for the middle classes; mode in which they might be utilized; *Robinson* 6407-8.

Small endowments in villages might be capitalized, and the money employed in founding a good middle school for the neighborhood; *Robinson* 6412.

The purely classical character of the education given in endowed schools has diverted many from their original purpose of being middle-class schools to being higher class schools. Would go a long way towards stripping them of this classical character, provided one classical school were retained in each district; *Robinson* 6441-4.

In some cases small endowments have impeded rather than promoted the progress of education; *Robinson* 6453.

Girls have just as much right to participate in educational endowments as boys; *Romilly* 13,480-83.

Pernicious effects of free admissions to endowed schools; they should be entirely abolished, allowing the children of the locality to pay a reduced fee; *Roundell* 12,031-8.

Plan for making endowed schools more generally useful; *Short* 4176-80: estimated expense of board and tuition; 4181-4, 4267-80: these schools should have their modern and their classical sides, and should be available for the children of all denominations, the general local control being placed under a county board; 4186-92: up to a certain age (11 to 14) the education for all ought to be distinctly the same; 4197-8: apportionment of funds to the central and the tributary schools; 4200-4206: the religious difficulty; 4207-12: would prefer that all the boys should be boarders; 4213.

Endowments are very unequally scattered, and should be taken possession of by a general compulsory measure; *Short* 4218-20: in some cases the buildings might be sold, and the money made to supply a scholarship; 4224-5: the vested interests of existing masters would have to be got rid of

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS—
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gradually; 4239: provision for local disappointments and jealousies; 4244-7.

Would wish to see endowed schools *the* system of education for the middle classes; *Short* 4256.

History of some attempts at legislation in regard to endowments; *Shuttleworth* 17,426-33.

National importance of endowments; *Shuttleworth* 17,478: in considering the most beneficial public use of endowments, the means of giving assistance to poorer members of the profession must be kept in view; 17,507-9: endowments should not be withdrawn from the poor and apathetic; 17,510: grouping of endowments; 17,533-6.

Endowments of 200*l.* a year and under are scarcely applicable to any other purpose than a day school, but for schools having a larger endowment boarding houses should be planned under the sanction of the Charity Commission, and be conducted on the hostel system, the food and lodging not to be a source of profit to the master; *Shuttleworth* 17,498-500, 17,506: middle classes would supply funds for erection of hostels; 17,504-5.

The proprietary principle might often be blended with an endowed school with advantage; *Shuttleworth* 17,501.

The objection that the free admission of boarders from other parts of the country interferes with the local advantages of day scholars might be obviated by giving the master a capitation fee on each day scholar; *Shuttleworth* 17,502-3: there can be no general rule for the reduction of fees; 17,511.

Town councils should have the power to found endowed schools, and have the right to elect members of the governing body in proportion to the funds contributed; qualifications of trustees; *Shuttleworth* 17,512-17: the upper portion of these schools would be self-supporting, but the preparatory department would probably require some annual aid; 17,518: objections would be met by admitting children of working classes into the preparatory department at a fee about double that of the ordinary elementary schools; 17,519-20, 17,522, 17,529: advances of money, to be gradually repaid, would greatly facilitate the action of town councils; 17,521: rate of fees; 17,526-8.

With some exceptions, endowed schools are not doing what they were intended to do, which may be attributed to three causes, viz., the increased value of labour, the greater cost of living, and the change in the position of the clergy; *Simpson* 14,248-9, 14,272-9, 14,333: thirty or forty years ago these schools were doing good work, and the children of yeomen remained at school till 17 or 18, but this class, through the land getting into fewer hands, has ceased to exist; 14,248-9: this change has also affected the character of the masters; 14,280.

The children of labourers and yeomen attend the same endowed schools, and receive the same kind of education, which in many cases is not nearly so good as that given in national schools; *Simpson* 14,251-4, 14,257: the establishment of a central school, with a sufficient income to command the services of a good master, would attract the children of farmers and tradesmen, who now have to send them to boarding schools at a cost of between 30*l.* and 40*l.* a year; 14,258, 14,290-98.

Endowments should be consolidated to form central schools, allowing children residing in districts from which the funds would be taken to come to the school at a reduced fee, each school having day scholars and boarders; *Simpson* 14,259-60, 14,268-9, 14,280-89, 14,321-2, 14,341.

Endowments interfere with the collection of subscriptions for national schools, as they are justly looked upon as a running contribution towards the schools; *Simpson* 14,320.

Generally speaking, endowed schools are not doing work in proportion to their endowments; *G. Smith* 8855: the danger of endowments is that they tend to make all institutions torpid; but they may be at a certain crisis the means of raising education above the mere popular demand of a class in need of intellectual improvement; 8856: the great use at this moment of

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS—
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these endowments is that they are the things upon which you can operate to set up a good pattern; 8865.

Some modification in the course of instruction at endowed schools is required to meet the case of those boys who have not the ability to take classical instruction; *Templeton* 7711.

Amalgamation of small educational and non-educational endowments desirable; *Thompson* 11,681-2: application of small local endowments; 11,683-4, 11,703-6: endowments should be removed as little as possible from the locality to which attached; 11,693: misapplication of endowments; 11,724: objects of founders and how they should be carried out; 11,726-9.

Would not like to see several endowments grouped, as it would destroy individual responsibility; *Thring* 9988-91: should be turned into the best day education that the money would give; 10,004: or devoted to schools for children of tenant farmers; 10,009.

Endowed schools might be improved, but not by grouping; *Whiston* 16,807-10: free education might with advantage be superseded by capitation fees, which would not be objected to by the parents; 16,811-12.

See also PALMER, SIR R.

ROMILLY, LORD.

WESTBURY, LORD.

WOOD, SIR W. P.

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- Leeds Grammar school; *Barry* 5186 *et seq.*
 Bruton school; *Bp. of Bath and Wells* 7093 *et seq.*
 Crewkerne school; p. 690 (part i.) *et seq.*
 Wellington college; *Benson* 4722 *et seq.*
 Surrey County school; *Benson* 4823 *et seq.*
 Marlborough college; *Bradley* 4022 *et seq.*
 Newcastle Grammar school; *Bruce* 16,285 *et seq.*
 Chesterfield Grammar school; *Calder* 7382 *et seq.*
 Christ's Hospital; *Gilpin* 7776 *et seq.*; *Jacob* 8023 *et seq.*; *Webster* 8196 *et seq.*; *Brown* 8307 *et seq.*; *Keymer* 8440 *et seq.*; *White* 8501 *et seq.*; *Bowker* 8532 *et seq.*; *Griggs* 8613 *et seq.*; *Sharp* 8662 *et seq.*; *Brette* 8684 *et seq.*; *Bach* 8727 *et seq.*; *Stone* 8759 *et seq.*; *Duke of Cambridge* 8814 *et seq.*; *Hare* 13,021 *et seq.*; *G. Smith* 8884.
 Suffolk County school, Framlingham; *Daymond* 14,485 *et seq.*; *Kerrison* 6673 *et seq.*
 Rugby school, *Edmunds* 13,716.
 Ely Cathedral Grammar school; *Dean of Ely* 17,115 *et seq.*
 King Edward's school, Birmingham; *Evans* 5628 *et seq.*; *Yates* 17,892; *Miller* 17,893 *et seq.*; *Dale* 17,926 *et seq.*; *Hawkes* 17,963 *et seq.* *Hawkes* 18,054 *et seq.*; *Gover* 17,972 *et seq.*; 18,062 *et seq.*; *Dixon* 17,980 *et seq.*; 18,035 *et seq.*; *Sargant* 12,989 *et seq.*; *Ryland* 18,070 *et seq.*; *Yorke* 18,073 *et seq.*; *Wright* 18,109 *et seq.*
 The eight endowed schools in England belonging to the Society of Friends, namely, Ackworth, Croydon, Sidcot, Wigton, Rawdon, Penketh, Sibford, and Ayton; *Ford* 11,799 *et seq.*
 Aldersey Grammar school, Bunbury; *Garnett-Botfield* 14,374 *et seq.*
 The thirty-four endowed schools in Wales; *Griffith* 16,505 *et seq.*
 Berwick-upon-Tweed Grammar school; *Hamilton* 9699 *et seq.*
 Corporation academy, Berwick-upon-Tweed; *Hamilton* 9699 *et seq.*
 Southampton Grammar school; *Hankin* 4518 *et seq.*
 Aikton Endowed school; *Hodgson* 17,577 *et seq.*
 Liverpool college; *Howson* 2547 *et seq.*
 Stationers' school; *Isbister* 9151 *et seq.*
 Hele's school, Exeter; *Kennaway*, pp. 835-8 (part ii.); *Long* 16,841 *et seq.*
 Ampton school; *Kerrison* 6728-9.

ENDOWED SCHOOLS—GRAMMAR SCHOOLS—ENDOWMENTS—
continued.

- Thetford school; *Kerrison* 6730-34.
 City of London school; *Mortimer* 3513 *et seq.*
 Repton Grammar school; *Pears* 4325 *et seq.*
 King's college; *Plumptre* 1407 *et seq.*
 Queen's college; *Plumptre* 1528 *et seq.*
 Mr. Woodard's system of schools; *Lowe* 9307 *et seq.*
 St. Nicholas's College, Lancing; *Sanderson* 9599.
 York Yeoman school; *Robinson* 6466, 6374, p. 622 (part i.); *Thompson* 11,622 *et seq.*
 King Edward the Sixth's Grammar school, Giggleswick; *Roundell* 12,009 *et seq.*
 Oswestry school; *Short* 4287-95.
 Holgate school; *Thompson* 11,724 *et seq.*
 Uppingham Grammar school; *Thring* 9856 *et seq.*
 College school, Taunton; *Tuckwell* 10,356 *et seq.*; and account of scheme for engrafting a proprietary school on to the college; 10,381 *et seq.*
 Godolphin school, Hammersmith; *Twells* 10,043 *et seq.*
 Grammar school, Manchester; *Walker* 11,000 *et seq.*
 Loughborough Endowed school; *Wallace* 10,521 *et seq.*
 Rochester Cathedral school; *Whiston* 16,745 *et seq.*

PROPRIETARY SCHOOLS:

Objections to proprietary schools founded on the commercial principle of making a dividend; *Barry* 5443-8.

There would be great difficulty in establishing proprietary schools for girls; *Miss E. Davies* 11,256-9.

The great objection to the joint stock principle is that every man who is a shareholder will think he has a right to interfere in the management of the school; *Edmunds* 13,746.

Have mostly been found to fail; *Jones* 6315.

Most proprietary schools aim at giving a good education to the sons of persons in the neighbourhood who cannot afford the public schools or the more expensive private ones; *W. Smith* 1073.

Drawback attending these schools through the interference of the directors; the master's position is not so independent as that of the head of a private or of a grammar school; *W. Smith* 1074-9: the trustees should have the power of removing a master, but while he remains master he should be entirely independent; 1191-8.

Proprietary schools pass into private hands in nine cases out of ten. There are very few that have continued to exist as such for 10 years; *Thornton* 15,686.

Unless you can insure that the shareholders shall be much more quiescent in the management of a proprietary school than they are likely to be, and the master be really left free, the certainty over a given number of years is that the school will deteriorate exceedingly; *Thring* 10,006-7.

Proprietary schools, as far as the north of England goes, have not been the most successful; they have not attracted public confidence; *Torr* 12,077-80.

Scheme for engrafting a proprietary school on to the College, Taunton; *Tuckwell* 10,381 *et seq.*

Cheltenham College; *Barry* 5185 *et seq.*; *Southwood* 5525 *et seq.*

Failand Lodge school; p. 685 (vol. i.) *et seq.*

Cheltenham College for Ladies; *Beale* 16,066 *et seq.*

Devon County school, West Buckland; *Brereton* 10,162 *et seq.*

Liverpool Institute Schools; *W. B. Hodgson* 8946, 8957, 9107; *Jones* 6166 *et seq.*

University College School; *Key* 2207 *et seq.*

Stonyhurst College; *Kingdon* 12,172 *et seq.*

Commercial Travellers' school; *Richards* 5941 *et seq.*

Wesleyan College, Taunton; *Sibly* 12,341 *et seq.*

Bedford College; *Martin* 15,370 *et seq.*; *E. E. Smith* 15,710.

PROPRIETARY SCHOOLS—*continued.*

Bedford College School; *Martin* 15,378 *et seq.*

Callington, Cornwall; *Thornton* 15,534 *et seq.*

Mount St. Mary's School, near Chesterfield; *T. Williams* 11,107 *et seq.*

PRIVATE SCHOOLS :

Likes a private school best for girls, and a small school better than a large one; *Barham* 14,764, 14,770.

The boys sent to Marlborough College from grammar schools will not bear comparison with those sent from the best private schools; *Bradley* 4046.

There is an insufficient supply of private schools of a good class, and the teaching in them is deficient in system, and also in ability. Private schools being simply commercial speculations, very few masters look at matters in a liberal light and feel that the better talent there is the more successful they may be; *Edmunds* 13,757.

The education given in private schools is excessively bad; nothing can possibly be worse as a general rule. Boys who come from them never seem to know anything perfectly, with the exception of writing; *Hankin* 4669-70.

If endowed schools were increased in number and made more efficient, it would have no tendency to discourage good private schools; some boys are much better fitted for public than private schools, and others the contrary; *Hill* 17,054-6.

Private schools, so far as fully one-half of them are concerned, might be suppressed to-morrow with advantage to the community; *Mason* 3486.

A fair education at a private school for 15s. a quarter cannot be obtained by the ordinary process of demand and supply; *Mason* 3488-9: private schools in England, to be thoroughly successful, must be rather profitable concerns; 3499.

Boys brought up at private schools are more backward than boys who have been at national or elementary schools under Government inspection; *Robinson* 6388: it will never do to leave the education of the middle classes to private adventure; 6395.

One great defect of private schools arises from the impossibility of obtaining good assistant masters. The apparent defect created by the inducement to look to the immediate saving of money has no bad influence on an intelligent master; he sees it is more for his interest to give a good salary than a low one. The boys at the University of London come better trained from private schools than from the proprietary and grammar schools; some masters conduct these private schools with considerable care and ability; *W. Smith* 1067-72.

The results of the examinations show the teaching of classics in the private schools to be equal to the teaching in proprietary and grammar schools, and in English literature the private schools are superior; *W. Smith* 1126-8.

The general morality of private schools is better than that of the ordinary public schools or the grammar schools; *Templeton* 7729.

The character of private schools is improved, and the highest class is very fair, but the lower class is very bad; *Thornton* 15,683.

The general result of private adventures is that a school, when established, lasts two or three years, and then goes down and disappears; *Twells* 10,150.

In Manchester the private schoolmasters are a very conscientious, energetic body; they are men who quite understand their business and who do their best; *Walker* 11,032.

The faults of private schools are faults of inefficient teaching, and of unwise rather than cruel management; *Waterfield* 16,445.

Private schools appear to be as bad as bad can be; they will always exist; there will always be a great number of parents who will have a prejudice in favour of absolutely private management; *Benson* 4942-3.

Rev. R. Gregory's, Lambeth; *Barham* 14,699 *et seq.*; *Gregory* 14,808 *et seq.*; *Harrowby* 14,098-9.

Messrs. Brownings, Weston; *Browning* 7082 *et seq.*

PRIVATE SCHOOLS—*continued.*

- Wimbledon school; *Brackenbury* 17,301 *et seq.*
 Mr. Bruce's, Newcastle-on-Tyne; *Bruce* 16,271 *et seq.*
 North London Collegiate School; *W. C. Williams* 4984 *et seq.*
 North London Collegiate School for Girls; *Buss* 11,433 *et seq.*
 Mr. Creak's, Brighton; *Creak* 10,762 *et seq.*
 Dr. Davies's, Swansea; *Davies* 12,463 *et seq.*
 Chantry School, near Frome; *Fussell and Kyberd* 15,856 *et seq.*
 Bramham College, Tadcaster; *Haigh* 15,148 *et seq.*
 Bruce Castle School, Tottenham; *Hill* 16,955 *et seq.*
 Chorlton High School, Manchester; *W. B. Hodgson* 8946-7.
 Denmark Hill School; *Mason* 3144 *et seq.*
 Bristol Trade School; *Moseley* 1924 *et seq.*
 St. Bartholomew's Collegiate Institution; *Paget* 2075.
 Mr. Payne's, Leatherhead; *Payne* 6880 *et seq.*
 Clarendon House School; *Pinches* 3850 *et seq.*
 Bolham School, near Tiverton; *Porter* 15,040 *et seq.*
 Mansion House School, Exeter; *Templeton* 7629 *et seq.*
 Mr. Waterfield's, Sheen; *Waterfield* 15,429 *et seq.*

RELATIVE ADVANTAGES OF BOARDING AND DAY SCHOOLS
AND OF LARGE AND SMALL SCHOOLS.

It is better for girls (when there is no objection to it) that they should live in their own houses, and have the domestic influence; *Beale* 16,108-9.

What is generally known as the public school system is the best suited to the English character, the self-government and responsibility of the boys tend to make them self-reliant, manly, generous. The establishment of great boarding schools like Marlborough, Cheltenham, and some others, should be encouraged throughout the country. Many boys are unfitted, by habits both of body and mind, for reaping the full benefit of the public school system; here there seems a fair scope for the private school, where more particular supervision, and more individual teaching and encouragement might be obtained; *Brackenbury*, p. 895 (vol. ii.).

Advantages of having a large number of boys together in a single school; if discipline be not relaxed, good influences are felt more widely, more speedily, and more fully; in point of economy there can be no comparison; *Bradley* 4050-56.

Boarding schools are more advantageous than day schools for boys in any class of life; and parents, but for the expense, would rather send their boys as boarders; *Bruce* 16,300-304.

A great deal of the early home education, which is communicated generally by the aid of governesses, is extremely inferior; *Creak* 10,818.

Much more work can be done in boarding schools than in day schools; it is very much easier as a matter of discipline to get on with boys in a boarding school. Parents are often unfit to have the care of children; *E. Davies* 12,538-9.

Every boy should be away from home. When a boy is sent away from home, and thrown upon his own resources, it does more towards forming him and making him a man than keeping him at home with his friends; *Edmunds* 13,724-6.

The children of newly rich parents get that training at boarding school which it is impossible to get at home; *Edmunds* 13,822.

It would be very desirable to extend the advantages of boarding school education to the middle classes; *Dean of Ely* 17,214-15.

Is very strongly in favour of a great preponderance of boarders in a county school; the advantages of a public school can be best extended to the middle class by a system of boarders; *Fortescue* 11,948.

The discipline and habits of a boarding school have, in a majority of cases, an advantageous effect upon the training of a girl; and certainly the pupils who are boarders make more progress; *Kyberd* 15,878-9.

A day school is preferable wherever it is possible, the perfection of education being a good school combined with a good home. The boarding

BOARDING SCHOOLS, &c.—*continued.*

school is only desirable where, from the peculiar circumstances of the parents, the instruction cannot be obtained at home. Day schools can exist in any town of moderate proportions; and it is only those parts of the country which are more or less remote from towns that require boarding schools; *W. B. Hodgson* 9067-8, 9073-7.

The advantages of boarding schools are by no means the same when you descend below the highest classes; *Lingen* 13,082-5.

Boarding schools are especially applicable to all whose circumstances compel them to live in small houses with large families. It is a very great advantage to boys to be brought up in the country, not only on mere sanitary grounds, but also from the variety of objects which engage their attention. A boarding school, too, is able to produce a strong *esprit de corps*; games can be carried on in a more spirited manner; and parents who are child-ridden have the great relief of being able to delegate their authority. In many other ways, the domestic arrangement of small houses, the class of servants in small houses, and all that sort of thing, suggest the advantage it is to parents to be able to board their children at school, and not to have their big boys always at home; *E. C. Lowe* 9341-2, 9367-8, 9384-8.

Boys teach each other more than the masters teach them, if they are all thoroughly classed; *Mortimer* 3643.

The principle of a day school is very much superior to the principle of a boarding school for either girls or boys, but particularly for girls. A great point is to continue the two things, that the girl should live in the bosom of her family, and should at the same time be within the reach of a competent teacher; *Pattison* 17,807.

Boarding schools are generally preferable, but there are great advantages on the part of girls residing with their family where the home influence is good; *Porter* 15,072-5.

Is in favour of day schools where they can be instituted rather than of boarding schools; *G. Smith* 8821.

Prefers day schools for girls on account of the advantage of keeping them at home; *E. E. Smith* 15,774.

Boys at day schools do not, as a general rule, make so much progress as those in the boarding schools, and for the plain reason that the majority of parents have no time to attend to the boys out of the school hours, and they prepare their lessons much as they like; *W. Smith* 1133.

A boy ought to go to a boarding school; it takes him from home, and he gets freer from little occupations that may induce his leisure hours to be unprofitably spent; *Torr* 12,086-7.

EXHIBITIONS AND SCHOLARSHIPS :

During the time witness was at Leeds Grammar School the exhibition was not wasted; it was really valuable to each holder. Several boys got the exhibition and went to the university on the strength of it, who if they had not got the exhibition would not have gone to the university; *Barry* 5407.

A school should throw exhibitions open so as to offer an opportunity for boys of talent to raise themselves; this would have an important effect in mingling classes; *Barry* 5416-17.

An exhibition is of immense value in a commercial school. 50*l.* a year would be a very useful exhibition at the university; under that should doubt of its being of very great value. Although cases of individual hardship would occur, would throw exhibitions to a great extent open; *Barry* 5393-7.

Small endowments might be better employed if converted into exhibitions or prizes; *Bp. of Bath and Wells* 7143-4.

Should like to see exhibitions provided for children in small grammar schools, say six exhibitions of 20*l.* a year, to be held for three years. The competition for these exhibitions would raise the whole standard of education among our middle classes; *Letter to Bp. of Bath and Wells* pp. 685-6 (part i.).

At the Surrey County School at Cranley it is intended to found small scholarships of from 10*l.* to 20*l.* a year, to enable deserving boys who need

EXHIBITIONS AND SCHOLARSHIPS—*continued.*

it to carry on their education a little longer; these scholarships will be founded from the profits; *Benson* 4856.

The founding of scholarships and exhibitions is a great incentive to education; would prefer competitive exhibitions, to be held in the school; *Brackenbury* 17,374-7.

Out of the annual income of Marlborough College, with the help of a trifling endowment, about 600*l.* a year is spent in scholarships and exhibitions; *Bradley* 4120.

At the Devon County School, West Buckland, it is intended to found scholarships; *Brereton* 10,169-70, 10,251-3.

Would not employ endowments to beat down the cost of education to the average middle-class parent, but would rather give free exhibitions open to competition; *Bruce* 16,355-6.

At Chesterfield Grammar School there is a small exhibition of 10*l.* a year; *Calder* 7406.

It would be desirable to devote a portion of the money given in doles to the establishment of exhibitions or free scholarships; *Calder* 7520-21.

Exhibitions open to sons of persons of limited means, and occupying professional positions, would be very valuable indeed; *Carpenter* 957-8.

At Christ's Hospital the exhibitions which the Grecians have are very valuable and numerous; *Jacob* 8123.

Plan for appropriating small endowments by converting them into an exhibition fund for scholars passing an examination; *Davies* 12,492-4, 12,528-31, 12,540-5.

There would not be candidates sufficient to make it worth while to spend much of the endowment in giving scholarships or exhibitions at the school; *Edmunds* 13,850.

At King Edward the Sixth's College, Birmingham, there are 10 foundation exhibitions of 50*l.* a year for either university; the present system, which limits them to classics, is injurious to the school; *Evans* 5836-42; particulars of some other exhibitions belonging to the school; 5848-9.

Proposed scheme for the smaller endowed grammar schools, one feature of which to be the formation of an exhibition fund by an annual subscription from the smaller endowed schools, the exhibition fund to be devoted to the maintenance at a central school of such promising scholars as may be selected from the smaller schools; *Evans* 5925-37.

Would not abolish any of the existing endowments, but advantage might be derived from a plan for using a considerable portion of them as exhibitions open to competition; *Griffith* 16,581-3.

Would provide for the exceptional boy who now and then comes up to the surface above his fellows in a small town, by a scholarship or an exhibition, enabling him to go elsewhere; *Harrowby* 14,113.

At Liverpool College a system of scholarships provides a free education for some of the more promising boys; *Howson* 2573-7.

Exhibitions tenable at schools would have the effect of keeping boys at school longer than at present, as in the case of the Carpenter scholarships at the City of London School; *Isbister* 9243-50.

List of exhibitions and scholarships, not attached to particular schools, vested in chartered companies of the City of London; *Isbister* page 40 (part ii.). They might be consolidated with advantage; 9238.

Small endowments might very usefully be applied in providing two or more free places in some public school with which the town was naturally connected, to which the two best boys might find their way as free scholars by their own merit; *Lingen* 13,107: as alternative exhibitions for obtaining technical instruction would be very good things; 13,137. Would, as far as possible, make no exhibitions but good ones, so as to relieve substantially the parents of the boy who succeeded; 13,140.

Exhibitions are a good form of endowment; *R. Lowe* 6612.

At the City of London School eight boys are supported, who are called Carpenter scholars. They receive a free education and 25*l.* a year. On leaving school with a certificate of good conduct, they have a donation of

EXHIBITIONS AND SCHOLARSHIPS—*continued.*

50*l.*, and if they go to the universities they retain their 25*l.* a year until the degree of B.A.; *Mortimer* 3524-5.

List of scholarships at the City of London School, tenable at the school and the universities; *Mortimer* page 386 (part i.).

Should like to see in connexion with any movement in favour of middle-class education a regular system of exhibitions, which would enable the most promising boys from the national school to get to the district middle school, and exhibitions from the district middle school which would enable the most promising boys to get to the high or grammar school; *Robinson* 6454.

In cases where it would not be possible to utilize the smaller schools as preparatory schools, would turn the endowment into an exhibition, or two or more exhibitions, for the neighbourhood to which the smaller schools belonged; *Short* 4179: in some cases the buildings might be sold, and the money made to supply a scholarship; 4224-5.

Many of the exhibitions connected with the county of Westmoreland have been abolished, which to some extent has injuriously affected the schools; *Simpson* 14,313-16: there are some scholarships remaining, but many have been thrown open to the whole of England; 14,316-19.

Exhibitions from one school to another not desirable; an exhibition to the university would be worth making an effort for; *Thompson* 11,732-4: when confined to particular localities exhibitions are generally badly bestowed; 11,791-4.

The connexion of the small endowed schools with the larger ones by means of exhibitions might be a very excellent plan in some cases; *Wallace* 10,634-8.

Circumstances in which the spirit of the donor would be best answered by converting a bequest into a school exhibition; *Westbury* 16,643.

If there were 100 scholarships at 200*l.* or 300*l.* a year to be competed for among young Catholics, that would soon raise the education amongst the whole body, or even if they were open scholarships to all religious denominations; *T. Williams* 11,200.

ADMINISTRATION OF LAW OF CHARITIES, AS AFFECTING SCHOOLS.

The present system of jurisdiction over charity trusts for purposes of education is as efficient as the present state of the law will permit it to be. By far the most numerous cases which come before the Court relate to internal management; and as all the Courts of Equity have concurrent jurisdiction, there is a want of uniformity in the decisions of those Courts. There would be a great advantage in having more uniformity; *Fearon* 13,267-70.

For purposes of management the principal part of such subjects as relate to educational charities should be entrusted to one tribunal, which should be the tribunal most conversant with the subject; but any attempt to put the decision of those questions into the hands of any tribunal not fortified by a bar to attend it, would not meet with public approval; *Fearon* 13,272: the existing Charity Commission, with enlarged powers, would be a fit tribunal; 13,273.

There should be power to abrogate some of the decisions which limit the power in the Court itself of altering the objects of charities; such power might be safely entrusted to the Charity Commission, or to any body constituted as that is, sitting in public, and in important cases attended by a bar. Important cases of a contentious nature should be still decided by the tribunals which have the confidence of the country; *Fearon* 13,275-6.

Almost all endowed schools, except the very humblest of poor schools, are subject to the Grammar Schools Act, the third section of which declares that the Court shall not, *except where the income is insufficient*, alter the qualification of the masters, or dispense with Latin and Greek. There are many cases in which the income, without being absolutely insufficient, is of so moderate a character, that nothing like a good grammar school can be maintained. This third section is therefore peculiarly objectionable, because it contains an interdiction to the Court to do that which it is most desirable

ADMINISTRATION OF LAW OF CHARITIES—*continued.*

to have power to do.' As to income, the Courts might be safely entrusted with entire discretion; but the test of income is not the only, or, in many cases, the proper test; *Fearon* 13,279-83.

Would particularly give power beyond the doctrine of *cy pres* to alter the character of the administration of obsolete or useless charities; *Fearon* 13,289.

There is a very effectual check upon improper litigation in the provision that no person (except the attorney-general acting *ex officio*) can go to the Court without the approval of the Charity Commission; *Fearon* 13,290-92: extent to which the attorney-general attends to charity cases; 13,293-306.

As to the appropriation of vacant charities, the payment of fifteenths, the putting out of soldiers, repairing causeways and bridges, &c.; *Fearon* 13,315-25.

The Court is bound by the provisions of the instrument of foundation, unless the objects of the charity have become obsolete, or are contrary to public policy; it has no power to do more in improvement than assimilate the trust as nearly as it can to the expressed intentions of the founder; *Fearon* 13,308-9: a charity for the poor generally, with no further specification, may be applied for a school for children of the poor; 13,312.

Where the proportions of a charitable fund to the different objects intended by the donor have become totally reversed, the Court has sometimes redistributed the income, but with very doubtful legality; *Fearon* 13,326.

There is no direct power for compelling a master to accept the provisions of a new scheme during his tenure of office; the Charity Commissioners have powers of doing it, perhaps, in an indirect manner, by threatening the master with dismissal; *Fearon* 13,328-30.

Persons applying for schemes of a better description, with reference to their particular wants, find themselves impeded by the decision of Lord Eldon in the Attorney-General *v.* Whitely, and by the third section of the Grammar Schools Act; *Fearon* 13,331-2: that section should be repealed. The Court or the Charity Commissioners would be enabled to do almost all that is requisite for the grammar schools if that section were out of the way; 13,398.

It has been the practice of the Court, where the income is large, to give the master a certain fixed amount, and a premium upon the number of boys, notwithstanding that the whole income is directed by the foundation to be paid to the master himself, but always with doubt whether it would be sustainable. The mere fear of being overthrown upon appeal, or of not attaining the object in the first instance, prevents the propounding of a great many most excellent schemes; *Fearon* 13,333-5.

Since their appointment in 1853 the Charity Commissioners have done a mass of work in the most quiet way in stopping off litigation, and doing things which never could have been done before without the Court; *Fearon* 13,403: the inspectors should be appointed by the Commissioners, not by the Treasury; 13,413-16.

A power of appeal from the decisions of the Courts and the Charity Commissioners should be retained; but the right of appeal should be subject to some control, to prevent reckless cases of appeal, *Fearon* 13,404-7.

The Rolls Court is one of four Equity Courts having concurrent jurisdiction in charity cases; besides which there is the jurisdiction of the Charity Commissioners, who take the non-contentious business. Does not think that the fact of there being so many Courts has produced any inconvenient diversity of decision. There is some advantage in one Court frequently correcting another Court, and the Court of Appeal being always open to be resorted to keeps them all straight; *Romilly* 13,424-7.

Generally speaking it is better that the judges should be tied by fixed rules in the decision of the points of law; but the Courts have not as ample a discretion as they ought to have in the application of rules imposed by the founder for the administration of the charity, for however foolish or absurd the founders' rules, the Courts have usually held them to be binding. It would be a useful thing if the Legislature were to interfere to enable the Courts to dispense with those rules. It is possible that this might diminish

ADMINISTRATION OF LAW OF CHARITIES—*continued.*

the disposition of persons to found or to give money to charities, though the operation of a similar system in Paris does not appear to have produced that effect; *Romilly* 13,431-5, 13,448-9.

All the business which is purely administrative should be disposed of by the Charity Commissioners, and when any question of law arises, power should be given them to state a case for the opinion of the Court; *Romilly* 13,436-40, 13,464-5.

The Attorney-General hardly ever refuses his fiat to an information at the relation of a person who has any case at all. It is quite open to any one to file an information; but, as a check upon improper litigation, he must first get a certificate from the Charity Commissioners; *Romilly* 13,441-7.

A power to re-appropriate charities at a given time after the death of the founder would be an advantage, and would not check charitable designs in a person who wished to do charity for its own sake, and not for ostentation; *Romilly* 13,456-60.

The Courts might do much better if they had wider discretion in the application of the doctrine of *cy pres*. Where the original endowment fails, this doctrine is of universal application; but the body intrusted with the management of charities should have power to set aside this principle; *Romilly* 13,450, 13,461-3.

The same power which the Court of Chancery has over trusts the Charity Commission exercises, but the Charity Commission chiefly confines its business to cases not contentious. It would be of great advantage that the Commission should have much greater powers than it now has. Nature of proposed extended powers, and how to be carried out; *Hare* 12,912-21, 12,934: difficulty of giving power of appeal from the decisions of the Commission through want of defined principles of jurisprudence; 12,922.

Proceedings in charity matters might be assimilated to those now adopted in relation to provisional orders under the Local Government Act, a local authority being constituted for the purpose, and inquiry being made and parties heard (but not by counsel), the order to be laid before Parliament prior to coming into operation; *Hare* 12,926-35.

The present discretion allowed the Charity Commission as to the exercise of jurisdiction in contentious cases affecting the administration of trusts should be abolished, but where a question arises as to the existence of a trust, the decision must be left to the Courts as hitherto; *Hare* 12,937-8.

Many cases might be settled now by the Charity Commissioners on a reasonable basis if it were not for the apprehension of expensive appeals; *Hare* 12,939-42.

The Court of Chancery is a very bad machinery for filling up trusts; it has no eyes nor ears but by an affidavit; *Hare* 12,978-9.

The doctrine of *cy pres* is arbitrary and unmeaning, and absurd in its application. There would be no difficulty in the Legislature laying down general rules, defining that wherever property is designed by the testator for the benefit of the poor in a special form, the Charity Commission should have the power of varying the bequest, so as to give to the poor the greatest benefit in some other shape; *Hare* 12,925, 12,936, 12,990: subjects of rules to be submitted to Parliament; 12,980-1, 12,983.

Functions and powers of Charity Commissioners described; *Fearon* 18,268 *et seq.*; *Hare* 12,912 *et seq.*; *J. Hill* 12,582 *et seq.*; *R. Lowe* 6547 *et seq.*; *Palmer* 14,170 *et seq.*; *Romilly* 13,425, 13,436-40, 13,464-5; *Shuttleworth* 17,433 *et seq.*; *Wood* 12,860 *et seq.*

The existing law sufficiently guards the real estates of charities against improvident or irregular transactions; *J. Hill* 12,584-6.

Powers of trustees to grant leases and to alienate charity lands; *J. Hill* 12,587-9: proceedings in cases of sales of real estates, and precautions against undue charges; 12,590-603: purposes for which charity estates may be mortgaged; 12,604: personal property, for instance stock belonging to charities, is usually vested in individual stockholders; instances of defalcation very rare; 12,605-8.

Charity funds may be vested in official trustees; how and by whom transferred; payment of dividends; *J. Hill* 12,609-15; the Charity Com-

ADMINISTRATION OF LAW OF CHARITIES—*continued.*

missioners cannot apply charity money, except in cases of incorporated charities; they can only authorize trustees to do what may be necessary; 12,616-20.

As to responsibility of trustees and their election, and the appointment of masters; publicity of proceedings of Charity Commission; power of the Board in appointing trustees; number of orders made under new jurisdiction; definition of a scheme as applied to a charity or a school; applications to the Court of Chancery and to the County Courts; the Charity Commissioners follow, as nearly as possible, the practice and rules laid down by Court of Chancery; decisions of the Courts not uniform; uniformity desirable; power of Board to grant or withhold certificates in case of small charities prevents needless litigation; powers given under Act of 1860 to trustees, &c. of applying to the Court of Chancery embarrasses the Charity Board in the exercise of its jurisdiction; powers of Board in removing trustees same as power of appointment; Board may authorize trustees to remove masters without appeal; by the Act of 1860, Board has the power to remove masters, but it is a cumbersome and difficult process; legal definition of grammar schools; schools exempted from Lord Cranworth's Act; *J. Hill* 12,621-740.

With regard to schemes for improved application of endowments, the general law requires that the intentions of the founder should be adhered to, but the Courts have struggled against the operation of the law; *J. Hill* 12,741-3: decisions of Courts as to capitation fees, and as to masters taking boarders, are very conflicting; 12,744-8: proposal for removing these difficulties; 12,749-52: concentration of the power of decision in one Court would not meet the case; the difficulty is the attingency of the rule; 12,755-7.

The enlargement of the powers of the Charity Commissioners and the relaxation of legal rules would tend to utilize both educational and charitable endowments; *J. Hill* 12,758-61: principles by which Commissioners are governed in inserting a conscience clause; 12,762-79: masters should be appointed by trustees; 12,780-81: no objection on principle to the introduction of the proprietary element into an endowment, so long as the proposal does not involve a departure from the principles of the foundation; 12,782-4.

The rule limiting jurisdiction of Charity Commissioners to cases of charities under 50*l.* should be relaxed; *J. Hill* 12,787-9: doctrine of *cy pres*, and plan proposed in substitution; 12,790-95: present restricted plan of appeal to Board should be abolished; 12,796-8: inspectors should be appointed by the Board, not by the Crown; 12,800.

Particulars of some defects in the Charity Commission Act; Sir Eardley Wilmot's Act is a cumbrous piece of machinery, and would be better got rid of; evil of an appeal to the Court of Chancery from the decision of the Charity Commissioners; *R. Lowe* 6547-8.

The Charity Commission is a very superior piece of machinery to the Court of Chancery for the purpose of administrative changes in charities; reasons for this; *R. Lowe* 6548: has unbounded confidence in the Commission as already organized, and thinks it entitled to the merit of being a sort of judicial discovery; 6620: perhaps the Commissioners might be charged with the fault that in the schemes they have made they have gone too far in considering the wishes of the neighbourhood; 6623: would leave to the Commissioners the best mode of dealing with the small misapplied endowments; 6622-6: the Commissioners should be all lawyers; 6631-5.

Matters which the Charity Commissioners can deal with by themselves do not come before the Attorney General, but cases which must come before the Court cannot be taken there without his permission; so also with regard to appeals where the value exceeds a certain amount, and proceedings generally. Proceedings by information, both *ex officio* and with a relator, are elaborate and expensive, and should be superseded by a simpler mode; *Palmer* 14,129-33, 14199. Consent of Attorney General should be required in all appeals; 14,199-205.

No great inconsistency in decisions of the several Courts; the chief point of difference has been on the conscience clause, but that question practically is settled. In all schemes settled by the Court, it says religion shall be taught according to principles of Established Church, excepting children

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whose parents shall object to such instruction. Cases where foundation deed restricts teaching to that of Established Church very rare; so also are cases of dissenters. This system has worked very well, but dissenters do not like it; *Palmer* 14,134-42.

Form of conscience clause expressed differently by the different Courts. A general form should be settled, and made consistent with the Act. Meaning of the Court in applying conscience clause. Action of the Court in this matter dates as far back as Lord Eldon's time; *Palmer* 14,143-55.

Examples of difference in various forms of conscience clause; part ii. p. 560. Form adopted by Charity Commissioners, p. 561.

The decision in the Ilminster school case may be considered to have settled that if there be no intention expressed to the contrary, the trustees of a church school ought all to be members of the Church of England; and where a school is founded for general education, it would be unsafe to say that because the Court directs instruction in the principles of the Church of England, there should not be trustees of any other religious denomination; it would be presumed that every man is a churchman until the contrary be proved; *Palmer* 14,156-60.

Respecting capitation fees the views of the judges differ widely. The Courts would not turn a free school into one in which capitation fees were to be charged, unless some instruction were given in addition to that required by the deed of foundation; *Palmer* 14,161-2. Courts have not power to sanction capitation fees where the education has been free; the power if granted ought to depend on necessity; 14,167-9.

Great difference of opinion of judges as to boarders; difficulties attending questions as to introduction of boarders; *Palmer* 14,179-83. There is no difficulty on the part of the Court in securing a liberal education in a classical school on the one hand, and a reasonable consideration for the claims of inhabitants whose children do not go to the Universities on the other; 14,184-5.

The Court has no jurisdiction to alienate charities for distribution of doles where the foundation is clear and the object practicable, nor could it alienate educational endowments and reduce them to dole funds; *Palmer* 14,206-9.

The doctrine of *cy pres* is practically very arbitrary and indefinite. Courts have applied eleemosynary charities to schools, but they would be unwilling to interfere unless the case presented some exceptional features; *Palmer* 14,172-7. Application of *cy pres* to cases where original endowment had become insufficient for free education; 14,163-6.

A department of public charities should be constituted out of the Privy Council, the Lord Chancellor being *ex officio* a member of the department, so that a relation would be established between the elementary, the grammar schools, and the universities; *Shuttleworth* 17,435, 17,457, 17,462-3, 17,480-84, 17,488-9: functions of this department would be similar to those of the Committee of Council on Education; 17,458-9: all contentious matters in charities to be decided by Judges of Charities sitting on the spot, and reviewed by a central Court of Charities in London; 17,436, 17,460-65: summary of suggestions as to proposed department—its members, powers, duties, and objects; 17,568.

Limits of extension of the doctrine of *cy pres* should be defined by statute, but in cases where a charity had been in existence for say 60 years there should be very little limit to the discretion of the department dealing with charity matters; *Shuttleworth* 17,441-3, 17,466-8, 17,479.

It is desirable to remove by statute the erroneous conception that the Church of England is the inheritor of all the grammar school foundations, and to remove altogether from the administration of these schools all restrictive rules as to the religious profession of the master and the religious teaching of the pupils. Another thing necessary to eradicate by Act of Parliament is the doctrine constantly followed by Lord Eldon, that all grammar schools are *ex vi termini* schools for the teaching of Greek and Latin alone; *Westbury* 16,625.

Anterior to the Reformation, when religion was regarded only as existing under one form and one type, there is no evidence of a desire on the part of

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founders of schools that religion in a definite form should be taught; and witness regards the inference that at the Reformation those religious provisions would pass over to the Established Church as one of the most mischievous doctrines of the day; *Westbury* 16,654-5.

The principal occasions of application to the jurisdiction of Chancery are the settlement of schemes and the removal and appointment of officers; *Westbury* 16,625. The interposition of the Court of Chancery would become almost unnecessary if certain general principles were laid down by Act of Parliament, and the application of them left to the Privy Council and the Charity Commissioners; 16,667-73. Would obtain a statutory declaration that endowed schools shall not of necessity have a provision for the teaching of Latin and Greek, the discretionary power to be wielded by the Charity Commissioners, with an appeal to the Privy Council, who should make some rule within itself, so as to create a tribunal for these purposes; 16,674-6: objections to this tribunal considered; 16,667-95, 16,711 *et seq.*

In the event of Parliament not favourably receiving the foregoing proposals, a smaller legislative enactment might be obtained, giving the Privy Council power to dispense, either altogether or *in rebus existentibus*, with the obligation to teach Latin and Greek; 16,700-705: objections to giving extensive powers to trustees; 16,706-8: desirableness in almost all cases of a small payment to the master or to an exhibition fund; 16,709-10.

With regard to the proposition of transplanting a school from one place to another, would preserve to some extent the principle of locality of administration, but it would be rather a narrow way of dealing with the subject; *Westbury* 16,638-9: cases of transplantation might be decided by the Privy Council, the Charity Commission acting as auxiliary to the Privy Council; 16,633-7.

The kind of charities particularly requiring consolidation are the small sums left to be given away in bread, &c., which sums there is no power of augmenting, and are by themselves incapable of giving substantial benefit; *Westbury* 16,640-41, 16,696-9; circumstances in which the spirit of the donor would be best answered by converting a bequest into a school exhibition; 16,643.

The Court of Chancery has adopted a practice of enabling a head master to receive from day scholars certain capitation fees, somewhat analogous to the payment of the children's pence in the national schools. The Court feels itself justified in imposing these fees only on the principle of being compelled to do it to pay for a good master. The *cy pres* application proceeds on the hypothesis that the original application is no longer possible; *Westbury* 16,662-5.

Statement of class of charity cases referred to the Attorney-General, and course pursued; *Wickens* 13,166-70, 13,197: proceedings in relators' suits as to schemes; 13,171-8, 13,226-33: law applicable to new schemes very indefinite; a well-drawn declaratory Act would be convenient; 13,190-91, 13,204-5. The Court has no power to lay down any rule for uniformity of decisions: 13,206, 13,209-13.

The Courts have power to appropriate non-educational endowments to educational purposes, and *vice versa*; illustrations; *Wickens* 13,179-87: views of judges as to expediency of different modes of applying charity funds have not been uniform; 13,188-9.

Powers of Court as to capitation fees; decision of V. C. Wood in Manchester case most important; *Wickens* 13,192-201.

No general principle can be laid down as to appointment of trustees; *Wickens* 13,217-18: district official trustees; 13,219.

Objections to administrative power in charity cases of Court of Chancery on ground of expense and want of uniformity; *Wickens* 13,222-5.

Disposal of charitable funds by Crown obsolete; circumstances under which the Crown possessed this power; *Wickens* 13,251-3.

Practice of Court of Chancery as to introduction of conscience clause; *Wickens* 13,245-50: form of conscience clause should be settled by Parliament; 13,254: distinctions of forms in use; 13,255: form in which the clause should be cast; 13,256-8: there should be no requisition by the State on the subject of religious instruction; 13,259-61.

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The doctrine of *cy pres* is very arbitrary, and properly so called applies only in those cases where the original and special destination of a charity fund fails altogether; *Wickens* 13,237-8.

Questions relating to schemes for school charities come before the Court of Chancery in every case where there is an endowment; origin of jurisdiction; difficulty from Lord Eldon's definition of "grammar school," to remedy which the Act of 3 & 4 Vict. was passed, authorizing the Court to extend the instruction to other subjects than Latin and Greek, and, under very stringent restrictions, to supersede classics altogether; so that by the aid of this Act every endowed school has been thrown open to the Court, except in cases where the trustees or visitors have absolute power; these latter cases very rare; *Wood* 12,802-3.

Lord Cottenham's rule in the case of the Manchester schools has been that most usually followed in constituting boards of local trustees; course pursued by Attorney-General in appointment of trustees; *Wood* 12,804-6: as to succession of trustees; 12,870-74: in all non-contentious cases, duties as to appointment of trustees, and preliminary arrangement and settlement of schemes, should be entrusted to the Charity Commissioners, with power to apply to a judge at chambers in case of litigation arising; 12,806-10, 12,814, 12,864-9: right of appeal to be given to all parties entitled to appear on the application; nobody allowed to appear at expense of charity, except Attorney-General; 12,811-13, 12,815-24.

The right course to be taken in improving management is to secure proper appointment of trustees; a public officer would hamper their decisions; his duties should be confined to inspection, the trustees giving him full information of their proceedings; *Wood* 12,825-7; what has been done by Court as to schemes for schools, subjects of instruction, boarders, and religious instruction; 12,828: conscience clause now introduced into every scheme; 12,829-39; capitation fees; 12,839, 12,844-9: cases where funds would not admit of teaching Latin and Greek; 12,840-42: salaries of classical masters; 12,843.

Courts already possess sufficient powers in dealing with endowed schools generally; they require larger discretion in dealing with intentions of founders; there should be a power of revising founders' intentions after a certain period; *Wood* 12,850-57: the Charity Commission would be a proper body to entrust revision to, subject to appeal to the Court of Chancery; 12,858-9: to what extent powers of Charity Commissioners should be enlarged; 12,860-63: the Commissioners should have the power to appoint their own inspectors; 12,886-8: usefulness of Commissioners in appropriating doles to education; 12,899-902.

Extension of powers of Court as to limiting or superseding teaching of classics would be beneficial; *Wood* 12,875-80: legislation desirable so as to enable Court to allow boarders: 12,881-2: Courts are cautious as to interfering with long continued practice; 12,897: powers of Court to convert endowments for clothing, &c., and education entirely to education of girls; 12,898.

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