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2. Index to the above. 1888. (C.5329-I.) pp.262.

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ELEMENTARY EDUCATION ACTS.

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DIGEST OF EVIDENCE

TAKEN BY THE

ROYAL COMMISSION

APPOINTED TO INQUIRE INTO THE WORKING OF THE

ELEMENTARY EDUCATION ACTS,

ENGLAND AND WALES.

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

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## TABLE OF CONTENTS.

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ALPHABETICAL LIST OF WITNESSES  
SYLLABUS OF POINTS FOR INQUIRY  
DIGEST OF MINUTES OF EVIDENCE

# INDEX TO EVIDENCE.

## ALPHABETICAL LIST OF WITNESSES.

Name.	Description.	Page.	Vol. and Page of Report of Evidence.
ADAMS, Mr. W. B.	Head Master of the Fleet Road Senior Board School, Hampstead	89	II., 45
ALEXANDER, Mr. A.	Director of the Liverpool Gymnasium, and Hon. Sec. of the National Physical Recreation Society	169	II., 494
ALLIES, Mr. T. W.	Secretary and Treasurer to the Catholic Poor Schools Committee	50	I., 328
ANDERSON, Mr. W.	Chairman of the Erith School Board, Kent	216	II., 828
ARNOLD, Mr. C. T.	Honorary Solicitor to the National Society	279	III., 365
ARNOLD, Mr. M.	Formerly one of H.M. Chief Inspectors of Schools	31	I., 184
ASTON, Rev. W.	Vicar of St. Thomas', Bradford, Yorkshire	249	III., 131
ATKINSON, Rev. J.	President of the Free Churches of the Primitive Methodist Society	243	III., 82
BALCHIN, Mr. R.	Head Master of Nunhead Passage School	278	III., 354
BARBER, Ven. Archdeacon	Archdeacon of Chester	269	III., 275
BAKENDALE, Mr. P.	Head Master of Eastbrook British School, Bradford	84	II., 18
BELSEY, Mr. F. F.	Chairman of the Rochester School Board	168	II., 489
BIRLEY, Mr. H.	Manager of the National Schools at Manchester and Salford	226	II., 894
BODINGTON, Professor N.	Principal of the Yorkshire College, Leeds	290	III., 449
BOURNE, Mr. A.	Secretary to the British and Foreign School Society	54	I., 363
BRADBURY, Mr. J.	Head Master of the Abney British School, Mossley, Manchester	128	II., 255
BRODIE, Mr. E. H.	H.M. Inspector, Worcester District	314	III., 640
BROMILOW, Rev. W.	Principal of the Home and Colonial Training College for Mistresses, Gray's Inn Road	70	I., 461
BROOKE, Mr. J. A.	Chairman of the Huddersfield and Saddleworth Church Day School Institution	251	III., 143
BRUCE, Rev. R.	Congregationalist Minister, Huddersfield, and Member of the Huddersfield School Board	241	III., 56
BUCKMASTER, Mr. J. C.	Organising Master for the Science and Arts Schools in connexion with the Science and Art Department	287	III., 431
BURGES, Rev. R. B.	Vicar of St. Paul's, Birmingham	246	III., 102
BURGIN, Mrs.	Head Mistress of the Orange Street Board School, Southwark	102	II., 113
BUXTON, Mr. E. N.	Late Chairman of the London School Board	183	II., 572
CALDER, Miss F.	Hon. Sec. of the Liverpool Training School of Cookery, and Hon. Sec. of the Northern Union of Training Schools of Cookery	167	II., 479
CASTLE, Miss A. M.	Head Mistress of Duncun National School, near Petworth	114	II., 176
CLARK, Mr. D.	Head Master of the Pensnett Board School, near Dudley	97	II., 84
CLOUGH, Mr. R.	Chairman of the Bingley School Board	240	III., 50
COMBES, Mr. E., C.M.G.	President of the Institute for Technical Instruction in New South Wales	141	II., 328
CONWAY, Mr. L.	Master of the Holy Cross Roman Catholic Schools, Liverpool	272	III., 299
CHROMWELL, Rev. Canon	Principal of St. Mark's Training College, Chelsea	72	I., 468
CROSSKEY, Rev. Dr.	Chairman of the School Management Committee of the Birmingham School Board, and one of the Hon. Secs. of the Central Nonconformist Committee	176	III., 548, 637, 923, 955.
CUMIN, Mr. P., C.B.	Secretary of the Education Department	1	I., 1; III., 652, 679.
CUNYNGHAME, Mr. H. H. S.	One of H.M. Assistant Charity Commissioners	275	III., 335
DAGLISH, Mr. W. S.	Representative of the North of England Voluntary Schools Federation	280	III., 371
DANIEL, Rev. Canon	Principal of St. John's Training College, Battersea	65	I., 434
DAVENPORT-HILL, Miss R.	Member of the London School Board	197	II., 710
DAVIES, Mr. D. I.	H.M. Sub-Inspector of Schools, Merthyr Tydvil District	236	III., 6
DEANE, Rev. Preb. MACKRETH	Rector of East Marden, and Manager of the Chichester and Brighton Training Colleges	233	II., 974
DEVONSHIRE, Mr. J. H.	Head Master of the Wesleyan School, Mintern Street, Hoxton	135	II., 290
DIGGLE, Rev. J. R.	Chairman of the London School Board	170	II., 500
DUNCAN, Rev. J.	Secretary to the National Society	60	I., 394
EVANS, Mr. B. G.	Secretary to the Society for the utilisation of the Welsh Language in Education, Cardiff	236	III., 1
FAWCETT, Mrs. H.	Todmorden, Lancashire	273	III., 305
FELDEN, Mrs.	Inspector's Assistant, West Ham District	148	II., 372
FINCH, Mr. A.	Head Master of the Blue Coat School, Durham	298	III., 503
FISH, Mr. J.	H.M. Chief Inspector of Training Colleges for Schoolmistresses	145	II., 357
FITCH, Mr. J. G.		303	II., 952; III., 547, 594.
FOX, Miss C.	Mistress of St. Patrick's Infant School, Manchester	278	III., 349



Name.	Description.	Page.	Vol. and Page of Report of Evidence.
GILMORE, Rev. J.	Chairman of the Sheffield School Board	197	III., 714
GRAHAM, Rev. Dr.	Principal of St. Mary's Roman Catholic Training College, Brook Green, Hammersmith	68	I., 451
GRAVES, Mr. A. P.	H.M. Inspector, Taunton District	308	III., 570
GREENING, Mr. W. H.	Member of the Birmingham School Board	247	III., 117
GRIFFITHS, Ven. Archdeacon	Chairman and Hon. Treasurer of the Council of the Society for the utilisation of the Welsh Language in Education	237	III., 19
GROVE, Mr. J. W.	Head Master of All Souls' School, Langham Place	86	II., 32
HANCE, Mr. E.	Clerk to the Liverpool School Board	187	II., 603
HANSON, Mr. J.	Vice-Chairman of the Bradford School Board, and Chairman of the School Management Committee	200	II., 735
HARRISON, Mr. H. E. B.	H.M. Inspector of Schools, Liverpool District	266	III., 257
HEADDON, Miss	Member of the Association for the Promotion of Housewifery	272	III., 202
HEALING, Mr. T.	H.M. Sub-Inspector, Romford District	300	III., 517
HENDERSON, Mr. A. D. C.	Head Master of St. Luke's Church of England School, Chadderton, Oldham	166	II., 474
HOLDSWORTH, Mr. D.	Head Master of Clarence Street Wesleyan Schools, Newcastle-on-Tyne	104	II., 127
HOLGATE, Mr. W.	Inspector of Schools under the Local Government Board for the Metropolitan District	269	III., 280
HORN, Mr. J. S.	Clerk to the Burnley Union School Attendance Committee	255	III., 174
HORSEFIELD, Mr. E.	Head Master of St. Saviour's School, Everton, near Liverpool	126	II., 243
JONES, Mr. H.	Professor in the University College, Bangor	274	III., 320
KEENAN, Right- Hon. Sir PATRICK, K.C.M.G., C.B.	Resident Commissioner of National Education in Ireland	285	III., 413
KELLY, Rev. C. H.	Secretary to the Wesleyan Methodist Sunday School Union	248	III., 127
KNOWLER, Mrs. S.	Head Mistress of Dibden National School, near Southampton	109	II., 154
LAMBERT, Miss A.		187	II., 599
LEE, Mr. W.	Clerk to the Leeds School Board	213	II., 809
LEIGH, Mr. W.	Chairman of the Stockport School Attendance Committee	252	III., 155
LEWIS, Rev. D.	Rector of Merthyr-Tydvil	237	III., 14
LINGEN, The Lord		301	III., 524
MCCARTHY, Rev. E. F. M.	Vice-President of the Birmingham School Board	190	II., 652
McKENZIE, Mr. J.	H.M. Sub-Inspector on Supply	310	III., 584
McNEILE, Rev. Canon	Vicar of St. Paul's, Liverpool, and Chairman of the Liverpool School Managers' Conference	194	II., 685
MAGNUS, Sir P.	Organising Director and Secretary of the City and Guilds of London Institute for the Advancement of Technical Education	164	II., 459
MANLEY, Miss L.	Head Teacher and Mistress of Method at the Stockwell Training College	76	I., 485
MANSFORD, Mr. C.	Vice-Principal of the Wesleyan Training College, Westminster	74	I., 479
MARTIN, Mr. W.	H.M. Sub-Inspector, Marylebone District	296	III., 491
MAUL, Rev. R. G.	Vicar of Hopesay, Aston-on-Clun	157	II., 420
MENET, Rev. J.	Vicar of Hockerill, Herts, and late Chaplain of the Hockerill Training College	220	II., 844
MITCHELL, Mr. C. T.	Member of the Committee of the National Vigilance Association	273	III., 315
MORRIS, Mr. E.	Head Master of the British School, Menai Bridge, Anglesea	133	II., 289
MORRISON, Dr.	Director of the Free Church Normal Training College, Glasgow	218	II., 835
MURRAY, Mr. J.	Head Master of St. Francis Xavier Roman Catholic Schools, Liverpool	271	III., 294
MUSCOTT, Mr. W.	Head Master of the Garsington Church of England Mixed Schools, near Oxford	107	II., 142
NAPPER, Miss S.	Head Mistress of Rochford Church School, near Tenby	111	II., 163
NEATH, Miss C.	Head Mistress of Ditton National School, near Maidstone	113	II., 170
NEWBOLD, Mr. J.	Late Head Teacher of a Wesleyan School, Manchester	123	II., 222
NICKAL, Mr. J.	Inspector under the London School Board	224	II., 881
NORRIS, Ven. Archdeacon, D.D.	Archdeacon of Bristol	256	III., 150
NUNN, Rev. J.	Chairman of the Manchester School Board	207	II., 774
OAKLEY, Mr. H. E.	H.M. Chief Inspector of Training Colleges for Schoolmasters	316	III., 665
O'DONOGHUE, Mr. J. J.	Clerk to the Kingston-on-Hull School Board	204	II., 762
OSTERBERG, Madame B.	Principal of Hampstead Physical Training College	281	III., 375
OWEN, Dr. I.	Member of the Society for the Utilisation of the Welsh Language in Education	237	III., 11

Name.	Description.	Page.	Vol. and Page of Report of Evidence.
PALGRAVE, Mr. R. H. INGLIS -	Belton, Great Yarmouth -	158	II., 426
PALMER, Mr. J. -	A representative of the Church of England Sunday School Institute -	248	III., 125
PARISH, Rev. W. D. -	Vicar of Selmeaton, Sussex -	143	II., 344
PARKER, Mr. H. -	Chairman of the Birkenhead School Attendance Committee -	258	III., 196
PATON, Rev. J. B., D.D. -	Member of the Recreative Evening Classes Association -	284	III., 405
POWELL, Mr. J. -	Head Master of the National School, Northill, Beds. -	94	II., 71
POWELL, Mr. T. E. -	A representative of the Working Classes -	282	III., 397
PRICE, Rev. N. -	Vice-Chairman of the School Board, Bushey, Herts. -	222	II., 865
RANDALL, Miss E. -	Head Mistress of St. Philip's Girls' School, Heigham, Norwich -	117	II., 194
RICHARDS, Rev. H. W. P. -	Vicar of Isleworth -	146	II., 363
RICHARDS, Rev. W. J. B., D.D. -	Diocesan Inspector of Roman Catholic Schools, St. Charles' College, Notting Hill -	151	II., 393
RIDGEWAY, Mr. W. -	Head Master of the Staveley Works School, near Chesterfield -	125	II., 234
RIGBY, Mr. T. -	Secretary to the Royal Manchester, Liverpool, and North Lancashire Agricultural Society -	288	III., 435
ROBINSON, Mr. J. -	Chairman of the School Attendance Committee of the Leek Union -	253	III., 160
ROE, Rev, Prebendary -	Rector of Poyntington, Dorset. Diocesan Inspector and Director of the late Training College at Highbury -	294	III., 475
ROGERS, Mr. A. C. -	Assistant Teacher in the Bellenden Road Board School, Peckham -	162	II., 446
ROOPER, Mr. T. G. -	One of H.M. Inspectors of Schools -	232	II., 949
ROSCOE, Sir H. E., M.P. -	Member of the late Royal Commission on Technical Education -	299	III., 507
SARGENT, Mr. E. B. -	Toynbee Hall, late Secretary to the London Pupil Teachers' Association -	293	III., 462
SCOTSON, Mr. J. -	Head master of the Higher Grade School, Manchester -	130	II., 261
SCOTT, Rev. J. J. -	Rector of St. Clement's, Salford -	260	III., 210
SEABROOK, Mr. J. F. -	Organising Master of the Rochester Diocesan Board of Education -	261	III., 216
SHARPE, Rev. T. W. -	One of H.M. Chief Inspectors of Schools -	22	I., 156, 226
SIZER, Mr. G. J. -	Chairman of the School Attendance Committee, Tendring Hundred, Essex -	244	III., 96
SMITH, Mr. C. -	Head Master of St. Thomas' Charterhouse Church School -	99	II., 94
SMYTH, Mr. T. -	A representative of the Working Classes, Chelsea -	281	III., 379
SNAPE, Mr. T. -	Member of the United Methodist Free Churches -	238	III., 30
STAMER, Ven. Archd. Sir L. -	Stoke-upon-Trent -	137	II., 307
STEVENS, Mr. E. -	Head Master of the Hartlip Endowed School, Sittingbourne -	120	II., 210
STEVENSON, Lady -	Manager of Schools under the London School Board -	150	II., 386
STEWART, Rev. D. J. -	One of H.M. Chief Inspectors of Schools -	16	I., 100
SUNGE, Rev. F. -	H.M. Chief Inspector, Eastern Division -	311	III., 622
TAIT, Mr. S. B. -	Late Head Master of a Board School, Huddersfield -	118	II., 195
TOWERS, Mr. E. -	Secretary of the Sunday School Union -	235	II., 990
TREVOR, Miss F. -	Principal of the Bishop Otter Memorial College, Chichester -	78	I., 495
TWISS, Mr. C. -	Head Master of the British School, Warrington -	290	III., 454
WALLER, Rev. D. J. -	Secretary to the Wesleyan Education Committee -	36	I., 245
WARBURTON, Rev. Canon -	One of H.M. Chief Inspectors of Schools -	43	I., 287
WAYMOUTH, Mr. S. -	Head Master of a Private School, Seven Sisters' Road, Holloway -	275	III., 330
WHITTENBURY, Miss -	Head Mistress of the Sydney Road Board School, Homerton -	93	II., 67
WILD, Mr. R. -	Head Master of Byron Road Board School, Bromley, E. -	81	II., 1
WILKINSON, Mr. T. -	Late Head Master of a Board School, Harrow -	160	II., 440
WILKS, Mr. M. -	Member of the London School Board -	263	III., 230
WILLES, Rev. Canon -	Rector of Monk Sherborne, Basingstoke -	254	III., 168
WILLIAMS, Rev. C. -	Chairman of the Baptist Union, Accrington -	243	III., 84
WILLIAMS, Mr. H. -	Representative of the Working Classes, Gray's Inn Road -	262	III., 226
WILLIAMS, Mr. H. R. -	Chairman of the Ragged School Union -	288	III., 438
WILLIAMS, Mr. L., J.P. -	Chairman of the Cardiff School Board -	223	II., 872
WILLIAMS, Mr. R. B. -	Superintendent of the Visitors of the London School Board, East Lambeth Division -	231	II., 915
WILLIAMS, Mr. T. M. -	Member of the Society for the Utilisation of the Welsh Language in Education -	238	III., 26
WILLIAMS, Mr. W. -	H.M. Chief Inspector in Wales -	303	III., 540
WINGFIELD, Rev. Canon -	Rector of Welwyn, Herts -	155	II., 409
WRIGHT, Mr. T. G. -	Inspector of Board Schools, Bristol -	210	II., 797

## SYLLABUS OF POINTS FOR INQUIRY.

1. The existing law,—how it grew up :
    - A. The law previous to 1870.
      - (a) The grants from Government, from 1832 to 1858.
      - (b) The recommendations of the Duke of Newcastle's Commission of 1858.
      - (c) The Codes, 1862-1870, following the Report (1861) of that Commission.
    - B. The Acts from 1870 to 1880.
      - (a) Principal provisions of the Act of 1870.
      - (b) Principal provisions of the Act of 1873.
      - (c) Principal provisions of the Act of 1876.
      - (d) Principal provisions of the Act of 1880.
    - C. The Codes and Instructions after 1870.
      - (a) The Code, 1871, adapting former Codes to the Act of 1870.
      - (b) The Codes, 1872 to 1881.
      - (c) The Code, 1882.
      - (d) Subsequent Codes.
      - (e) Instructions to Inspectors.
  2. The existing state of facts,—as to
    - (a) Buildings :
    - (b) Number of scholars :
    - (c) Income and expenditure :
    - (d) Staff and salaries :
    - (e) Comparison of voluntary and board schools :
    - (f) Merit grants :
    - (g) Small schools :
    - (h) Training colleges :
    - (k) Average duration of school life.
  3. The working of the law :
    - The provision made—
      - (a) For the supply of schools :
        - (i) Sufficiency :
          - (a) How far is it attained ?
          - (b) On what basis is it calculated ?
          - (c) To what extent should provision be made for children—
            - Between 3 and 5,
            - Between 11 and 13 :
          - (b) To what extent should "babies' rooms" be supplied ?
        - (ii) Suitability :
          - (a) By whom, in practice, is it determined ?
          - (b) On what principles ?
          - (c) What account should be taken of religious differences ?
      - (b) For the management of schools :
      - (c) For inspection :
        - (i) Is familiarity with school-work management sufficiently considered in the appointment of Inspectors ?
        - (ii) How far should they be drawn from the ranks of elementary teachers ?
        - (iii) Is an uniform standard of examination fairly arrived at by Inspectors ?
        - (iv) Welsh schools.
      - (d) For supply of teachers :
        - (i) Certificated teachers :
          - (a) Is the supply sufficient ?
          - (b) In what way should it be kept up ?
        - (ii) Pupil-teachers :
          - (a) Is the supply adequate for—
            - Immediate service :
            - Recruiting the ranks of certificated teachers ?
          - (b) By shortening the period of their apprenticeship, might their ranks be recruited from young persons who have passed the Senior Local University Examinations ?
          - (c) Is the teaching received by pupil-teachers satisfactory ?
          - (d) Is the system of instruction at centres an improvement upon the old plan ?
          - (e) Is the instruction imparted by pupil-teachers satisfactory ?
          - (f) Is sufficient care taken to supervise the health of the pupil-teachers and eliminate those who are physically unfit ?
  - (iii) School staff :
    - (a) On what scale should it be calculated ?
    - (b) Should the principal teacher be reckoned in calculating the staff of large schools ?
  - (iv) Is it desirable that a general system of superannuation pensions should be established ; and if so, on what principle ?
  - (e) Training colleges :
    - (i) Their efficiency :
    - (ii) Their cost :
    - (iii) Day training colleges (as in Scotland).
  - (f) For regular attendance of children :
    - (i) Compulsion :
      - (a) How is it carried out by—
        - School boards ?
        - School attendance committees ?
      - (b) To what extent has it increased—
        - The numbers on the roll ?
        - Regularity of attendance ?
      - (c) How far is the 22 weeks system as qualification for examination an improvement on the 250 attendances in inducing the teachers to interest themselves in regularity of attendance ?
      - (d) What residuum of school population is left untouched ?
      - (e) Would day industrial schools (as recommended by Royal Commission) be the best way of meeting the difficulty in such cases ?
      - (f) Labour certificates ?
    - (ii) Obstacles to school attendance :
      - How far are they due to—
        - (a) poverty or neglect on the part of parents ?
        - (b) capricious migration from school to school ?
        - (c) laxity of school authorities ?
        - (d) working of Summary Jurisdiction Act, 1879, as affecting the collection of the fines imposed on the parent ?
        - (e) attitude of magistrates ?
    - (iii) Should half-time standards be abolished ?
      - The working of the half-time system.
    - (iv) Should the 5th Standard be universally made the standard for total exemption ?
4. The efficiency of our present machinery both central and local :
  - A. For average children :
    - I. Religious and moral training :
      - (a) What was the former, and what is the present practice as regards moral training and inculcation of morality ?
        - Is there any tendency in the present system, as compared with the system in use before 1870, to lower the importance of religion and morality in estimation of managers, teachers, and children ?
    - (b) Former and present practice as to religious observances and religious teaching—
      - in (1) voluntary schools ;
      - (2) board schools :
        - (i) Time given to prayer and singing of hymns.
        - (ii) To reading of Bible, with or without comment.
        - (iii) To other religious instruction.
        - (iv) Is it at the beginning or end of school day ? or at the beginning or end of a meeting for different standards ?
        - (v) How far is religious knowledge tested by examination ?
        - (vi) Are registers marked before or after religious teaching and observances ?
        - (vii) Is religious teaching suspended or abridged for some time before the day of Government inspection ?
        - (viii) How many children withdrawn from it ?
        - (ix) Are time-tables generally adhered to on this subject ?

- (x) Is conscience clause effective? any complaints from school authorities as to infringement? or from parents?
  - (xi) List of purely secular schools, with number of children. Returns as to religious teaching and observances.
  - (xii) Are religious teaching and religious observances neglected in schools on account of the pressure of secular teaching, rendered necessary to secure State aid under the provisions of the Code?
    - Effect of present system on religious and moral teaching of children.
    - What is general wish of teachers and parents?
    - Inexpediency of allowing religious teaching to be given by unbelievers.
    - How far does present system turn out the children well-principled and conscientious?
  - (c) The law as to religious teaching in English-speaking Colonies, and in America, and effect.
- II. Secular instruction :
- (a) The subjects of instruction :
    - (i) The three primary subjects :
      - Does reading receive sufficient attention?
      - Linear drawing?
    - (ii) The standards :
      - (a) Are the present standards right in themselves?
      - (b) Are the present standards too exacting?
      - (c) Are any standards necessary?
    - (iii) The class subjects and the special subjects :
      - (a) Are they suitable? Are they in right relation to one another and to the primary? Are they reasonably to be called elementary?
      - (b) What substitutes for them are desirable in special cases?
      - (c) How far is the bilingual difficulty met in Wales?
      - (d) The Welsh language.
      - (e) How far are the class subjects within the reach of small schools?
      - (f) Should not the school authorities be allowed to determine for themselves in which and how many of the class subjects they would present children for examination?
      - (g) Should the special subjects be deferred till Standard V. is passed?
      - (h) Should not some which are special in the Code be class subjects in special localities?
    - (iv) Elementary science :
      - To what extent can it be taught in elementary schools?
    - (v) Technical instruction :
      - "As grants are made in girls' schools for needlework, why not for mechanical drawing and handicraft in boys' schools." (See Report of Commission on Technical Education, Vol. I., p. 524.)
    - (vi) Effect of present grant for cookery :
      - Is further enlargement desirable?
  - (b) The quantity of the knowledge demanded :
    - (i) Is it such as to cause over-pressure? Definition of over-pressure.
    - (ii) Does over-pressure still exist to any extent?
      - If so, what does it arise from, in the case of—
        - (a) teachers?
        - (b) pupil-teachers?
        - (c) scholars?
    - (iii) How is it to be remedied?
    - (iv) Is the amount of knowledge required more than average children can master thoroughly?
    - (v) Is due effect given by inspectors to the claims for exemption from examination allowed by the Code?
    - (vi) Is the amount required under any one head too much? or too little?
  - (c) The organisation of the school :
    - (i) Does the Code interfere with the freedom of the organisation? and, if so, how, and to what extent?
    - (ii) Is it desirable, and, if so, under what circumstances, to grade the schools in large places? and to have promotions from one to another?
    - (iii) In larger centres of population, ought encouragement to be given to the establishment of higher elementary schools, and, if so, on what basis?
    - (d) The effect of—
      - (i) merit grants :
      - (ii) should a larger amount of the Parliamentary grant be made to depend on attendance, and less on individual examination?
    - (e) The effect of paying for education according to results tested by annual examinations—
      - (i) on teachers :
      - (ii) on scholars :
      - (iii) on schools aided on fixed standards under every variety of circumstances and requirements :
      - (iv) on inspection :
      - (v) on the quality of the education.
    - (f) Total educational result—
      - How far does the present system tend to turn out the children—
        - (i) Well-principled and conscientious?
        - (ii) Generally intelligent?
        - (iii) Capable of earning their living?
- B. For exceptional children :
- (a) The effect of the system on the dull and in any way deficient :
    - (i) Is there any tendency to neglect the dull for the clever?
    - (ii) Is any special provision for such children possible? or desirable?
  - (b) The effect on the clever and gifted :
    - (i) Is there any tendency to neglect the clever for the dull?
    - (ii) Could exhibitions be provided for enabling the clever to proceed to more advanced schools?
5. Board schools :
- (i) Comparison between board schools and other public elementary schools in reference to—
    - (a) Buildings and playgrounds :
    - (b) Apparatus and general equipment :
    - (c) Attendance :
    - (d) Staff :
    - (e) Results : General : In selected districts.
  - (ii) Are there any, and, if any, what, characteristic differences between the working and results of board schools and of other inspected elementary schools, arising out of the different conditions under which the two classes of schools respectively are managed and maintained?
  - (iii) Are there educational and other reasons in favour of—
    - (a) The universal establishment of school boards?
    - (b) The transfer to school boards of the administrative power and financial responsibilities of denominational managers, leaving to denominational managers the provision of religious instruction in all denominational schools?
    - (c) The limitation of the education given by the boards in board schools to secular subjects, and the opening of the schools before and after the hours of secular teaching to the clergy and other representatives of the churches for purposes of religious instruction?
6. Special schools and their difficulties :
- (a) Rural schools :
  - (b) Half-time schools :
  - (c) Welsh schools :
  - (d) Workhouse schools.
7. Relations of ordinary elementary schools to other schools—
- (a) How far does the present system prepare for, or encroach upon—
    - (i) Technical education?
    - (ii) Advanced general education?
  - (b) Evening schools :
    - (i) Should different standards of proficiency be recognised for town and country?
    - (ii) To what extent should the curriculum of work be a repetition, or extension, of that done in the elementary school?
    - (iii) Is the number of nights excessive that a school must be open to obtain a grant?
    - (iv) Ought some attendance at evening school up to 14 years of age to be made obligatory on those who have left the day school?

8. The burden of the cost.
- (a) On the central Government:
    - (i) Is the system of protecting the national purse by inspection, &c. sufficient?
    - (ii) Might it be made less stringent, and larger authority given to local bodies, *e.g.*, the proposed county boards?
    - (iii) Ought the 17s. 6d. limit to be removed? (Act of 1876, sect. 19 (1)).
  - (b) On the rates:
    - (i) Would it be possible to throw more on the rates? or less?
    - (ii) To what extent would the proper division of cost to be borne by the State and by rates depend on the amount of control exercised by a local authority (say the county board), and on the resources for taxation (personal property, license duties) conferred on the latter?
  - (c) On voluntary subscribers:
    - (i) Could their burden be put directly or indirectly on the rates, without involving control by the general body of ratepayers?
    - (ii) If putting the burden on the rates involves control by the ratepayers, is this an objection or the reverse?
    - (iii) What is the financial condition of voluntary schools?
    - (iv) Are many in struggling circumstances?
    - (v) Is it chiefly the small schools which feel the pressure?
    - (vi) In view of the disadvantages under which small schools labour in earning grants, should there be an extension of the present grants (provided in the Act of 1876, s. 19 (2)), in all cases where the average attendance does not exceed 60?
  - (d) On the parents:
    - (i) Is the burden on parents unreasonable?
    - (ii) Does it damage the efficiency of the school by causing irregularity of attendance or the like?
    - (iii) Would it be possible to put this burden anywhere else, without involving further control by those who bore it?
    - (iv) If the burden be removed from the parents, and control by those who become the bearers of that burden follows, will this be an advantage to education or the reverse? Should parents have a voice in the selection of the persons having the control, and, if so, in what way, and within what limits?
    - (v) If the fee is to be retained, should the county court be made easily available for the recovery of fees in arrears?
    - (vi) To what extent are the fees of indigent scholars—
      - (a) remitted by school boards?
      - (b) paid by guardians?
      - (c) left unpaid?
    - (vii) What better machinery could be provided for the payment of fees of indigent scholars than that now adopted?
    - (viii) What has been the effect on attendance of—
      - (a) fees remitted?
      - (b) fees paid by guardians?
9. School libraries and museums:  
Should grants in aid be made to meet local contributions for these objects?
10. School boards:
- (a) Should the present system of election be maintained?
  - (b) Should members be elected for a longer period than three years?
  - (c) How could the expense of these elections be curtailed?
  - (d) Do the conditions of transfer of voluntary schools need alteration?
  - (e) Enlargement or diminution of rating area of school boards:
  - (f) Should facilities for dissolution of school boards be increased?
  - (g) Position of managers under school boards:  
Should they be given further legal recognition with definite duties and powers?  
Should they be especially elected by the ratepayers or continue to be nominated by the board?
  - (h) School attendance committee contracting with neighbouring district.
11. Grievances:  
Most of the grievances would come before the Commission under the foregoing heads; but there would be some which must be treated separately, more or less.
- (a) The teachers complain—
    - (i) that they have nothing to look forward to; neither pensions nor career, nor means of laying by money.
    - (ii) that there is no adequate appeal against capricious dismissal; and also as to the present mode of dealing with their appeals.
  - (b) Employers complain that the education unfits the children for manual labour, and gives them a distaste for it.
  - (c) Parents complain that they lose the services of their children to an unreasonable degree; and that the compulsion is too rigid.
  - (d) Managers complain of—
    - (i) the difficulty of raising the necessary money;
    - (ii) the perpetually increased requirements of the Department, both in money and in standard of the children's attainment;
    - (iii) the rigidity of the system prescribed by the Code;
    - (iv) the rating of schools;
    - (v) the absence of adequate means of appeal against faults of inspection and imperfect reports of inspectors;
    - (vi) the capricious removal of teachers.
- Are any of these complaints well founded? and remediable?
12. Committee of Council on Education:  
Is the present constitution of the Education Department satisfactory?

INDEX TO EVIDENCE.

CONTENTS.

	Page.
List of Subjects arranged alphabetically . . . . .	3
List of Witnesses arranged alphabetically . . . . .	5
Index to Evidence . . . . .	8

# LIST OF SUBJECTS.

	Page.		Page.
Act of 1870	8	Exemptions	57
Act of 1873	8	Exhibitions	58
Act of 1876	8	Existing law, the, how it grew up	59
Act of 1880	8	Existing state of facts	59
Administration in Ireland	9		
Area of school board districts	9	Fees	60
Attendance in Ireland	9	Fees, abolition of	61
Average duration of school life	9	Fees, payment of, by guardians	61
Average duration of school life in Ireland	10	Fees, remission of	62
		Fees, uniform	62
		Free education	63
Babies' rooms	10		
Bi-lingual difficulty in Wales	10	Grading of schools	63
Buildings	13	Grants from Government from 1832 to 1858	63
Building grants in Ireland	13	Grievances of employers	63
Burden of the cost on the Central Government	13	Grievances. Increased requirements of the Code	63
		Grievances of managers	64
Caisse des Écoles	14	Grievances of parents	64
Capricious migration	14	Grievances. Rating of schools	64
Catholic Poor Schools Committee	14	Grievances of teachers	64
Certified teachers. <i>See</i> Teachers.			
Civic instruction	14	Half-time schools	65
Class subjects and special subjects	15	Half-time system: the working of the	66
Clever and gifted children	21	Higher elementary schools	69
Codes from 1862 to 1870	21	Honour certificates	73
Codes and instructions after 1870	21		
Code, the	22	Income and expenditure	73
Committee of Council on Education	22	Inspection	73
Comparison between board and voluntary schools	23	Inspectors	82
Compulsion	29	Instructions in housewifery	84
Compulsion: the numbers on the roll	34	Irish Board Commissioners	84
Conscience clause	34	Irish language	85
Cookery	36		
Curriculum in Ireland	40	Labour certificates	85
		Lady teachers	86
Day industrial schools	40	Local support in Ireland	86
Day training colleges	41		
Deaf and dumb	44	Magistrates, attitude of	86
Development of system in Ireland	44	Management of schools	86
District schools	44	Management in Ireland	91
Drawing	45	Managers under boards	91
Dull and deficient children	46	Merit grants	91
		Moral training	96
Écoles enfantines	47		
Écoles libres	47	Needlework	98
Écoles maternelles	47	Newcastle's, the Duke of, Commission	99
Écoles primaires	47	Number of scholars	99
Écoles primaires supérieures	47		
Education in Australia	48	Obstacles to school attendance	99
Education in France	48	Organisation of schools	101
Education in New South Wales	49	Over-pressure	107
Education in Victoria	49		
Education in the United States	49	Parents: the burden of the cost on	112
Education of pauper children	49	Parliamentary grant	119
Efficiency of our present machinery, both central and local	49	Pauper children in public elementary schools	121
Elections, school boards	50	Payment by results	121
Elementary science	50	Penny dinners	123
Employment of children in theatres	53		
Evening classes in France	53		
Evening schools	54		
Exceptional children	57		

	Page.		Page.
Pensions to teachers - - -	129	Special grants to small schools -	190
Physical instruction - - -	131	Staff and salaries - - -	190
Private schools - - -	132	Standards - - -	191
Pupil-teachers - - -	133	Sufficiency - - -	197
Pupil-teachers: centre system -	144	Sufficiency: on what basis calculated -	197
		Sufficiency: provision made for children -	198
		Suitability: how and by whom determined -	198
		Summary Jurisdiction Act - - -	201
		Supply of schools - - -	201
Ragged schools - - -	145	Teachers, certificated - - -	208
Rates: assistance from for voluntary schools -	146	Teachers in workhouse schools - -	214
Rates: burden of the cost on - -	146	Teachers' salaries in France - -	214
Reading - - -	149	Teachers, the supply of - - -	214
Refusal of grant - - -	150	Technical instruction - - -	216
Regular attendance - - -	150	Three primary subjects of instruction -	220
Religious and moral training - -	155	Total educational results - - -	226
Religious instruction - - -	160	Total exemption - - -	230
Rural schools - - -	171	Training colleges - - -	233
		Training of teachers in Ireland - -	250
		Transfer of voluntary schools to board schools	250
School age in France - - -	173	Twenty-two weeks' system - - -	253
School boards - - -	173		
School boards: dissolution of - -	173	Uniformity of standard - - -	254
School boards: education to be secular only -	173		
School board elections - - -	174	Voluntary subscribers: the burden of the	
School board managers - - -	175	cost on - - -	255
School boards: reasons for or against the			
universal establishment of - - -	175	Welsh schools - - -	260
School books - - -	180	Wesleyan Education Committee - -	261
School libraries and museums - -	180	Workhouse schools - - -	262
School savings banks - - -	181	Working of the law - - -	262
School staff - - -	181		
Scotch Education Act - - -	187		
Seventeen and sixpenny limit - -	187		
Singing - - -	189		
Small schools - - -	189		
Social economy - - -	190		



# INDEX TO EVIDENCE.

## ALPHABETICAL LIST OF WITNESSES.

Name.	Description.	Page.
ADAMS, Mr. W. B.	Head Master of the Fleet Road Senior Board School, Hampstead	8
ALEXANDER, Mr. A.	Director of the Liverpool Gymnasium, and Hon. Sec of the National Physical Recreation Society.	9
ALLIES, Mr. T. W.	Secretary and Treasurer to the Catholic Poor Schools Committee	9
ANDERSON, Mr. W.	Chairman of the Erith School Board, Kent	9
ARNOLD, Mr. C. T.	Honorary Solicitor to the National Society	9
ARNOLD, Mr. M.	Formerly one of H.M. Chief Inspectors of Schools	9
ASTON, Rev. W.	Vicar of St. Thomas', Bradford, Yorkshire	9
ATKINSON, Rev. J.	President of the Free Churches of the Primitive Methodist Society	9
BALCHIN, Mr. R.	Head Master of Nunhead Passage School	10
BARBER, Ven. Archdeacon	Archdeacon of Chester	10
BAXENDALE, Mr. P.	Head Master of Eastbrook British School, Bradford	10
BELSEY, Mr. F. F.	Chairman of the Rochester School Board	10
BIRLEY, Mr. H.	Manager of the National Schools at Manchester and Salford	12
BODINGTON, Professor N.	Principal of the Yorkshire College, Leeds	12
BOURNE, Mr. A.	Secretary to the British and Foreign School Society	12
BRADBURY, Mr. J.	Head Master to the Abney British School, Mossley, Manchester	12
BRODIE, Mr. E. H.	H.M. Inspector, Worcester District	12
BROMILOW, Rev. W.	Principal of the Home and Colonial Training College for Mistresses, Gray's Inn Road	12
BROOKE, Mr. J. A.	Chairman of the Huddersfield and Saddleworth Church Day School Institution.	12
BRUCE, Rev. R.	Congregational Minister, Huddersfield, and Member of the Huddersfield School Board.	12
BUCKMASTER, Mr. J. C.	Organising Master for the Science and Art Schools in connexion with the Science and Art Department	12
BURGES, Rev. R. B.	Vicar of St. Paul's, Birmingham	14
BURGWIN, Mrs	Head Mistress of the Orange Street Board School, Southwark	14
BUXTON, Mr. E. N.	Late Chairman of the London School Board	14
CALDER, Miss F.	Hon. Sec. of the Liverpool Training School of Cookery, and Hon. Sec. of the Northern Union of Training Schools of Cookery	14
CASTLE, Miss A. M.	Head Mistress of Duneton National School, near Petworth	14
CLARKE, Mr. D.	Head Master of the Pensnett Board School, near Dudley	14
CLOUGH, Mr. R.	Chairman of the Bingley School Board	21
COMBES, Mr. E., C.M.G.	President of the Institute for Technical Instruction in New South Wales.	22
CONWAY, Mr. L.	Master of the Holy Cross Roman Catholic Schools, Liverpool	36
CROMWELL, Rev. Canon	Principal of St. Mark's Training College, Chelsea	40
CROSSKEY, Rev. Dr.	Chairman of the School Management Committee of the Birmingham School Board, and one of the Hon. Secs. of the Central Nonconformist Committee.	40
CUMIN, Mr. P., C.B.	Secretary of the Education Department	40
CUNYNGHAME, Mr. H. H. S.	One of H.M. Assistant Charity Commissioners	40
DALGLISH, Mr. W. S.	Representative of the North of England Voluntary Schools Federation	40
DANIEL, Rev. Canon	Principal of St. John's Training College, Battersea	40
DAVENPORT-HILL, Miss R.	Member of the London School Board	40
DAVIES, Mr. D. I.	H.M. Sub-Inspector of Schools, Merthyr Tydvil District	40
DEANE, Rev. Prebendary	Rector of East Marden, and Manager of the Chichester and Brighton Training Colleges.	44
DEVONSHIRE, Mr. J. H.	Head Master of the Wesleyan School, Mintern Street, Hoxton	44
DIGGLE, Rev. J. R.	Chairman of the London School Board	45
DUNCAN, Rev. J.	Secretary to the National Society	47
EVANS, Mr. B. G.	Secretary to the Society for the Utilisation of the Welsh Language in Education, Cardiff.	53
FAWCETT, Mrs. H.	Todmorden, Lancashire	62
FELDEN, Mrs.	Inspector's Assistant, West Ham District	62
FINCH, Mr. A.	Head Master of the Blue Coat School, Durham	62
FISH, Mr. J.	H.M. Chief Inspector of Training Colleges for Schoolmistresses	62
FITCH, Mr. J. G.	Mistress of St. Patrick's Infant School, Manchester	62
FOX, Miss C.		62

Name.	Description.	Page.
GILMORE, Rev. J. - - -	Chairman of the Sheffield School Board - - -	63
GRAHAM, Rev. Dr. - - -	Principal of St. Mary's Roman Catholic Training College, Brook Green, Hammersmith. - - -	63
GRAVES, Mr. A. P. - - -	H.M. Inspector, Taunton District - - -	63
GREENING, Mr. W. H. - -	Member of the Birmingham School Board - - -	63
GRIFFITHS, Ven. Archdeacon	Chairman and Hon. Treasurer of the Council of the Society for the Utilisation of the Welsh Language in Education. - - -	65
GROVE, Mr. J. W. - - -	Head Master of All Souls' School, Langham Place - - -	65
HANCE, Mr. E. - - -	Clerk to the Liverpool School Board - - -	69
HANSON, Mr. J. - - -	Vice-Chairman of the Bradford School Board, and Chairman of the School Management Committee. - - -	69
HARRISON, Mr. H. E. B. -	H.M. Inspector of Schools, Liverpool District - - -	69
HEADDON, Miss - - -	Member of the Association for the Promotion of Housewifery - - -	69
HEALING, Mr. T. - - -	H.M. Sub-Inspector, Romford District - - -	69
HENDERSON, Mr. A. D. C. -	Head Master of St. Luke's Church of England School, Chadderton, Oldham. - - -	69
HOLDSWORTH, Mr. D. - -	Head Master of Clarence Street Wesleyan Schools, Newcastle-on-Tyne - - -	73
HOLGATE, Mr. W. - - -	Inspector of Schools under the Local Government Board for the Metropolitan District. - - -	73
HORN, Mr. J. S. - - -	Clerk to the Burnley Union School Attendance Committee - - -	73
HORSEFIELD, Mr. E. - - -	Head Master of St. Saviour's School, Everton, near Liverpool - - -	73
JONES, Mr. H. - - -	Professor in the University College, Bangor - - -	85
KEENAN, Right Hon. Sir PATRICK, K.O.M.G., C.B.	Resident Commissioner of National Education in Ireland - - -	85
KELLY, Rev. C. H. - - -	Secretary to the Wesleyan Methodist Sunday School Union - - -	85
KNOWLER, Mrs. S. - - -	Head Mistress of Dibden National School, near Southampton - - -	85
LAMBERT, Miss A. - - -		—
LEE, Mr. W. - - -	Clerk to the Leeds School Board - - -	86
LEIGH, Mr. W. - - -	Chairman of the Stockport School Attendance Committee - - -	86
LEWIS, Rev. D. - - -	Rector of Merthyr Tydvil - - -	86
LINGEN, The Lord - - -		86
MCCARTHY, Rev. E. M. - -	Vice-President of the Birmingham School Board - - -	86
McKENZIE, Mr. J. - - -	H.M. Sub-Inspector on Supply - - -	86
McNEILE, Rev. Canon - - -	Vicar of St. Paul's, Liverpool, and Chairman of the Liverpool School Managers' Conference. - - -	86
MAGNUS, Sir P. - - -	Organising Director and Secretary of the City and Guilds of London Institute for the Advancement of Technical Education. - - -	86
MANLEY, Miss L. - - -	Head Teacher and Mistress of Method at the Stockwell Training College. - - -	91
MANSFORD, Mr. C. - - -	Vice-Principal of the Wesleyan Training College, Westminster - - -	91
MARTIN, Mr. W. - - -	H.M. Sub-Inspector, Marylebone District - - -	91
MAUL, Rev. R. G. - - -	Vicar of Hopesay, Aston-on-Clun - - -	91
MENET, Rev. J. - - -	Vicar of Hockerill, Herts, and late Chaplain of the Hockerill Training College. - - -	91
MITCHELL, Mr. C. T. - - -	Member of the Committee of the National Vigilance Association - - -	96
MORRIS, Mr. E. - - -	Head Master of the British School, Menai Bridge, Anglesea - - -	98
MORRISON, Dr. - - -	Director of the Free Church Normal Training College, Glasgow - - -	98
MURRAY, Mr. J. - - -	Head Master of St. Francis Xavier Roman Catholic Schools, Liverpool - - -	98
MUSCOTT, Mr. W. - - -	Headmaster of the Garsington Church of England Mixed Schools, near Oxford. - - -	98
NAPPER, Miss S. - - -	Head Mistress of Rochford Church School, near Tenby - - -	99
NEATH, Miss C. - - -	Head Mistress of Ditton National School, near Maidstone - - -	99
NEWBOLD, Mr. J. - - -	Late Head Teacher of a Wesleyan School, Manchester - - -	99
NICKAL, Mr. J. - - -	Inspector under the London School Board - - -	99
NORRIS, Ven. Archdeacon, D.D.	Archdeacon of Bristol - - -	99
NUNN, Rev. J. - - -	Chairman of the Manchester School Board - - -	99
OAKELEY, Mr. H. E. - - -	H.M. Chief Inspector of Training Colleges for Schoolmasters - - -	99
O'DONOGHUE, Mr. J. J. - -	Clerk to the Kingston-on-Hull School Board - - -	100
OSTERBERG, Madame B. - -	Principal of Hampstead Physical Training College - - -	107
OWEN, Dr. I. - - -	Member of the Society for the Utilisation of the Welsh Language in Education. - - -	112

Name.	Description.	Page.
PALGRAVE, Mr. R. H. INGLIS	Belton, Great Yarmouth	112
PALMER, Mr. J.	A representative of the Church of England Sunday School Institute	112
PARISH, Rev. W. D.	Vicar of Selmeston, Sussex	119
PARKER, Mr. H.	Chairman of the Birkenhead School Attendance Committee	119
PATON, Rev. J. B., D.D.	Member of the Recreative Evening Classes Association	121
POWELL, Mr. J.	Head Master of the National School, Northill, Beds	132
POWELL, Mr. T. E.	A representative of the Working Classes	132
PRICE, Rev. N.	Vice-Chairman of the School Board, Bushey, Herts	132
RANDALL, Miss E.	Head Mistress of St. Philip's Girls' School, Heigham, Norwich	146
RICHARDS, Rev. H. W. P.	Vicar of Isleworth	170
RICHARDS, Rev. W. J. B., D.D.	Diocesan Inspector of Roman Catholic Schools, St. Charles' College, Notting Hill.	170
RIDGEWAY, Mr. W.	Head Master of the Staveley Works School, near Chesterfield	170
RIGBY, Mr. T.	Secretary to the Royal Manchester, Liverpool, and North Lancashire Agricultural Society.	170
ROBINSON, Mr. J.	Chairman of the School Attendance Committee of the Leek Union	171
ROE, Rev. Prebendary	Rector of Poyntington, Dorset. Diocesan Inspector and Director of the late Training College at Highbury.	171
ROGERS, Mr. A. C.	Assistant Teacher in the Bellenden Road Board School, Peckham	171
ROOPER, Mr. T. G.	One of H.M. Inspectors of Schools	171
ROSCOE, Sir H. E., M.P.	Member of the late Royal Commission on Technical Education	171
SARGENT, Mr. E. B.	Toynbee Hall, late Secretary to the London Pupil Teachers' Association.	173
SCOTSON, Mr. J.	Head Master of the Higher Grade School, Manchester	187
SCOTT, Rev. J. J.	Rector of St. Clement's, Salford	187
SEABROOK, Mr. J. F.	Organising Master of the Rochester Diocesan Board of Education	187
SHARPE, Rev. T. W.	One of H.M. Chief Inspectors of Schools	189
SIZER, Mr. G. J.	Chairman of the School Attendance Committee, Tendring Hundred, Essex	189
SMITH, Mr. C.	Head Master of Thomas' Charterhouse Church School	189
SMYTH, Mr. T.	A representative of the Working Classes, Chelsea	190
SNAPE, Mr. T.	Member of the United Methodist Free Churches	190
STAMER, Ven. Archd. Sir L.	Stoke-upon-Trent	190
STEVENS, Mr. E.	Head Master of the Harthip Endowed School, Sittingbourne	197
STEVENSON, Lady	Manager of Schools under the London School Board	197
STEWART, Rev. D. J.	One of H.M. Chief Inspectors of Schools	197
SYNGE, Rev. F.	H.M. Chief Inspector, Eastern Division	208
TAIT, Mr. S. B.	Late Head Master of a Board School, Huddersfield	208
TOWERS, Mr. E.	Secretary of the Sunday School Union	233
TREVOR, Miss F.	Principal of the Bishop Otter Memorial Cottage, Chichester	252
TWISS, Mr. C.	Head Master of the British School, Warrington	254
WALLER, Rev. D. J.	Secretary to the Wesleyan Education Committee	259
WARBURTON, Rev. Canon	One of H.M. Chief Inspectors of Schools	260
WAYMOUTH, Mr. S.	Head Master of a Private School, Seven Sisters' Road, Holloway	260
WHITTENBURY, Miss	Head Mistress of the Sydney Road Board School, Homerton	261
WILD, Mr. R.	Head Master of Byron Road Board School, Bromley, E.	261
WILKINSON, Mr. T.	Late Head Master of a Board School, Harrow	261
WILKS, Mr. M.	Member of the London School Board	261
WILLES, Rev. Canon	Rector of Monk Sherborne, Basingstoke	261
WILLIAMS, Rev. C.	Chairman of the Baptist Union, Accrington	261
WILLIAMS, Mr. H.	Representative of the Working Classes, Gray's Inn Road	261
WILLIAMS, Mr. H. R.	Chairman of the Ragged School Union	261
WILLIAMS, Mr. L., J.P.	Chairman of the Cardiff School Board	261
WILLIAMS, Mr. R. B.	Superintendent of the Visitors of the London School Board, East Lambeth Division.	261
WILLIAMS, Mr. T. M.	Member of the Society for the Utilisation of the Welsh Language in Education,	261
WILLIAMS, Mr. W.	H.M. Chief Inspector in Wales	261
WINGFIELD, Rev. Canon	Rector of Welwyn, Herts	261
WRIGHT, Mr. T. G.	Inspector of Board Schools, Bristol	262

# INDEX TO EVIDENCE.

## ACT OF 1870.

Mr. PATRICK CUMIN.

Describes the provisions of the Act, 246-273, 364-375, 390-394, 397-401, 402, 403, 409-414, 420-440, 449-452, 459, 533-538, 550-560, 563, 564, 568-573, 580-587, 781-786, 855-862, 933-942, 1018, 1028-1033

Explains the expression "sufficient accommodation," 390-395, 450

Department can regulate the fees to be charged, 415-419.

Voluntary schools can remit fees, 440.

Section 99 of this Act relieved managers of any breach of trust if they complied with the provisions of the Act, 460-463.

Voluntary schools cannot receive assistance from the rates, 478-488.

There is nothing in the Act to forbid instruction in the Apostle's Creed, 488-492.

The Department allows this instruction provided there is no violation of section 14 of the Act, 493-505, 527, 528, 1078-1083.

In 1871 the Department defined the word "suitable," 510-512, 527, 528, 1078-1083.

The hour for religious instruction was fixed at the beginning or end of the school time, 513-518, 1650.

Dr. Moberley holds that the Apostle's Creed is excluded, 519-526.

School boards pass bye-laws actually forbidding doctrinal teaching, 529-532

The Act seems to have been framed with the idea that voluntary schools would not be able to be carried on by the increased grant, 539-541

The Department has power under the Code to vary the grant, 542-544.

Unless the Bible was taught in these schools a grant would not be given, 545.

Prior to 1870 the Church of England school managers had power to veto the appointment of inspectors, 546-549.

Section 98 gives the Department power to stop the building of unnecessary schools, 551-555.

The transfer section gives unusual power to managers as distinct from trustees, 565-567

The Department has power to compel the provision of a free school, 568-573, 751-756.

The Act contains no definition of elementary education, 574-576, 825, 903, 904, 1008, 1126

The subjects of instruction in elementary schools are divided into three heads, 580-587, 905-913, 951-957.

Prior to 1870 there were only voluntary schools, 588-600.

Section 97 provides that grants to voluntary and board schools shall be made on equal terms, 601-618.

Mentions a school in Birmingham conducted in the morning as an elementary school under the Act, and in the afternoon as a technical school, 619-621.

The number of standards contained in each Code, *ipso facto*, are elementary education by Act of Parliament, 830.

If additional school accommodation is required, a school board has a right to provide it, 855-862, 934, 1023-1028.

The board can compel children of all denominations to attend the board school unless they attend some other certified efficient school, 919-924.

In many cases a school board would avail itself of the proffered accommodation, 925-932, 934, 1023-1028.

Section 96 relates to applications for building grants, 2034-2037.

Rev. D. J. WALLER

The Education Act was required, and has been a very great boon, 7458.

Rev. Dr. CROSSKEY.

Explains the objects of the Central Nonconformist Committee, 41,037.

States the clauses upon which objections were based, 41,038-41,047, 41,352, 41,353, 41,793-41,797.

Nonconformist associations protest against the violation of religious equality in the present system, 41,048-41,050.

Mr. Forster's principle, that the school board system is merely supplemental, was not accepted by the Nonconformists, 41,299-41,301.

The Church of England got an extremely good bargain by the Act of 1870, 41,354-41,361

## ACT OF 1870—(continued).

Rev. Dr. CROSSKEY—(continued).

The Nonconformists maintain that the State ought not to aid religion, 41,346-41,362.

The largest number of children in this country are educated in institutions over which the people have no control whatever, 41,408-41,415.

The Birmingham League introduced an Education Bill, which was spoiled by the Manchester influences, 41,798-41,802.

Points out the two principles on which Mr. Forster based his Education Bill, 41,837-41,842.

The voluntary system has more than doubled since Mr. Forster's Act, 41,947-41,952.

Rev. R. BRUCE.

Congregationalists do not accept the Act as a settlement of the education question, 44,272-44,284, 44,368.

Rev. C. WILLIAMS.

Before 1870 the Baptists, objecting to receive State aid for religious instruction, were debarred from providing day schools, 44,625-44,627, 44,684-44,687.

The Act was not accepted by them as a settlement of the educational controversy, 44,628-44,633.

Rev. R. B. BURGESS.

It was meant to supplement, not to supplant schools, 45,194-45,196, 45,511.

It is a very beneficial Act, 45,297, 45,298.

Mr. W. H. GREENING.

The denominational party accepted the Act as supplementing and not supplanting the system, 45,566-45,569, 45,574-45,577, 45,650.

Has not superseded voluntary schools, 44,651-45,654.

## ACT OF 1873.

Mr. PATRICK CUMIN.

Gives particulars of this Act, 274

## ACT OF 1876.

Mr. PATRICK CUMIN.

Describes the provisions of the Act, 276-291, 294-296, 304-320, 337-349, 351-359, 361-363, 375-389, 432-448, 456-458, 847-854, 1084-1093.

Rev. C. WILLIAMS.

Is unjust to Nonconformists, 44,633.

## ACT OF 1880.

Mr. PATRICK CUMIN.

Describes the provisions of this Act, 292, 293, 299-303, 321-342, 350-359, 453-455, 847-850.

## ADAMS, Mr. WILLIAM BATEMAN

Is head master of Fleet Road Senior Board School, Hampstead, which is a mixed school, 14,947, 15,231-15,233, 15,441.

Held appointments previously at Pembroke British School, mixed; Finchley British School, mixed; and the Portland British Boys' School, Marylebone, 14,948.

His name is on the list of the National Union of Elementary Teachers, but is not a working member, 14,949.

Does not in any way represent their opinions, 14,950, 14,951.

Was for some years senior history teacher at the pupil-teachers' centres of Marylebone and Finsbury, 14,974.

Was trained in the Swansea British Schools; is a Congregationalist, 15,010, 15,011, 15,214.

His father was a teacher 35 years, 15,215, 15,216.

ADMINISTRATION IN IRELAND.

Sir P. KEENAN.

Describes the administration of the National Education Department, Ireland, 53,153.  
Two-thirds of the teachers' salaries are fixed, the remainder being derived from result fees, 53,153.

ALEXANDER, Mr. A.

Is director of the Liverpool Gymnasium and honorary secretary of the National Physical Recreation Society, 29,415.  
His experience is principally of schools in large towns, 29,428.

ALLIES, Mr. THOMAS W.

Has been secretary to the Catholic Poor Schools Committee for 33 years, 8951, 8956.  
The Committee was formed in 1847, and was recognised by Government, 8953-8955.  
The Committee train teachers at their male and female colleges to secure, as far as possible, the efficiency of Catholic elementary schools, 8957.

ANDERSON, Mr. WILLIAM.

Has been chairman of the Erith School Board six months, and a member since 1871, 38,117-38,120.

AREA OF SCHOOL BOARD DISTRICTS.

Mr. E. N. BUXTON.

Would not subdivide the area among several boards in London; all main questions are best settled by one central board, 31,564.

Would extend the area in rural districts to the parliamentary county divisions, 31,565, 31,566.

Separate school boards in London would be very expensive, 31,851-31,853.

Rev. R. BRUCE.

Prefers a larger area than a single parish, 43,855, 43,856, 43,912, 43,913.

Ven. Archdeacon BARBER.

Larger areas would give greater breadth of choice of members, but would involve many parishes, 49,769-49,772.

Mr. A. P. GRAVES.

Village school boards are unsatisfactory, 57,311, 57,327.

An enlarged area would be a step in the right direction, 57,318-57,317, 57,327-57,331.

Mr. J. MCKENZIE.

The area should include a fair number of the local gentry, 57,404-57,409.

The area of rural boards should be enlarged, 58,158-58,160, 58,295, 58,631, 58,632.

In some cases the members are not properly educated, 58,161, 58,203, 58,204, 58,293.

Church ministers are often elected, but not ministers of other denominations, 58,162-58,168.

Parents are frequently elected, 58,169.

An united school board for three or four parishes would work more efficiently, 58,200-58,202.

Many of the small school boards need eliminating, 58,203, 58,204.

Mr. E. H. BRODIE.

Is opposed to school boards with an area larger than the present, 58,830.

Mr. PATRICK CUMIN.

Small rural school boards vary very much in efficiency, 59,525-59,529.

County boards would have a larger area and a better class of members, 59,530-59,532, 59,534-59,538.

ARNOLD, Mr. CHARLES THOMAS.

Has been many years honorary solicitor to the National Society, 51,873.

ARNOLD, Mr. MATTHEW.

Has been an inspector and chief inspector for 35 years, 5081-5083.

ASTON, The Rev. W., LL.D.

Vicar of St. Thomas', Bradford, Yorkshire; has been secretary of the Bradford Church of England School Society since 1881, 45,933, 45,934.

Gives the accommodation in board and other schools in Bradford, with the average attendance, respectively and collectively, 45,935-45,938.

ATKINSON, Rev. JOHN.

Is President of the Primitive Methodist Connexion, 44,542.

ATTENDANCE IN IRELAND.

Sir P. KEENAN.

Is not yet obligatory, 53,317-53,322.

AVERAGE DURATION OF SCHOOL LIFE.

Mr. PATRICK CUMIN.

School life lasts from 5 or 6 years of age to 12 or 13 years, 1202, 1203.

There are no returns which give the time children have been at school, 1353-1361.

The duration of school life would be 10 years, unless children get through the seven standards quicker, 1417-1428.

The abolition of age for infant schools was sanctioned so as to enable the managers and the schoolmaster to classify the children as they thought best, 1435-1442.

Since 1881 the number of children at school over 14 has steadily decreased, 1517.

Table B. gives the duration of school life, 1648.

Mr. J. W. GROVE.

Children do not stay longer at school now than formerly, 14,889-14,894, 14,924-14,928, 14,930.

Mr. E. MORRIS.

Children leave about 10, after about seven years schooling, 23,529, 23,530.

Mr. J. H. DEVONSHIRE.

Children leave earlier than formerly, 23,640-23,646, 23,810, 23,918-23,923, 24,030-24,035.

The children dislike the work and leave earlier, even against the wishes of their parents, 24,073-24,075.

Rev. W. D. PARISH.

His children are almost all from the agricultural labouring class, 25,245-25,247.

They do not now remain so long at school, 25,248, 25,249, 25,306, 25,424.

Rev. J. R. DIGGLE.

Report showing exact ages of children in London board schools, 29,564-29,566, 29,854.

Rev. Prebendary DEANE.

Method by which the average duration can be approximately ascertained, 41,999-42,002, 42,045-42,050.

The duration of school life now is a little under eight years, 42,002, 42,051-42,056, 42,115-42,121, 42,135-42,142, 42,281.

Individual scholars are not longer under instruction now than formerly, 42,117.

There are not many children in elementary schools above the age of 13, 42,278.

There are a considerable number below the age of five, 42,279, 42,280.

### AVERAGE DURATION OF SCHOOL LIFE IN IRELAND.

Sir P. KEENAN.

Children leave school between 12 and 14, 53,324-53,326.

Prospect of labour tempts parents to remove their children early from school, 53,327.

### BABIES' ROOMS.

Miss WHITTENBURY.

Has generally had full baby rooms, especially in summer time, 15,662, 15,691.

Mr. H. PARKER.

No special provision should be made, 47,740, 47,741.

Mr. M. WILKS.

Are of the greatest use in very poor neighbourhoods, 48,658-48,662.

The auditor stopped further work in this direction, 48,659.

The school board should be allowed to carry out this work, 48,660, 48,661.

It is practicable to provide nurseries for children, but not to clothe and feed them as well, 49,119-49,125.

No diminution of children in school between three and five, 49,126-49,131.

### BALCHIN, MR. RICHARD.

Is head master of Nunhead Passage School; was formerly head master of the Gloucester Road School, 51,682-51,687.

Has had 27 years' experience, and was trained at the Borough Road College.

### BARBER, THE VENERABLE ARCHDEACON.

Is Archdeacon of Chester. Has been 12 years diocesan inspector of schools in Oxford diocese, and has been a school manager, 49,665-49,668.

### BAXENDALE, MR. PHILIP.

Is head master of the Eastbrook British School at Bradford. Is trained and certificated, and has been 13 years a head teacher, 14,048, 14,049, 14,401.

### BELSEY, F. F., Mr.

Is chairman of the Rochester School Board; has been a member since 1871, 29,294-29,296.

### BI-LINGUAL DIFFICULTY IN WALES.

Rev. T. W. SHARPE.

The more cultivated Welshmen say it does not exist, 4566.

At Bangor, as far as possible, the teachers avoid the use of Welsh, 4564-4567.

Mr. M. ARNOLD.

The two languages are rather an advantage than otherwise, 6126-6128.

The method of learning in English tells hardly in Wales, 6129.

Mr. L. WILLIAMS.

Better results would be obtained if some subjects were taught in Welsh instead of in English, 39,429-39,431.

The Welsh language should be encouraged and taught, 39,606-39,614, 39,693-39,699.

### BI-LINGUAL DIFFICULTY IN WALES— (continued).

Mr. B. G. EVANS.

The Society for the Utilisation of the Welsh Language in Education does not discourage the acquisition of the English language by Welsh children, 42,565-42,570.

Welsh is practically the home language of the people of Wales, 42,571-42,574.

The children of English parents in Wales prefer the Welsh language, 42,575.

The Welsh language greatly predominates in religious instruction and worship, 42,577-42,580.

About 80 per cent. of the children in his school had no knowledge of English, 42,581.

States the injurious effect of Welsh being ignored in the day schools, 42,582-42,585.

The concession made by the Department as to the Welsh language is insufficient, 42,586, 42,587.

Suggests a methodical system of translation as a remedy, 42,588-42,591.

Welsh should be acknowledged in the Code as a specific subject, 42,592-42,601.

The English language is best acquired by Welsh children through the medium of Welsh, 42,567, 42,604.

Dr. I. OWEN.

Gives results of circular issued to all persons interested in education in Wales, 42,709-42,716, 42,719, 42,730.

Welsh is almost exclusively the language of the people 42,717.

The opposition of parents is based on the impression that more Welsh means less English, 42,722, 42,723.

Public opinion is in favour of utilising the Welsh language as a means of education, 42,724-42,728, 42,745-42,751.

Welsh should be introduced as a modified form of "English," 42,732, 42,735-42,744.

Advocates the introduction of a Welsh grammar into schools, 42,754-42,758.

Rev. D. LEWIS.

The introduction of Welsh text-books would handicap both teachers and scholars, 42,763.

The recognition of Welsh in schools would be a mistake, 42,764, 42,765.

Welsh has no literature of its own, 49,767.

The study of Welsh would be at the expense of English, 42,768-42,770.

Parents are not in favour of the teaching of Welsh in school, 42,771-42,773.

Does not approve of using Welsh to teach English, 42,774-42,777.

Would utilise Welsh colloquially in teaching English, 42,778, 42,779.

The Welsh have a large periodical literature copied from English originals, 42,780-42,787, 42,810, 42,811.

Welsh literature is used for political and party purposes, 42,788-42,792.

The Code permits everything that he would himself desire, 42,793, 42,794.

Inspectors should make some allowance in the standard when examining purely Welsh schools, 42,795.

Not much more time should be given to reading in a school in a Welsh-speaking dialect than is given in England, 42,796, 42,797.

Parents are anxious that their children should speak and think in English, 42,798-42,803.

Mr. D. I. DAVIES.

The treatment of Welsh Sunday schools by the State and school boards is causing dissatisfaction, 42,614-42,617.

There should be a frank recognition of bi-lingual instruction in the Code, 42,618.

The provisions in the Scotch Code should be inserted in the English Code, 42,621-42,624.

Welsh should be taken account of in assessing the merit grant, 42,626.

It is not fair to ask from schools in Welsh-speaking districts the same amount of reading as in English districts, 42,627, 42,628.

Suggests a slight modification in Schedule II. of the Code with respect to the teaching of English, 42,629, 42,630.

BI-LINGUAL DIFFICULTY IN WALES—  
(continued).

Mr. D. I. DAVIES—(continued).

There is a reaction for bi-lingual teaching in Wales, 42,631, 42,632.  
Most of the immigrants into Wales have learnt Welsh, 42,633–42,636.  
Welsh is increasing in county courts, &c., 42,637.  
There is a growing demand for bi-lingual officials and professional men, 42,638.  
When the lectures of the Dowlais Ambulance Society were given in Welsh over 200 presented themselves, 42,639.  
Parents see the immense advantage of bi-lingual instruction, 42,640, 42,641.  
The Welsh gentry are beginning to teach their children the language of the people, 42,642, 42,643.  
Scholarships are offered for the study of the Welsh language, 42,644, 42,645.  
The London University has been asked to give Welsh the same position as French, German, &c., 42,648, 42,649.  
Welsh ought to be one of the optional languages at certificate examinations, 42,650–42,653.  
The Welsh University Colleges might be utilised for the training of bi-lingual teachers, 42,654, 42,655.  
English children were very successful at the first bi-lingual examination in November last, 42,656–42,658.  
It would not be necessary to have a double set of grants, 42,660–42,662.  
It is only proposed to use Welsh as a better means of teaching English, 42,663–42,667, 42,669–42,671, 42,674.  
A systematic translation from one language into the other is proposed in the new scheme, 42,672, 42,673.  
The Welsh language under the present system is a stumbling block, 42,675, 42,679.  
The reading in Welsh schools compares favourably with the reading in Gloucestershire schools, 42,685, 42,686.  
There is an increasing majority of teachers in favour of the proposed system, 42,700.

Rev. D. LEWIS.

English is the one thing needful, 42,804–42,809.  
If Welsh is taken as a specific subject something must be sacrificed for it, 42,812, 42,813.  
The colloquial Welsh should be perpetuated, 42,814.  
Keeping up the Welsh language is a hindrance, 42,817–42,821, 42,845.  
English translated into Welsh would be much better read in the original, 42,824.  
Approves of the teaching of Welsh in secondary schools, 42,825–42,832.  
Welsh is not a language of grammar, 42,833–42,835.  
For girls, cookery would be of more consequence than Welsh, 42,836.  
It is difficult for Welsh children to pronounce English, 42,840–42,844.  
The Welsh language can never be properly learnt by books, 42,846–42,849.

Ven. Archdeacon GRIFFITHS.

Explains the objects of the Society for Utilising the Welsh Language, 42,858, 42,859, 42,930–42,937.  
A child should have a good knowledge of his own language, 42,860, 42,861.  
Sunday schools are entirely conducted in Welsh, 42,868–42,870.  
The everyday language of two-thirds of the population of Wales is Welsh, 42,871, 42,872.  
English immigrants to the mining districts soon learn Welsh, 42,874, 42,893, 42,894.  
The Welsh chapels are always crowded, but the English chapels are very thinly attended, 42,875–42,877, 42,888–42,892.  
The Welsh have a strong desire to learn English, 42,878.  
The supply of teachers for Welsh colleges has to be kept up from English colleges, 42,879–42,884.  
The morals of a place where Welsh only reigns are superior to those of a town where the language has been laid aside, 42,886, 42,902–42,905.  
The Scotch and English Codes should be assimilated, 42,887, 42,927, 42,938–42,940.  
There is more Welsh spoken now than ever, 42,895.

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BI-LINGUAL DIFFICULTY IN WALES—  
(continued).

Ven. Archdeacon GRIFFITHS—(continued).

The present system of teaching English gives children a superficial knowledge only, 42,906–42,909.  
In strictly Welsh districts the grant is paid for illusory results, 42,912–42,914.  
Teachers to secure a grant must resort to cramming, 42,915–42,917.  
The liberty allowed by the Code is used to a considerable extent, but not in any systematic form, 42,918–42,926.  
There is a Welsh grammar, and bi-lingual elementary books have been provided, 42,928, 42,929.  
Welsh should be taught grammatically, 42,931–42,933.  
English taught on the bi-lingual method is superior to the present system, 42,934, 42,935.  
As a specific subject Welsh should be subject to examination like the other subjects, 42,941, 42,942, 42,951–42,153.  
The education is not of a lasting character, 42,947, 42,948, 42,954, 42,955.  
Sunday schools in Wales are largely attended by adults, 42,956–42,963.  
The night schools in Wales are very largely attended, 42,956–42,967.  
Does not propose a duplicate grant for English and Welsh reading and writing, 42,969–42,971.

Mr. T. M. WILLIAMS.

The teaching of Welsh in the schools will not hinder the acquisition of English, 42,976, 43,012, 43,013.  
Welsh is not properly taught in the Sunday schools, 42,977–42,979.  
The majority of working men obtained their knowledge of Welsh in the Sunday school, 42,980–42,983.  
The majority of teachers are in favour of using Welsh in the schools, 42,985, 42,986.  
A more extensive teaching of the Welsh language would give the people more confidence and self-respect, 42,987–42,991.  
Has used Welsh to great advantage in some of his schools, 42,992–43,002.  
Would like Welsh recognised as a class subject, 43,003–43,006, 43,018, 43,019.  
Article 21A of the Scotch Code should be made applicable to Wales, 43,007–43,011, 43,024–43,029.  
It is a great advantage to have two languages in every school, 42,014–42,017, 43,022, 43,023.  
Welsh should be made an optional class subject, 43,020, 43,021.  
Suggests exercises in which children should be examined, 43,034–43,036.  
It would be a great advantage if Welsh grammar were taught, 43,037–43,046.  
The systematical teaching of Welsh would prove helpful to teachers, 43,049, 43,050.  
Colloquial Welsh differs from classical or grammatical Welsh, 43,052–43,057.

Mr. H. JONES.

Englishmen in Wales are acquiring Welsh, 50,951.  
The introduction of Welsh as a class subject would not disturb the existing staff, 50,952–50,954.  
The difficulty in teaching English in really Welsh schools is almost insuperable, 50,956, 50,957.  
There should be fewer reading books, 50,958–50,960.  
Advocates the addition of Welsh to those schools which shall choose it, 50,973–50,975, 50,981.  
The Church of England in Wales has adopted the Welsh services, 51,016–51,021.  
The Calvinistic Methodists in Wales have great difficulties in starting English churches, 51,025, 51,026.  
The multiplication of English places of worship in Wales is accounted for by religious rivalry, 51,027.  
Almost any question takes a sectarian or political aspect in Wales, 51,028.  
A large proportion of the people of Wales is bi-lingual, 50,755–50,762.  
The use of Welsh at religious services and in Sunday schools keeps that language alive, 50,763, 50,764.  
The increasing use of English as an alternative language will end in the extinction of Welsh, 50,765–50,767.  
The existence of these conflicting elements in the language prevents efficient education, 50,768.

C

# BI-LINGUAL DIFFICULTY IN WALES— (continued).

Mr. H. JONES—(continued).

The literature of Wales is of high intellectual value, 50,769-50,771, 50,832-50,843, 50,861-50,866

Suggests the teaching of English as a foundation of education, 50,772-50,775.

States to what function he would assign the Welsh language in education, 50,776-50,778.

Would be sorry to use Welsh systematically as a medium of instruction, 50,823-50,829.

A child, absolutely ignorant of English, would suffer a little from being taught in a foreign language, 50,830, 50,831.

Everything should be done to cultivate the knowledge of Welsh consistent with the maintenance of English, 50,845-50,849.

The English are the only cultivated people who so exclusively insist on knowing only one language, 50,850, 50,851.

The teaching of Welsh is necessary, 50,867-50,869.

Would prefer Welsh taught as an optional class subject, 50,870, 50,871, 50,939.

The Welsh people are strongly attached to their own language, but also desire to acquire English, 50,912-50,914.

In some places it is necessary that the Welsh language should be used for education of young children, 50,915-50,918.

The Eistedfoddau have fostered generally the Welsh language, 50,919-50,922.

The stronghold of the language is the love which the Welsh have for religious services in their own tongue, 50,923-50,927, 51,022.

There is less distinction between literary and vernacular Welsh than there is in English, 50,928-50,930.

English is spoken exclusively only on the borders, 50,938.

Parents desire that English should be thoroughly well taught, 50,940.

If Welsh were made a class subject, teachers would have to study that language grammatically, 50,943-50,947.

English teachers would be unable to give instruction, 50,948.

Mr. W. WILLIAMS.

Welsh is almost entirely the language of the middle and lower classes, 56,569, 56,570.

There is a large living literature in Wales, 56,571.

The bulk of children have no knowledge of English, 56,573-56,577.

The Code does not meet these circumstances, 56,578-56,580.

Steps have been taken to remedy this, 56,581-56,585.

By the use of Welsh the English language might be more thoroughly acquired, 56,586, 56,587.

Too much English is required of Welsh scholars, 56,518-56,594.

Teaching Welsh as a specific subject should be left to the managers, 56,595, 56,596, 56,656, 56,657.

Welsh people write to each other in Welsh, 56,662-56,664.

Mr. J. McKENZIE.

Public opinion is against the teaching of Welsh in the schools, 57,400-57,403, 57,525-57,530, 57,564, 57,565.

There appears to be no bi-lingual difficulty, 57,403, 57,531.

BIRLEY, HERBERT, Mr.

Has been manager and responsible treasurer of national schools in Manchester and Salford, 40,167, 40,396-40,400.

Has been a member of the school boards there since 1870, 40,168.

BODINGTON, PROF. N., M.A.

Is principal of Yorkshire College and professor of classical literature and history, 54,101, 54,102.

BOURNE, A., Mr.

Has been secretary to the British and Foreign School Society since 1868, 9752, 9753.

Has no authoritative connexion with the schools, each is a self-governing unit, 9861-9863.

He has the general knowledge of a person connected with, and interested in education, 9864-9866.

Was connected with a ragged school a good many years ago, 9989, 9990.

The founder of the society's system was Joseph Lancaster in 1796 or 1798, 10,078-10,081.

Originally the society was called the Royal Lancastrian Institution for Promoting the Education of the Poor, 10,082.

It assumed its present title in 1814 or 1817. Explains why the adjective "foreign" was added, 10,084.

His experience of actual teaching has been either in a private middle-class school, or in connexion with a training college. Is a mathematician to a very small extent, 10,537.

Is willing if called upon to give evidence about the kindergarten system, 10,570.

BRADBURY, MR. JOHN.

Has been master of Abney British mixed school, Mossley, four years, with an average attendance of 430, 22,582, 22,585-22,588, 22,731.

The population of Mossley is 15,000; its principal industry is cotton-spinning, 22,583, 22,584.

He belongs to the National Union, 22,589.

BRODIE, MR. ERASMUS HENRY.

Is an inspector of schools; was first appointed in 1859, 58,649, 58,673, 58,676, 58,878, 58,879, 58,899.

Has had experience of both board and voluntary schools, 58,846, 58,847.

BROMILOW, THE REV. WILLIAM.

Has for last five years been principal of the Home and Colonial Training College for Mistresses, Gray's Inn Road, 12,258, 12,259, 12,335.

Was vice-principal at the Home and Colonial Training College for a few months; for 14 years previously was superintendent master of the Training College, Cheltenham, 12,260.

Has 20 years' experience of training colleges, 12,261.

BROOKE, MR. JOHN ARTHUR.

Is chairman of the Huddersfield and Saddleworth Church Day School Association, and is connected with a pupil-teachers' association, 46,315-46,317, 46,455.

BRUCE, THE REV. ROBERT, M.A., D.D.

Has been Congregationalist minister at Huddersfield 33 years, 43,752.

Has been a school board member more than four years; was three years vice-chairman, and has been chairman of the School Management and General Purposes Committee, 43,753, 43,754.

Was formerly connected with the British and Foreign School, 43,755, 44,229.

BUCKMASTER, MR. JOHN CHARLES.

Is organising master of science and art schools in connexion with South Kensington, 53,560, 53,597.

Gives particulars of his training and experience, 53,561-53,563, 53,596.



## BUILDINGS.

Mr. PATRICK CUMIN.

Gives the number of schools and grants in aid between 1839 and 1885, 1135-1138, 1140-1146, 1216, 1309, 1362-1365.

Gives accommodation in 1860 and 1885, 1157, 1158, 1215.

Additional accommodation is required for about 60,000 children annually, 1396-1400.

Gives the number of grants between 1850 and 1870, 1408-1416.

Describes steps for closing a school, 1443-1455, 1522-1524.

About 153 out of 7,237 schools have ceased to be used as public elementary schools, 1456, 1457.

No training college could be used for any other purpose, 1458.

The accommodation in schools is calculated at 8 square feet per head, 1459-1461.

Private adventure schools are inspected from time to time as to the efficiency of their instruction, 1462-1464.

Mr. W. W. MARTIN.

School buildings in Marylebone are efficient, 55,290-55,292.

Board school buildings are better than the voluntary school buildings, 55,291.

## BUILDING GRANTS IN IRELAND.

Sir P. KEENAN.

States the principle upon which building grants are made, 53,388-53,390, 53,456-53,458.

## BURDEN OF THE COST ON THE CENTRAL GOVERNMENT.

Rev. D. J. WALLER.

Grants to denominational schools are for secular purposes alone, 7448-7453.

The State before subsidising efficient schools need not require as a guarantee a subscription list, 7697, 7698.

Many schools have become self-supporting, and should not be discouraged, 7697.

Private speculators should not receive State aid, 7699-7701.

Mr. A. BOURNE.

Would be much larger but for voluntary subscriptions, 10,162, 10,163.

Has no objection to denominational schools receiving aid from Imperial funds, 10,326, 10,327.

Mr. J. W. GROVE.

The inspection is amply sufficient to protect the national purse, 14,689.

Mr. D. HOLDSWORTH.

Proposes putting education more largely under county boards, 17,523, 17,524, 17,692, 17,693, 17,865-17,867.

Mr. E. MORRIS.

The finances of the school are satisfactory, 23,352-23,356.

Mr. J. H. DEVONSHIRE.

The annual expenditure in his schools is 1,300*l.*, most of which is covered by the fees and the grant, 23,888-23,901.

Sir L. T. STAMER.

The grant is sufficient to enable large voluntary schools to be carried on with very little voluntary help, 24,153, 24,185-24,187, 24,394.

## BURDEN OF THE COST ON THE CENTRAL GOVERNMENT—(continued).

Rev. W. D. PARISH.

His school expenditure last year was 156*l.*, of which 52*l.* 0*s.* 10*d.* was derived from the grant, 25,113, 25,114.

Rural schools get sufficient help from the State, but it might be given under less stringent conditions, 25,122.

Rev. Canon WINGFIELD.

Schools erected and maintained by religious bodies for the education of their own children would not involve any additional cost, 27,223-27,228.

Mr. R. H. I. PALGRAVE.

Inspection only covers the teaching, it does not go into expenditure in buildings, &c., 27,537.

It is very difficult to keep down expenditure in useless things, 27,538.

Rev. J. R. DIGGLE.

The 17*s.* 6*d.* limit ought to be removed, 29,807, 30,572.

So long as the accounts are audited a school with no subscriptions should get as much as it can earn, 30,042-30,048, 30,351-30,355, 30,576-30,578.

The heavy burden on supporters of voluntary schools should be removed, 30,571-30,575.

Rev. Dr. CROSKEY.

It is not fair that the denominational system should prevent people from obtaining as good an education as possible, 41,107.

With public elementary schools the State should go to the utmost possible limit that a child can attain, 41,915-41,917.

Mr. E. N. BUXTON.

The State should not pay the whole cost of education and have the whole control, 31,960.

The Government exercise a large part of their control through their inspectors, 31,964.

The ratepayers should control in proportion to their contributions, 31,964-31,968.

Mr. E. HANCE.

The 17*s.* 6*d.* limit should be abolished, 32,182-32,189.

The 17*s.* 6*d.* limit does not hit the class of schools which it was intended to hit, 32,311-32,313.

Suggests the best way of helping poor schools, 32,505-32,507.

Mr. J. HANSON.

Is averse to the State having anything to do with education, 35,398.

Rev. J. NUNN.

The Government grant ought to be diminished where there is a high fee, and increased where the fee is low, 36,361-36,363.

Rev. R. BRUCE.

Accounts of schools receiving Government grant should be audited and published, 43,863, 44,030-44,033, 44,246-44,250.

Mr. H. PARKER.

The amount earned from Government for 1885-86 was 9,473*l.* 1*s.* 9*d.*, 47,835, 47,836.

Lord LINGEN.

The Treasury wishes to throw the cost of education upon local funds where possible, 56,243-56,271, 56,282-56,285.

Explains a scheme to relieve the Government of the cost, 56,234-56,237.

### BURDEN OF THE COST ON THE CENTRAL GOVERNMENT.—(continued).

Lord LINGEN—(continued).

The salaries of teachers in many towns are too large, 56,294a-56,296.

Explains the causes of the increased cost of education, 56,297, 56,298, 56,412, 56,413.

The grant has now got out of practical control, 56,299, 56,300.

The State should pay the grant to a local authority, 56,301.

Under his scheme the State grant would not bear so large a proportion to the total expenditure as now, 56,303.

The state grants should be strictly limited to the three R's, 56,333-56,339, 56,416-56,419, 56,476-56,478.

Explains to what extent the State should contribute towards the national education, 56,346-56,349.

The local authorities should have large discretion in the distribution of the grants, 56,350, 56,351.

The larger municipalities would not be interfered with under a local government scheme, 56,353-56,359.

Summarises his scheme for the re-organisation of the administration of education, 56,360.

States to what extent he agrees with the views of the Bishop of London on the evils of centralisation, 56,372-56,384.

Disapproves of everything which interferes with the assessment of the grant on the examination of the three R's, 56,397-56,504.

Local bodies would have to control their expenditure, 56,413.

The education grant now given to schools is excessive, 56,426-56,432.

The luxuries of education should not be provided at the cost of the rates, 56,479, 56,480.

Mr. P. CUMIN.

States how the amount to be paid to the proposed county boards by Government should be settled, 59,085, 59,574-59,589, 59,734, 58,737-58,740, 59,769-59,771.

His scheme of block grants to county boards is something similar to Lord Lingen's plan, 59,118, 59,585-59,587.

His plan rests upon the condition of abolishing the Cowper-Temple clause, 59,119-59,121, 59,485.

Explains how he would assist voluntary schools, supposing the county board refused to, 59,121-59,124.

BURGES, REV. R. B.

Is vicar of St. Paul's, Birmingham. Has been connected with voluntary schools, and was 10 years member of the Birmingham School Board, 45,191-45,193, 45,358-45,437.

BURGWIN, MRS.

Is head mistress of Orange Street Board School, situated in one of the poorest parts of London; has been there 13 years, 17,041, 17,044, 17,047, 17,280.

It consists of 870 children—girls, boys, and infants, 17,045, 17,046.

Was five years at St. Luke's, Chelsea, as pupil-teacher, one year an assistant teacher, one year at the church schools of West Ham, and one year head mistress of the girls' board school there, 17,048, 17,184, 17,337.

Had no experience of teaching before the Revised Code came in. 17,331.

BUXTON, EDWARD NORTH, MR.

Has been a member of the London School Board since its commencement, 31,315.

Was chairman from 1880 to 1885, and chairman of the byelaws committee for seven years, 31,316-31,318.

### CAISSE DES ÉCOLES.

Mr. H. H. S. CUNYNGHAME.

Penny dinners provided by the Caisse des Écoles for those who want them, 51,229-51,231.

The Caisse des Écoles is supported by private subscriptions, and partly by the State. Gives figures, 51,232.

Such a society exists in every arrondissement, 51,233-51,235.

The funds are entirely devoted to public schools, 51,236-51,238.

CALDER, Miss FANNY.

Is honorary secretary of the Liverpool Training School of Cookery, and also of the Northern Union of Training Schools of Cookery, 29,054, 29,061, 29,146.

### CAPRICIOUS MIGRATION.

Mr. H. PARKER.

Capricious migration from school to school is dis-  
countenanced, 47,982, 48,005-48,007.

CASTLE, Miss EMMA MARTINEAU.

Has been nearly seven years head mistress of Dunc-  
ton mixed school, near Petworth, Sussex; was ap-  
pointed by the clergyman, who is the manager, 19,595,  
19,596, 19,690, 19,874-19,876.

This has been her only permanent appointment, 19,691.

Went to two or three schools in London to qualify for the certificate examinations, 19,685-19,691.

Was never a pupil-teacher nor trained at a college, 19,681, 19,682.

Is almost self-educated, 19,745-19,747.

### CATHOLIC POOR SCHOOLS COMMITTEE.

Mr. T. W. ALLIES.

Is supported solely by subscriptions, collections, and legacies. It has no endowments, 9031, 9032.

Gives aid to schools, but is restricted owing to lack of funds, 9033-9035.

### CIVIC INSTRUCTION.

Mr. H. H. S. CUNYNGHAME.

Explains the instruction given, 51,462.

Instruction in politics is included, 51,463-51,465.

CLARK, Mr. DAVID.

Has been nine years schoolmaster of the mixed board school at Pensnett, near Dudley, 16,165-16,167, 16,171, 16,319.

Has been teaching 42 years, 16,170.

Has paid special attention to infant schools' systems, 16,173-16,177.

Was neither a pupil-teacher, nor trained; has taught in middle class schools; qualified for the Government system in 1874, 16,317-16,320.

## CLASS SUBJECTS AND SPECIAL SUBJECTS.

Rev. D. J. STEWART.

Some schools are suitable for special subjects, but specific subjects are not capable of universal application, 3317.

Class subjects might press upon small schools, 3318, 3319.

English and geography are well arranged, 3463-3466, 4136.

Is unable to advise teachers how to improve their methods unless requested to do so, 3467-3472.

Class subjects are not largely taken up in his district, 3501-3505.

The class subjects in which children shall be examined should be left to the school authorities, 3509, 4022-4025.

Would not insist on English being invariably the first class subject, 3510, 4044.

Shakespeare and Milton are not largely taken up in his district, 3511, 3512.

Elementary education may be considered complete without the addition of specific subjects, 3534-3544.

There are complaints of the amount of grammar required, 3562, 3563, 3832, 4043.

Would not retain learning by heart and reciting poetry, 3565, 3566.

Class subjects cannot be carried very far in schools with an average attendance of under 60, 3576, 3577.

Managers should choose the specific subjects according to the requirements of the locality, 3578, 3579.

If managers desire it, English may include grammar and literature, 3673, 3674, 3837, 3838.

Geography has now physical geography added to it, 3675.

Six or eight managers submitted an alternative scheme for teaching class subjects last year, 3678-3680.

If the subjects in Schedule II. are taken as class subjects the programme laid down in the Schedule must be followed, 3681.

The Code and the licenses permitted are not studied by the teachers as a rule, 3681, 3682.

Does not recommend any restriction in the teaching of class or specific subjects, 3684, 3685.

Children do not learn to read, write, or understand by studying grammar, 3832-3836, 4019-4021.

It is preferable to teach modern instead of ancient history, 3839.

Word building and the teaching of Latin and Greek prefixes is out of place in elementary schools, 3875-3877, 4178-4183.

Shakespeare and Milton should not be chosen for the recitation of poetry, 3878, 3879, 4150.

Children in a Cornish village could not be expected to recite Shakespeare well or build words, &c., 3880, 3881.

The average earnings per head of the average attendance for specific subjects is very small, 3882-3884.

Class subjects should have some reference to the probable future of the child, 3930-3943.

As a rule the specific subjects chosen by teachers are those which children can acquire most rapidly, 3934.

Agriculture, botany, zoology, or geology would be more useful than grammar or physiology, 3935-3939, 4001-4005, 4030-4038.

Certain specific subjects might with advantage change places with certain class subjects, 4006.

Honesty, truthfulness, industry, and thrift cannot be taught by means of books, 4039-4042.

Would give more prominence to the literary side of English than to grammar, 4045.

Analysis is beyond the average of a child, 4046-4049.

Singing has made great progress of late, 4118-4122.

Drawing is well reported of by the Science and Art Department, 4123, 4124.

Education is degraded by pricing bits of knowledge, 4140, 4141.

Knowledge so communicated is seldom followed up by study after school, 4142-4144.

Rev. T. W. SHARPE.

There should be full liberty of choice in the first subject, 5022, 6341.

Recitation should be retained, but separated from English, 5022, 6346.

Too much time is given to grammar, 5023, 5024, 6342.

Instruction in geography and history during the last 10 years have improved, 5025, 5026, 6564, 6565.

Three reading books are excessive for the third and fourth standards, 5027.

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CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Rev. T. W. SHARPE—(continued).

Physiology and domestic economy are the best special subjects to teach, 5028-5030.

Boys show good knowledge of the subject now that it is limited to the fifth standard and upwards, 5031.

Specific subjects are passing out of the schools, and are reduced in number, 5031-5033, 5061, 6373.

Attaches importance to the teaching of domestic economy, 5060.

It works well in large schools, but fails in small schools, 5061.

The present arrangements work very well, and allow large freedom of teaching, 6340, 6500-6511.

English should be the first subject, if recitation is not separated from it, 6341, 6560-6563.

If grammar is reduced to thoroughly good simple parsing, and recitation added to it, would be disposed to make it a first subject, 6342, 6343, 6560-6563.

Special subjects are too technical and too difficult to be made class subjects as they stand in the Code, but some portions might be made suitable for younger children, 6354, 6404.

Inspectors examine too minutely into the meanings of words. Would remedy this, 6365, 6366.

Geography is not too heavily weighted, 6390-6392.

Small schools are successful in obtaining the grant for class subjects, 6402, 6403.

Is opposed to word building and Greek and Latin prefixes, 6464-6467.

Actual passes in specific subjects are paid for, 6496.

Success may be accurately gauged by the number of passes, 6498.

Certain requirements have been added to English in the two highest standards which are burdensome, 6629-6637.

The teaching of needlework is satisfactory, 6638-6642.

The physiology papers worked by the fourth standard were almost worthless, 6643-6649.

Domestic economy is satisfactorily taught, and is very practical, 6650, 6651.

The examination in class subjects must be by individual questions, 6730-6735.

The use of historical readers for teaching history is better than bad lessons given by teachers, 6739-6743.

Girls should learn geography as well as boys, 6793.

History is seldom taught as a class subject, 6795-6798.

History cannot be taught at the end of the third standard instead of geography, 6800.

Mr. MATTHEW ARNOLD.

Objects to these subjects being taught with a view to a grant being paid on them, 5694.

If payment by results was abolished there should be thoroughly competent teachers, 5847, 5848.

Specifies the subjects to be taught, 5849-5855, 5860, 6111, 6258, 6259.

The grant might then be paid more upon inspection than on a schedule of passes, 5856, 5857.

Latin should be taken in all primary schools, 5861, 5862, 6111-6125.

In one school in Hamburg English is taught in every class above the fourth, 5863, 5864, 6206, 6207.

In Switzerland and Holland a second language is universal, 5864-5867.

It is of great use in after life, 5868.

Natural philosophy should be judiciously and gradually taught, 5869, 5870.

The technical part of grammar is a good training in logic, 5871-5873.

Hopes the time will come when no child can evade school directly it has passed a given standard, 5874-5876.

Drawing is exceedingly well taught in France, 5945-5947, 6001, 6002.

Drawing in English schools is not so advanced as in foreign schools, 5948-5951.

Recitations from Milton and Shakespeare are suitable for children if the passages are well chosen, 6035-6039.

Etymology, if judiciously taught, is an excellent thing, 6040.

Grammar, as part of English, should be compulsory as a first subject, 6063-6067.

The technicalities of grammar are hardly necessary in the second standard, 6123, 6124.

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CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Rev. DAVID J. WALLER.

Should have some reference to the children's future, 6904.

Not taught in the infants' schools, 6905.

For girls, domestic economy might be substituted for the grammar of Standards V. and VI., 6906, 6907, 6979, 7204, 7205.

Teachers should have greater liberty of choice, 6909, 6924, 6968, 7101, 7146-7149.

Theoretical teaching alone of domestic economy would not be of so much value, 6981.

Would not make English obligatory, 7147, 7148, 7204, 7205.

To refuse to teach agriculture in place of English, is a great mistake, 7204, 7205.

The higher grade schools take the specific subjects that recommends them to parents, 7249.

Defines a higher elementary school, 7283-7289.

A larger number of the special subjects are taken in the higher elementary schools, 7292.

Rev. Canon WARBURTON.

Class subjects cannot be successfully taught in small schools, 8521, 8817.

Specific subjects are hardly ever taught in rural schools, 8522.

Would not put specific subjects a degree lower than Standard V., 8523.

Could not be abolished without re-arranging the grants, 8581, 8582.

Would not make grammar compulsory, 8679-8681.

Sharp children find grammar interesting, 8682 8684.

Children delight in recitation and literature, 8684.

Combining grammar with reading did not answer, 8685, 8686.

Must be taught to meet the requirements of the times, 8716.

The difficulty of English prescribed for Standard V. depends upon the passage selected, 8731-8738.

The obligation to recite 100 lines is no difficulty to Standard V. children, 8732, 8733.

Shakespeare and Milton are recommended for the higher standards, 8736, 8737.

The classical allusions in Milton are not understood by ordinary school board children, 8738.

Of 21,000 departments, 2,400 take no class subject, 8739, 8818.

Was opposed to making English an exceptional subject, 8739.

Has advised teachers in small schools when the school did indifferently not to teach class subjects, 8817.

Had a good many "certified efficient" village schools where no class subjects were taught, 8819, 8820.

A good teacher taking a neglected school would require a year or two before commencing class subjects, 8821.

Have very much enlivened and re-acted upon the teaching of standard subjects, 8822.

Keeping children at elementary subjects alone is necessary till a certain point is reached, 8823.

Many children go up for class subjects who fail in elementary subjects, 8852.

Mr. R. WILD.

Inspectors should question children in each subject from one book only, 13,731-13,733.

With large upper standards specific subjects might be taught to children who have passed Standard VII., 13,734-13,737.

Drawing should be taught in every school, 13,952.

Algebra and mechanics are taught in his school. French used to be taught, but was discontinued, 14,000-14,004.

In Germany and France a second language was taught, but the instruction was not efficient, 14,004, 14,005.

The number of foreigners acting as clerks in England is due to the great competition abroad, 14,006.

Gives an instance of a man at Interlaken who spoke English, and was practically self-taught, 14,007.

English is not well taught on the Continent, 14,007.

Managers should have perfect freedom of choice, 14,047.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Mr. P. BAXENDALE.

Is obliged to teach class subjects. Could not keep the school open otherwise, 14,079-14,086.

States the time devoted to the secular, elementary, and class subjects, 14,086.

The class subjects should be retained as a relief to the drudgery of the three R's, 14,086, 14,087, 14,197-14,201.

In examining, the Code should be adhered to, 14,088.

Needlework is compulsory by the Code, but it is examined in the same way as a class subject, 14,080, 14,195, 14,196.

English and needlework are the only two class subjects taught in his school, 14,229.

Grammar is not the best of the class subjects to take, 14,347, 14,348.

Mr. J. W. GROVE.

Schools should be allowed to determine in which and how many subjects they will present children, 14,652, 14,653.

Special subjects should not be deferred till Standard V. is passed, 14,653.

Excepting elementary mensuration, and French, no specific subject could be taught as a class subject under present conditions, 14,653.

Algebra is the only specific subject taught in his school; formerly two were taken, 14,755-14,757, 14,777.

Drawing was taken under the Science and Art Department, 14,758, 14,759.

French was not sufficiently taught to enable the children to take clerkships where it would be required, 14,777.

Mr. W. B. ADAMS.

Where Standards IV., V., and VI. are grouped, history may not be taken even in the higher standards, 15,146, 15,147.

If payment for specific subjects were abolished, the inspector would still see that they were properly taught, 15,204, 15,205.

There should be free choice in class subjects, 15,206.

The importance of text-books is exaggerated, 15,208, 15,209.

Formerly taught science in his school, 15,256.

Would substitute for individual payment in specific subjects payment upon the average attendance, 15,293-15,297.

History and a study of English literature might be combined, 15,391-15,395.

No religious difficulty need arise in teaching history under proper safeguards, 15,397, 15,410, 15,411.

History should be taken from the second standard upwards instead of parsing and analysis, 15,407-15,409 15,412-15,415.

Would encourage children in reading, and so enlarge their vocabulary, 15,415.

Approves of recitation, but not of parsing and analysis being included under, "English," 14,697 15,143-15,145, 15,408, 15,412-15,415.

History is almost extinct as a class subject, 14,968, 14,970-14,973, 15,142.

It cannot be taken before scholars reach Standard V., VI., and VII., 14,969, 15,142, 15,405, 15,406.

The study of recent English history is preferable to that of the earlier ages, 14,973, 15,207, 15,210, 15,235-15,237.

Gives instances of the unsatisfactory knowledge that scholars have of history, 14,974, 15,392-15,394.

History and geography should be on the same footing and be taught together, 14,975-15,031, 15,398-15,404, 15,407-15,409, 15,412-15,415.

Specific subjects in the upper standards have a commercial and intellectual value, 15,062, 15,063.

Girls are taught algebra, French, and domestic economy, 15,063, 15,096-15,099.

Would prefer an extension of the class system of teaching in specific subjects in the upper standards, 15,064, 15,065, 15,167-15,171.

Has not yet taken drawing according to the new syllabus, 15,066.

Geography should be mainly taught *viva voce* and by maps, 15,069, 15,070, 15,138.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Mr. W. B. ADAMS—(continued).

Shakespeare is used very largely in his upper classes, 15,072, 15,073.

French is taught according to the Code, 15,096.

A knowledge of French is of advantage in the competition for situations, 15,109, 15,110.

If the push for money were removed, useful subjects only would be taught, 15,113.

Many are taught now simply for gain, and not for the pupils' improvement, 15,114.

He strongly objects to the subjects being priced 2s., 4s., and 1s., 15,115.

Has not found that young children are incapable of taking history in, 15,140-15,142, 15,395, 15,396.

Mr. J. POWELL.

The obligatory subject being English has led to the omission of geography in many rural schools, 15,731, 15,732.

Objects to the parsing test imposed in Standard IV., 15,733-15,735.

Would revise what is meant by "English," 15,951, 16,082.

Personally prefers taking grammar, if one subject is taken, 15,952, 15,953.

More choice should be allowed, 16,081.

Has dropped teaching specific subjects, because they do not pay, 16,092-16,095, 16,116.

Has not found the inspector discourage class subjects in rural schools, 16,115.

Mr. D. CLARKE.

Languages might be added without injury, 16,248.

Mr. C. SMITH.

Class subjects are on the whole satisfactory, 16,578.

Specific subjects are most important and would not defer them till Standard V. is passed, 16,579, 16,809-16,814.

Specific subjects should be transferred to the Science and Art Department, 16,622-16,625, 16,734, 16,745, 16,746, 16,749-16,762, 16,775-16,778, 16,970-16,972, 16,982, 16,983.

If the Education Department adopted the same methods there would be no need for the transfer, 16,747-16,748.

Teaches French, but has not sufficient time to do so thoroughly, 16,920-16,922.

Mr. D. HOLDSWORTH.

Class subjects on the whole are right, 17,518.

Would not teach Latin grammar to the scholars, 17,724-17,726.

The Code requirements in Latin and possibly Greek are not of much value to scholars, 17,727-17,733.

They should either be dropped or else go further, 17,734-17,736.

Has a high opinion of the repetition element in English, 17,737-17,742.

The poetry taken varies from school to school, 17,743-17,750.

Takes geography and grammar through the school and needlework for the one shilling grant, 17,873, 17,874.

After the next examination, drawing will be taken as a class subject for both girls and boys, 17,875, 17,876.

Mr. W. MUSCOTT.

Boys should take up one class subject independently of the girls, 18,042, 18,231.

Boys should take the second class subject in an average school, 18,231-18,234.

Parts of Shakespeare, Cowper, and Scott have been taken up as poetry in the upper standards, 18,235-18,240.

The inspector approves of such works as Shakespeare being taken up and the children like them, 18,241-18,247, 18,517-18,521.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Mr. W. MUSCOTT—(continued).

Children do not learn sufficient of the geography of their own country, 18,248.

The United Kingdom is taken in Standard IV., 18,249-18,252.

Does not take up any specific subjects, 18,292.

Mrs. KNOWLER.

Managers should be allowed to choose in what subjects they would present children, 18,600, 18,601.

English, geography, singing (by ear), and needlework are taken up, 18,667-18,672, 18,863-18,865, 18,866.

Specifies the time given weekly to class subjects, 18,855-18,858, 18,861, 18,862.

The time taken for needlework does not leave sufficient time for other work, 18,859, 18,860, 18,989, 18,990.

Gives the passages of poetry taken up in English, 18,922-18,927.

Geography is taken up in four groups, Standard IV. being the highest, 18,928-18,931.

Mrs. BURGWIN.

Enough liberty of choice is not given, 17,095, 17,096.

MISS NAPPER.

Can only take up English, because the girls take needlework, 19,063, 19,140-19,142, 19,176.

Teaching grammar is difficult, 19,064-19,067.

Poetry is good for the children, and they enjoy it, 19,064, 19,068-19,072.

Poetry taken up has been of an easy lyrical character, 19,177-19,185.

MISS NEATH.

Impossible to take class subjects with good results, 19,375, 19,383.

No children in 7th or 6th Standards, a few in 5th and 4th, 19,376-19,378, 19,490.

Her children not dull, 19,379, 19,380.

Village children are not so sharp as town children, 19,589-19,592.

Thinks grammar too hard and it is not useful, 19,381, 19,399.

Poetry not taught, it is unsuitable for village children, 19,393-19,395, 19,544, 19,545, 19,589.

Children like to learn school songs and hymns, 19,396-19,398.

Geography would be useful, children not taught it, 19,399-19,402.

Thinks poetry unsuitable for village children, 19,544, 19,545, 19,589.

MISS CASTLE.

Class subjects can be taken, but great difficulties are in the way, 19,632, 19,633.

School authorities should be allowed to determine for themselves, 19,635.

Teaches a great deal of useful poetry, but Milton and Shakespeare are ridiculous for a country school, 19,644, 19,645.

Needlework is not properly attended to, 19,647, 19,648, 19,844, 19,845.

Geography is not taught, 19,660-19,662.

A chemical laboratory would be useless in her school, 19,665.

History is only taught to boys in the upper standards, 19,703.

Girls take needlework as a second class subject, 19,704.

Very few boys learn history, 19,710-19,714.

Thinks her needlework the best in Sussex, 19,719.

There are allusions in Shakespeare beyond the teachers, to say nothing of children, 19,823.

The present system of needlework is wrong, 20,097-20,099.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Miss CASTLE—(continued).

Thinks English could be taught without its being a class subject, 20,160, 20,161.

Would like to have more garments from needlework classes, the Code minimum is too low, 20,162–20,166.

Miss RANDAL.

When class subjects were introduced children were much interested, 20,242, 20,243.

History and poetry were taught, which the children greatly valued, 20,245, 20,246, 20,247, 20,248.

Did not teach Shakespeare at Hapton, but does now, 20,249, 20,250.

Country children are not so easy to teach as town children, 20,251, 20,252, 20,253.

States list of subjects taught in the Hapton school, 20,264, 20,265.

Teaches history and grammar to the girls in her present school, 20,266, 20,267, 20,268.

Mr. S. B. TAIT.

Are suitable, but managers should have more liberty of choice, 20,318, 20,319.

The geography requirement in Standard VI. is too wide, 20,321.

Would prefer needlework as the third subject for girls, instead of drawing, 20,406–20,412.

Girls take up as many subjects as boys, 20,413–20,423.

States the specific subjects and sciences taken in the Seventh Standard school, 20,472, 20,473.

In English and in singing every school last year got full grant, and in geography every school but one, 20,493, 20,494.

The specific subjects taken up are animal physiology, algebra, French, and cookery, 20,495.

Special provision is made for teaching French to pupil-teachers, 20,496.

Drawing is taken up in boys', girls', and mixed schools, last year 2,754 passed, 20,497.

Only one specific subject is taken at each school, except the central, 20,538.

Mr. E. STEVENS.

English in Standards V. and VI. should be simplified, 21,151–21,170.

Mr. W. RIDGEWAY.

Class subjects are suitable; would like to take elementary mining as a specific subject, 21,681–21,687.

School authorities should have more freedom; agriculture should be taught in rural districts, 21,687–21,691.

English is a weak subject; would keep the poetry, but take out some of the grammar, 21,902–21,908.

Would retain the knowledge of prefixes and word-building, 21,909–21,916.

Teaches Shakespeare in the upper standards; boys are very fond of it, 21,949–21,952.

Singing on the tonic sol-fa system and geography are taken; drawing is to be taken this year, 21,992–21,999, 22,024, 22,025.

Algebra is taken as a specific subject, 22,007–22,011.

Mr. E. HORSFIELD.

Class and special subjects are suitable, has no complaint to make, 22,087, 22,088.

Mr. J. SCOTSON.

Managers and teachers should have perfect freedom in selecting, 22,792, 22,920, 22,936, 22,937, 22,968–22,970, 23,076–23,080, 23,196–23,198.

French is taught upon old and exploded lines, and should be re-arranged on a rational plan, 22,793, 22,794, 23,081–23,083, 23,100.

The syllabus as regards mechanics has been altered, 22,793, 22,794.

The questions set by inspectors indicate, in some cases, very little knowledge of the subject, 22,921–22,923.

CLASS-SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Mr. J. SCOTSON—(continued).

Grammar should be taught in an applied manner, 22,968–22,970, 23,079, 23,080.

Unless boys continue French in evening classes they would not be qualified to take a situation, 23,101, 23,102.

Mr. J. H. DEVONSHIRE.

Special subjects should not be deferred till Standard V. is passed, 23,693–23,701.

His class subjects are geography and grammar, and the special subjects, algebra, mechanics, and French, 23,782–23,786.

Drawing will be taken up as a class subject next March, 23,787–23,789.

Sir L. T. STAMER.

English is a very disagreeable subject; greater latitude should be allowed teachers, 24,230, 24,313, 24,498–24,501.

English should not be obligatory to the exclusion of everything else, and grammar should be much modified, 24,313, 24,314, 24,498.

Class and specific subjects make the instruction and teaching more interesting and attractive to the children, 24,498, 24,501–24,507.

Rev. W. D. PARISH.

Two class subjects are taken in his day school, 25,199, 25,200.

The reduction of the divisions for class subjects from six to three might be carried further in the case of rural schools, 25,297–25,300.

Milton and Shakespeare are inappropriate to rural boys, 25,301–25,305.

Grammar is taught in a proper way in rural schools, 25,382–25,384.

Needlework and singing by ear are taught, but not drawing, 25,388–25,390.

Mr. J. FISH.

English and geography are taken up, 25,483, 25,551, 25,635.

Uses Griffith and Farren's poetry book; parts of Shakespeare, Scott, Byron, Campbell, Cowper are given, 25,552–25,554.

Milton and Shakespeare are too difficult; the inspectors object to Scott's poetry as being too easy, 25,555–25,558.

If a class subject be taken, preference should be given to English, 25,559–25,561.

English in all its parts is rightly placed as the first class subject, 25,562–25,566.

Teaching of prefixes and affixes without roots, though of some value, is radically wrong, 25,567, 25,568.

Managers and teachers should select the class subject, 25,637.

Mrs. FIELDEN.

Grammar is not taught so as to be useful to the children, 25,935.

Nothing beyond the three R's should be paid for by the Government, 25,939, 25,983–25,985.

No special subjects to be taken till after the fifth standard, and managers should have full freedom of choice, 26,177–26,182.

Grammar should not be a compulsory subject, 26,180, 26,181.

Teaches English, geography, needlework, and tonic sol-fa singing; does not teach drawing, 26,232–26,237.

Lady STEPHENSON.

Geography should be made a compulsory subject; there should be rather less grammar and arithmetic for girls, 26,283, 26,284, 26,324, 26,325, 26,344–26,346.

Managers are not competent to decide as to class subjects, 26,285–26,291.

There is not too much knowledge demanded from scholars, 26,292–26,294.

History might be a specific subject, 26,343.

Drawing should not be a compulsory subject. Boys like it more than girls, 26,349–26,354.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Rev. Canon WINGFIELD.

Managers should have free choice in these subjects. To make English grammar compulsory is a mistake, 27,069, 27,070.

Mr. T. WILKINSON.

There are too many subjects, and are neither judiciously chosen nor clearly defined, 27,953.

As a rule the teacher determines the choice, 27,954–27,956.

Managers and teachers consider the pecuniary rather than the educational side of the question, 27,955–27,958.

The teachers should depend to a limited extent only on the grant, 27,959, 27,960.

Specific subjects should be abolished and class subjects limited to two in country schools, 27,961, 27,962.

Either elementary agriculture or botany might be taken, and English, which should include literature, 27,963.

A few school gardens were established at Harrow which were of considerable educational value, 28,116–28,118.

Proposes garden agriculture as a recognised class subject, 28,119–28,121, 28,126, 28,127, 28,130.

Room could be found for it by cutting out history and geography in country schools, 28,122–28,124.

It would be educationally valuable and a fitting preparation for the boys' probable calling in life, 28,128, 28,129.

Mr. A. C. ROGERS.

Teaches physiology and chemistry as specific subjects, 28,282, 28,283, 28,569, 28,570.

Grammar should not be made an essential class subject. The parsing is useless, 28,294–28,298.

Word formation and recitation are the only pleasant and profitable requirements in English, 28,295–28,297.

In geography there is no time for recapitulation, except by neglecting some of the Code requirements, 28,299.

Two shillings was obtained by the school for class subjects, 28,300, 28,301.

The school management committee would object if no specific subjects were taken up, 28,571–28,574.

Sir P. MAGNUS.

Drawing and object lessons are compulsory in the schools of Paris, 28,642.

Instruction in the language of the country is compulsory in every country in Europe, 28,643, 28,644, 28,650.

Mr. A. D. C. HENDERSON.

Class subjects are examined individually; needlework is still too excessive, 28,937.

Would not alter the grant, but the examination should be conducted as a class subject, 28,940.

Rev. J. R. DIGGLE.

In 1885, 9,000 boys and 8,700 girls took specific subjects and there were 567 taken in mixed departments, 29,732.

Postponing specific subjects to Standard IV. works very well, 29,735.

States specific subjects taught and the number learning, 29,903.

Needlework is sufficiently attended to in London schools, 29,904.

It stands properly in the Code and is sufficiently paid for, 29,905.

Rev. Dr. CROSSKEY.

Would have object lessons between Standard I. and IV. made compulsory, 32,847–32,851.

Since 1882 there has been a slight falling off in the number of specific subjects, 33,054–33,058.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Mr. E. HANCE.

The provision in Article 109 as to English should be abolished, 32,152, 32,433–32,436, 32,604–32,608.

Managers should have similar latitude in specific subjects as they possess in class subjects, 32,156, 32,609.

At inspections the examination in class subjects is conducted orally, 32,437–32,443.

Advocates oral examination in the specific subjects, 32,444–32,446.

About 5,000 children in the schools are taking specific subjects, the boys take mechanics, and the girls domestic economy, 32,612, 32,613.

Rev. E. F. M. MCCARTHY.

Recitation is admirable, but grammar fails in teaching correct speech, 33,260, 33,261.

English should be retained, but made optional, 30,262, 33,263, 33,375, 33,615.

History should be mapped out better, 33,616, 33,617.

Rev. Canon MCNEILE.

There should be more freedom in the choice of class subjects, 33,838.

Rev. J. GILMORE.

Class subjects, on the whole, work very well, and the special subjects fairly well, 34,638, 34,639.

Girls should take needlework and boys English as the first class subjects, leaving the rest to the managers' choice, 34,639.

Class and specific subjects fall within the province of elementary education, 34,640.

Special subjects should be deferred till Standard V. is passed, and not be taken at all unless the elementary teaching is efficient, 34,641.

Mr. J. HANSON.

Managers of board schools ought to have more discretionary power of selection, 35,240.

Mr. D. J. O'DONOGHUE.

School managers should have greater liberty as to the class subjects, 35,912, 35,913.

Mr. T. G. WRIGHT.

The Bristol Board would like "domestic economy" and the "laws of health" added for girls, 37,205, 37,206, 37,213.

The specific subjects are above the ordinary elementary schools, 37,207, 37,208, 37,213, 37,214, 37,219–37,222.

One class subject is generally sufficient for small schools, and the managers should have the choice of it, 37,214–37,218.

It would be an advantage to have some subjects which are special in the Code treated as class subjects, 37,223.

Mr. W. LEE.

English grammar is most important, and should be compulsory as a first-class subject, 37,871, 37,872.

Any qualified and certificated teacher is competent to teach English, 37,873.

Mr. W. ANDERSON.

Has no objection to make. Sewing is well taught, 38,183–38,185, 3819.

Mr. J. NICKAL.

English should not be a necessary class subject, 39,779–39,781.

Managers or teachers should have the power of selecting subjects, 40,050, 40,051.

History has much disappeared, but that is not a disadvantage, 40,052, 40,053.

More stress should be laid upon English in connexion with English composition, 40,054–40,060.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

H. BIRLEY, Esq.

Class and specific subjects generally are suitable, but mechanical drawing might be made a special subject, 40,261, 40,262.

English being the first-class subject is satisfactory, 40,263.

It is undesirable to defer special subjects until Standard V. is passed, if instruction in them is optional, 40,264, 40,471-40,474, 40,575-40,580.

In many schools they are taught from money considerations, and not in the interest of the children, 40,472-40,474.

Out of 129 school departments, 14 only take specific subjects, 40,566.

The inspector almost forces schools to take class subjects, 40,569-40,574.

Mr. T. G. ROOPER.

Needlework is not judged by the same standard, whether it is taken up as a class subject or not, 41,517-41,519.

Mr. T. SNAPE.

The importance of a subject should not be judged by the grant that it earns, 43,496-43,499.

Rev. G. J. SIZER.

In most village schools no class subjects are taught, 45,184-45,188.

Needlework is taught in all schools, 45,190.

Rev. R. B. BURGESS.

Class subjects are universally taught in Birmingham schools, 45,299, 45,300.

No specific subjects are taken, 45,301, 45,558-45,562.

Mr. J. A. BROOK.

Schools should be allowed more liberty in the choice of class subjects, 46,366.

Rev. Canon WILLES.

English and geography, or needlework, are always taught, 47,159-47,161.

Mr. M. WILKS.

Grammar should not be a compulsory first subject, 48,748.

The grammatical side of it is exaggerated, 48,749-48,751.

French or German should be universally introduced, 48,750, 48,751.

Greater freedom should be given to managers to select their own subjects, 48,753-48,755.

Mr. H. E. B. HARRISON.

English should still be obligatory, 49,365, 49,366, 49,546, 49,547.

In good schools teachers might take up three class subjects, 49,365.

Managers should prepare their own syllabus, 49,367, 49,368.

The present requirements under the head of English are not excessive, 49,548-49,550.

Analysis can be easily understood by children, 49,551-49,558.

Miss FOX.

Should be left to the discretion of managers and teachers, 51,595.

Poetry should be obligatory, but the grammar is too difficult, 51,596-51,600.

Additional time should be given for reading and composition lessons, 51,601-51,605.

CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Mr. R. BALCHIN.

Elementary science, not English, should be compulsory, 51,725.

The choice of all class subjects should be left to the master entirely, 51,725-51,728.

Mr. C. TWISS.

History, and, in some places, agriculture, might be included, 54,297.

Specific subjects should not be deferred until Standard V., 54,298.

Even in the specifics girls do as well as the boys, 54,502.

Rev. Prebendary ROE.

A large proportion of schools in Somerset take no class subjects, 54,940-54,942, 55,025-55,027.

Class subjects make the teaching intelligent and awaken the interest of children, 54,943.

Small schools with a good teacher can take class subjects with advantage, 54,944.

Class subjects may become a necessary part of the curriculum, provided the staff is supplied, 54,946-54,948.

Has heard no complaints of inspectors discouraging class subjects, 55,037-55,043.

Does not think "English" is overloaded, 55,050-55,052, 55,067, 55,235.

English should not be compulsory as the first subject, 55,069-55,072.

Mr. W. MARTIN.

The quality of the teaching of class subjects in Marylebone is good, 55,314.

History is taken as a class subject in a few schools, and with advantage, 55,315, 55,316.

Will furnish a return of schools that took drawing in 1876 as a class subject, 55,317-55,321.

Mentions class subjects which should be taught in every school, 55,458-55,461.

Masters should take such specifics as the children show aptitude for, 55,462-55,464, 55,565.

There was formerly a tendency to select the easiest subject, rather than that most profitable to the children, 55,463.

Lord LINGEN.

Grammar should not be put down as a separate subject, 56,245, 56,246.

The English of the Code which includes a complete knowledge of one of the standard authors, has no proper place in an elementary school, 56,247.

Mr. W. WILLIAMS.

States the method adopted for testing geography, 56,641-56,644.

A number of children presented in geography have but an imperfect knowledge of it, 56,645.

Mr. J. G. FITCH.

The present system gives sufficient liberty and variety to teachers, 56,763-56,765.

English is one of the most valuable subjects and should be made compulsory, 56,672-56,674.

School managers should have full liberty to apply the instructions to their own local needs, 56,776-56,779.

The more intelligent and varied the methods of teaching are, the better the children pass the examination, 57,669-57,671.

Whenever two subjects are taken it is most important that grammar should be one, 57,754-57,757.

Mr. A. P. GRAVES.

Would not abolish English, but disassociate it from grammar, 57,101.

Would make a specific subject of grammar and analysis, 57,102.



CLASS SUBJECTS AND SPECIAL SUBJECTS—  
(continued).

Rev. F. STYGE.

Managers should have liberty of choice, 58,108-58,110, 58,398-58,405.

Would not omit grammar and analysis from English, 58,111.

In Norfolk a great many village schools omit class subjects altogether, 58,584, 58,597-58,602, 58,607.

It is not desirable to omit them, 58,585, 58,586.

Class subjects are well taught in a few village schools, 58,587, 58,598.

Fewer village schools have taken class subjects since grammar was made compulsory, 58,587-58,590, 58,596, 58,597.

Does not suggest that only schools with high fees and picked scholars should take specific subject, 58,592, 58,593.

Inspectors discourage class or specific subjects when the elementary work and the staff need strengthening, 58,594.

Teaching nothing but the three R's is not advantageous to the system, 58,595.

Geography will improve the elementary subjects, but is sceptical as to effect of very dull grammar, 58,596.

Mr. E. H. BRODIE.

Would separate grammar from English, and link history and geography, 58,725.

Would give managers absolute choice, but retain poetry, 58,726-58,728.

Mr. H. E. OAKLEY.

Where only one subject is taken, the managers might be allowed to choose, 59,201, 59,323.

Grammar is a valuable training for the mind, 59,201-59,203.

Managers might be allowed to consider English as recitation and grammar as at present, 59,204, 59,205.

It is desirable to devote all the time available to a distinct branch in its higher subjects, 59,320-59,322.

There is power to do this now, but it might be recommended in the Code, 59,323.

CLEVER AND GIFTED CHILDREN.

Rev. D. J. STEWART.

There is a tendency to neglect the clever for the dull, 3359.

Exhibitions or scholarships seldom fall to the lot of the dull or less developed children, 3360-3364, 3489-3495, 3519-3521.

Some extra preparation is necessary for exhibitions which must be paid for; so poor children are shut out, 3491, 3919.

The tendency to neglect clever children might be corrected by giving teachers a stimulus to prepare them for the examinations, 3491-3495.

Literary scholarships or exhibitions are very much overdone at the present day, 3602.

It depends on the boy whether it is an advantage to him in after life to send him to the university, 3603, 4604.

If exhibitions were equally within the reach of poor children as the rich they would be advantageous, 3920.

If the examination comprised very elementary subjects, a public elementary scholar would have a better chance than an Etonian, 3921, 3922.

CLOUGH, Mr. ROBERT.

Has been chairman of the Bingley School Board six years, and a member 12 years, 43,589-43,591.

Has been a manager of Wesleyan day schools about 26 years, and a Sunday school teacher about 40 years, 43,592-43,595.

Has been a member of the Wesleyan Conference about seven years, 43,596.

Believes his views are almost universally shared by the Wesleyan body, but he represents nobody officially, 43,683-43,688, 43,712, 43,713, 43,721, 43,732, 43,749-43,751.

CODES FROM 1862 TO 1870.

Mr. PATRICK CUMIN.

In 1858 all the education minutes relating to parliamentary grants formed the original Code, 53, 54, 84.

In 1862 Mr. Lowe drew up a Revised Code; gives details, 50-68, 120, 121, 174.

In 1864 the grant was changed so that normal schools got 75 per cent. of the total expenditure, 69, 110-113.

Describes the alterations in Article 54 in 1869, 70.

The children attending schools in 1860 were of a better class than those of the present day, 35, 85, 96, 165.

One of the objects of the Revised Code was to diminish the expenses of education, 90-94, 133, 135.

The ragged school children were of a lower type than those in British or National schools, 97-99, 243, 244.

Gives statistics of number of scholars, &c, in 1859, 105-107, 108, 109, 143.

In poor districts the grant was smaller than in rich districts, and education was neglected, 122, 123.

A select committee inquired into the question of ragged schools, and reported, 124, 126.

Payments by results were started under Mr. Lowe's administration, 133-135.

Inspectors were first appointed in 1839, and the Privy Council Department was established at the same time, 136-139.

Prior to 1862 only elementary subjects were taught in schools. Mr. Corry's Code in 1868 was designed to obviate this, 149-165, 200-208, 226-232, 407, 408, 813.

Fees paid in private schools were higher than in inspected schools, and the education was worse, 166-169.

There has always been a complaint that the teaching under the Codes is mechanical, 174, 181.

The capitation grant introduced in 1853 was at first confined to rural districts only, 212-216.

In 1862 the grant of 10s 6d. a head was designed to meet every claim of the school, 217-220.

Prior to the Revised Code the educational system was a payment for educational machinery, 233.

From 1832 to 1870 the State considered religious instruction as a necessary condition to obtain grants, 234-237.

CODES AND INSTRUCTIONS AFTER 1870.

Mr. PATRICK CUMIN.

Except by the Codes the law has not interfered either with training colleges or pupil-teachers, 577-579.

Gives details of the Code of 1871 and its provisions, 622-650, 867-872, 961-963, 968-970, 1084-1086.

Gives particulars of the Code of 1877, 651-654, 781-786.

Gives changes in the Code of 1882, 656-670, 692-695, 793-797, 943-950.

Since 1882 the Codes are considered and discussed by the Code Committee of Inspectors, 672-687, 712-718, 787-792, 839-846, 914-918, 971-979, 1021, 1022.

Instructions to inspectors are issued from time to time, but not annually, 688-691.

The abolition of a fixed number of attendances was due to the allegation of tampering with the registers, 697-704, 1124, 1125.

The Code of 1882 abolished the limit of age, 694-697, 705, 1034, 1035.

In some places children pass the fourth standard at 10, and in others at 12, and so become half-timers, 705-708.

Will supply the standards of 1871, 1876, and 1886 in parallel columns, 709-711, 963.

Instructions to inspectors have been issued since 1862. There is very little change in them, 719-722, 726-740, 832-835.

Children are considered scholars in an elementary school until they have passed Standard VII., 725, 760, 761.

Section 76 of the Code of 1870 permits school boards to examine schools in religious and other subjects, 774-780, 821-824.

The Code of 1885, Article 109, provides for the re-examination of children in the same standard, 814-820.

The Code of 1878 gave teachers the right of appeal to the Department, 831.

CODES AND INSTRUCTIONS AFTER 1870—  
(continued).

Mr. PATRICK CUMIN—(continued).

The clause as to discipline, moral training, and organization was first inserted in the Code and Instructions of 1875, 866-902.

The requirements of the Codes have been varied from time to time, 903-913, 958, 1127, 1128.

The standards have been somewhat raised since 1870, 964.

A school defective in its equipment and staff would not be entitled to the merit grant, 983-986.

Article 16 of the Code provides for superior schools for specific subjects, 987-1003, 1010-1020, 1127, 1128.

A necessary school is defined in Article 91 of the Code, 1030.

Article 106 of the Code of 1882 requires infants to be taught suitably to their age, 1037.

The present system of attendances for examination cannot be tampered with to the same extent as of old, 1041-1053.

To obtain a grant children must read with intelligence, parse, analyse, and know the derivation of words, 1054-1066.

English does not appear to be too difficult for the majority of children, 1063-1071.

There is nothing in the Act to prevent all class subjects becoming elementary subjects, 1072-1077.

The highest possible grant a scholar can obtain is 25s., 1087-1094.

Schools are administered entirely by Acts of Parliament and the Codes, 1095-1103.

The instructions to inspectors are revised in accordance with the alterations in the Code, 1104-1110.

Codes are laid on the Table of the House in dummy, 1111-1123.

The number of scholars taught Latin is 365, and 221 passed, 1133, 1134.

In the case of a Jewish school Jewish teaching might take place during the hour for religious instruction, 1080-1083.

The Jews' school in the east end of London is not under the school board, 1550.

The transference of the morals clause from the Code to the instructions did not affect the moral teaching of the schools, 1635-1640.

Managers are obliged to have copies of the instructions, as well as the Code, 1624, 1625, 1641-1646.

Hands in two Departmental minutes allowing religious instruction to be given, part at the beginning and part at the end of school hours, 1650.

## CODE, THE.

Mr. R. WILD.

There should be fixity in the Code, 13,990, 13,991.

Mr. W. B. ADAMS

Does not object to the changes in the Code if for the better, 15,528, 15,529.

Changes are unavoidable to a certain extent, but they give trouble to teachers, 15,530-15,532.

The Prussian and French practice is not applicable to England, 15,533-15,537.

Miss WHITTENBURY.

The changes made with respect to infant schools have been favourable to instruction, 15,610,-15,612.

There is still a difficulty with the children of seven years, 15,612-15,614, 15,682, 15,692.

Mr. J. POWELL.

The constant changes in the Code are very worrying and harassing, 15,826, 15,827, 15,954-15,955.

It would be a great gain if some certain system were substituted, 15,828.

Does not urge still further changes, 15,955.

## COMBES, C.M.G., Mr. EDWARD.

Has been over 35 years in New South Wales, 24,618, 24,619.

Has been president of the Board of Technical Instruction, New South Wales, since its creation, about four years ago, 24,620-24,622.

Can speak confidently of education in New South Wales, and tolerably well about it in Victoria, 24,623, 24,625, 24,626, 24,766, 24,767.

Has been an M.P. a long time, and has been a Minister of the Crown, 24,623, 24,624.

## COMMITTEE OF COUNCIL ON EDUCATION.

Rev. Canon WARBURTON.

Would like to see an ex-inspector appointed an assistant secretary and to act as educational adviser, 8930-8935, 8937.

Very few of the departmental heads possess any practical knowledge of schools, 8930.

Some of the examiners have been inspectors, but they are still junior officers, 8934.

The Department regards chiefly the means of carrying on the business rather than the educational side, 8936, 8937.

The presence of an ex-schoolmaster who understood the inner workings of the Code would be very useful, 8938.

Mr. J. NEWBOLD.

Has no fault to find with the Department in its administration of the law, 21,464-21,466.

Rev. W. J. B. RICHARDS.

Would like a Board of Commissioners similar to the National Education Board in Ireland, 26,547, 26,548, 26,620-26,629, 26,815, 26,819.

Objects to the mode of drawing up the Code by the Department, 26,549, 26,550, 26,645.

The Board should supersede the Lord and Vice-Presidents, and should be non-political, 26,563-26,573, 26,620-26,629, 26,816.

The frequent changes in the Code, without notice, have embarrassed the teachers and the managers, 26,574, 26,575, 26,885-26,898.

A month is not long enough time to consider the changes, 26,610, 26,642-26,644.

The changes in the Code are sometimes published by the press before Parliament sees them, 26,611, 26,612.

Two months' notice of changes in the Code might suffice, 26,646-26,648.

Believes the Code is often presented to Parliament in dummy, 26,711-26,713.

The Minister of Education should be permanent and non-political also, 26,817, 26,818.

If representatives of each denomination were consulted as to changes in the Code, many objections would be removed, 26,820.

Such a course might prevent the delay caused by discussions after the Code is cast, 26,821.

The Code should not be published annually, 26,906-26,909.

Rev. Dr. CROSSKEY.

The denominational system makes the work of the Department more difficult, 41,097.

Denominational schools are judged by a lower standard than board schools, 41,098-41,100.

The denominational system also interferes with the raising of a standard of education by the Department, 41,101.

Rev. E. F. M. MCCARTHY.

The office of vice-president of the council should be a permanent appointment, 32,199, 32,200.

Mr. J. HANSON.

The Department insist on the employment clause being retained in the byelaws, 35,352, 35,353.

COMMITTEE OF COUNCIL ON EDUCATION—  
(continued).

Rev. J. NUNN.

The practice of the Committee of Council is not satisfactory; there is too much power in the hands of one man, 36,345-36,389.

The board have been ten months without an answer from the Education Department as to closing a school, 36,856-36,864.

There have been long delays in getting answers on other subjects, 36,880-36,883.

The Department does not leave enough local liberty, 36,884, 36,885.

Mr. T. G. WRIGHT.

There should be an independent court of appeal against inspectors' decisions, 37,308-37,312.

Rev. R. BRUCE.

The Department should be managed with a continuous policy, 43,795, 44,091-44,100.

Mr. J. ROBINSON.

The subjects are forced up without any control to a point beyond the standard of elementary schools, 47,001.

Mr. H. PARKER.

Provision is necessary for hearing complaints against inspectors; the council should be an independent body, 47,814, 47,815, 47,999, 48,000, 48,002, 48,003.

Mr. J. G. FITCH.

No committee for considering alterations in the Code is formally and permanently constituted, 56,937-56,940, 58,072.

It would be an advantage if some one who has intimate knowledge of school work was in closer relation to the head of the Department, 57,650, 67,651, 58,073, 58,074.

Mr. PATRICK CUMIN.

Would like county authorities for educational purposes established, 58,952-58,960, 59,008-59,019, 59,033, 59,574-59,589.

The Irish system would not be applicable to England, 58,961-58,966, 59,020-59,030.

Does not advise appointing an inspector assistant secretary, 58,967, 58,968, 59,089-59,092, 59,557-59,573.

Under county boards would abolish the 14th section, and place denominational schools on the same footing as board schools, 59,024-59,030, 59,130-59,140.

The accounts of both board and voluntary schools are audited in the office, 59,034, 59,662.

Sees no reason why the accounts should not be published, 59,034-59,041, 59,783.

All control over fees should be removed from the Department, 59,145, 59,146.

States how suggestions and defects are dealt with by the Code Committee, 59,437-59,439.

The views of managers and teachers are considered, 59,439-59,442.

Sees no advantage in allowing representatives of the teaching body to attend the council, 59,443, 59,444.

States how voluntary school accounts would be dealt with if suspected of fraud, 59,663-59,665.

It must be reported to Parliament when a grant is disallowed because the school is not necessary, 59,666.

The judgment of the Department has never been overborne by political pressure, 59,668-59,678.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS.

Mr. PATRICK CUMIN.

States the tests to be considered in determining whether a board school or the school attendance committee was the more efficient agency, 1946-1951, 2139-2141.

A 53748.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Rev. D. J. WALLER.

It is unjust to exclude efficient voluntary schools from public support, 7672, 7673.

Extending to board schools Acts passed to benefit voluntary schools is often an unnecessary expense, 7674.

The local managers are less in touch and sympathy with teachers than managers of voluntary schools, 7616, 7617.

Larger powers are desirable for local managers, 7618.

Students from colleges go to these because there are not enough vacancies in Wesleyan schools, 7624-7631, 7678, 7679.

The Conference increased their number of students in order to meet the needs of school boards, 7678.

It is no longer obligatory on Wesleyan students to go first to denominational schools, 7630.

Mr. A. BOURNE.

The board school system is more in accord with the principles of his society than any other system, 9755.

The teachers' education should be conducted in accordance with undenominational religious principles, 9760.

There is very little difference between working and results of board and British schools, 9761.

Objects to the distinctive religious teaching given in denominational schools, 9762, 9763.

Managers of British schools take more interest in the children than a very large board, 9859.

Public examinations, including questions on Scripture, are held in British schools, 9860.

Religious teaching varies in British schools, 9940-9945, 10,169-10,178, 10,245-10,255.

In one British school a teacher retired when he became a Unitarian, 9944, 9965.

Applications are received for assistance in establishing British schools where parents are dissatisfied with denominational schools, 9946-9948, 10,332.

The conscience clause is not effective outside the school, 9948, 9969.

Children leaving British schools are not less moral and religious than those from denominational schools, 9949, 9950.

The teaching in British schools is undenominational, 9951.

The present system is starving voluntary schools, 10,116-10,118.

As regards efficiency of teaching, the results are slightly in favour of board schools, 10,118-10,120.

There are differences of management of schools under boards and British schools, 10,130, 10,133-10,135.

The board schools are still a minority of the whole supply, 10,145.

British schools are not affiliated to the London Society, 10,167, 10,168.

As regards secular subjects British schools do not differ from other public elementary schools, 10,173, 10,174.

The Godalming British School was practically founded and managed by Congregationalists, 10,248-10,251.

The British schools round Durham are under the direction of Wesleyan committees and teachers, 10,253, 10,254.

The British Society has six schools with about 11 departments, 9798, 9799, 9853-9855, 9954, 9955.

Many voluntary schools are superior to board schools, 10,070.

1,402 annual grant British and undenominational schools were inspected in year ended August 1885, 10,087.

His society has never been a dissenting institution, 10,089, 10,090.

The higher per-centage of teachers trained by it are members of Church of England, 10,091.

Board schools have better buildings and appliances than British schools, 10,131.

British schools have not increased since 1870, 10,240, 10,243, 10,244.

Enforcing compulsion accounts for the larger attendance in British schools, 10,241-10,244.

Number, &c. of British schools in 1878 and 1885, 10,242.

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COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Mr. A. BOURNE—(continued).

The grant earned by town schools is the best test of their efficiency, 10,304.

Preston is under a school attendance committee, and earns as large a grant as any place in England, 10,305.

A similar instance occurs at Stockport, 10,306.

Mr. T. W. ALLIES.

There is more personal contact between the managers in voluntary than in board schools, 9327, 9328.

The work of education in voluntary schools is based upon religion, 9327, 9348, 9590.

The difference between the educational results of the two systems is only at its commencement, 9471-9473.

With only one school for all denominations the conscience clause protects religious liberty, 9590-9595.

A general system of industrial schools would remove the objection to receiving aid from the rates, 9742, 9743.

Board schools have a great advantage over other schools, 9320, 9670, 9671.

Board schools, owing to their large income from the rates, can obtain everything they require, 9320, 9321, 9364, 9670, 9671.

In course of time the board school system will destroy the voluntary school system, 9320, 9322, 9392-9394, 9510, 9511.

Every effort is made to bring the Catholic schools up to the proper standard, 9323, 9324, 9395.

The only remedy is to prevent the enormous predominance of wealth from public sources which the board schools have, 9325.

Another hardship is the obligation to contribute to rates which support the board schools, 9326, 9366, 9720-9725.

There is great difficulty in supporting small Catholic schools, say of 60 or 70 scholars, 9335, 9336.

Voluntary schools ought to have the same public assistance as board schools, 9345, 9575-9577, 9718, 9719.

Given equal efficiency, the State should give equal aid, 9346, 9347.

The objection to voluntary schools being supported by the rates is that the schools would fall under the power of the ratepayers, 9350, 9351, 9454-9460, 9716, 9717, 9737-9739.

It would be possible to limit the powers of the ratepayers as regards religious teaching in the same way, 9351-9353.

Is not prepared with any positive scheme to redress the hardships and grievances of the voluntary schools, 9367-9370, 9374, 9386, 9451-9453.

Would prefer the system of annual grants to receiving aid from the rates, 9371.

An extra grant to voluntary schools might meet the grievance, 9372-9374, 9386-9388, 9450.

The managers of board schools seem to be aiming at increasing the cost of education enormously, 9375.

The funds of a private body must soon be exhausted when pitted against a school board, 9375.

71,000*l.* was raised by the Catholic committee for the poor schools last year, but it cannot always pay, 9375, 9383-9385.

The average stipend of a Catholic priest is not more than 100*l.* a year, and the cost of a school is at least 100*l.* a year, 9375, 9376.

There is no grievance in the United Kingdom, including Ireland, so great as this, 9375.

Objects to board schools drawing money from the rates and receiving an annual grant also, 9388.

It would be impossible to eliminate Protestant children from Catholic schools without losing the annual grant, 9445.

Such a step would alter the character of the public elementary schools, 9446-9449.

The board schools are palaces compared with the Catholic schools, 9467-9470, 9731, 9732.

The board school system does not admit of distinct religious teaching merely, but it excludes some of the best works in history, poetry, and general literature, 9474-9478.

In large cities the voluntary schools may be nearly self-supporting, 9491-9494.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Mr. T. W. ALLIES—(continued).

An additional grant to small schools, and to large schools in poor districts, would be a great help towards solving the difficulty, 9495-9500.

Giving a larger proportion of public aid to board schools than to voluntary schools is an infringement of religious liberty, 9501-9509.

The expenses connected with the Catholic schools have largely increased, and the Committee is poorer now than it was 10 years ago, 9512-9517.

Those who wish for denominational education should pay something towards it, 9518-9528.

By the Act of 1870 the Nonconformists had their schools endowed by the State to the extent that the board schools are endowed by the State, 9532-9536, 9564-9574.

This is extremely unjust, 9537.

If the money paid by the Catholics to the support of board schools went to the Catholic schools, there would be sufficient funds, 9545-9548.

Religious liberty is affected by forcing people to pay for what they do not like, 9549-9552.

By giving grants the State has great power over the whole of the secular teaching, 9553-9558.

Objects to board schools altogether, 9578, 9579, 9603.

Board schools were intended for children in the streets who received no education. They failed to do this, 9580-9589, 9604-9615, 9634-9636.

The school boards have designedly introduced a better class of education to place their schools in unfair competition with denominational schools, 9616-9622, 9705, 9706.

Has no personal knowledge of the system adopted by continental schools, 9623-9629.

In Prussia and Germany the curriculum is ambitious, 9624.

If a higher course of education than elementary education is required, those who wish for it should pay for it, 9630-9632.

Wishes the same measure of justice granted to all denominations as he claims for the Catholics, 9638-9663.

Compared with European countries, the State has treated voluntary and private school managers more fairly than foreign schools are treated, 9664-9669.

The Governments of Europe are in a state of active revolution and intense animosity against the Catholic church, 9668.

Objects to the principle that religion and education can be severed, 9672, 9673.

If the board school system of education must exist it should be thoroughly carried out, 9675-9681, 9685.

This imperfect teaching is prevalent in all schools, 9682-9684.

Is in favour of the principle of religious equality in England, 9686-9691.

If there is only one school in a parish the conscience clause must be used with kindness and moderation, 9692, 9693.

The parents would have little voice in selecting a teacher for such a school, 9694-9699.

The London board schools have not drawn many children from the Catholic schools, 9707-9715.

The Government is most fair in the partition of the annual grant, 9726.

A fixed grant to all schools in proportion to their size and requirements would put an end to the disadvantage, 9734-9736.

Rev. J. DUNCAN.

Cannot compare the two systems, 10,574, 10,882, 11,028.

Definite religious teaching is given in voluntary but not in board schools, 10,575, 10,602, 10,809, 10,810.

The National Society works upon the denominational system, 10,578, 10,579, 10,580, 10,598, 10,827-10,831.

Explains trust deeds of church schools, 10,596-10,598, 10,838, 10,990-10,997.

The terms of the deeds have been approved by the National Society on the part of the Church, 10,598.

Deeds of schools established between 1839 and 1870 with the aid of Government grants were approved by the Government, 10,599, 10,600.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Rev. J. DUNCAN—(continued).

The competition between board and voluntary schools is of advantage to schoolwork, 10,645, 10,646, 11,067–11,075.

The present system favours large schools, and is very unequal, 10,649–10,651, 10,878, 11,004–11,010, 11,052.

The management of voluntary schools is more careful and personal, 10,882, 10,883, 10,953–10,955.

Inferiority of school work is not a characteristic difference of voluntary schools, 10,884–10,886, 11,370, 11,371.

Rural schools are heavily handicapped, 10,908.

Board school management is far more costly than that of voluntary schools, 10,918, 10,919.

Children cannot be taught church catechism and formularies without being taught why they are members of the Church, 10,930–10,933, 10,967.

Teachers in voluntary schools are not often retained from sentimental reasons when incompetent or superannuated, 10,956–10,960.

Parents do not regard the doctrine of baptism with great hostility, 10,967–10,969.

Sees nothing wrong in the religious instruction given in church schools, 10,969, 10,970.

The number withdrawn is extremely insignificant compared with the number in attendance, 10,970–10,972.

In church schools there must be church teaching, 10,973, 11,151–11,159.

Cannot separate religious from secular teaching, 10,977, 11,025, 11,151–11,159.

Church schools are established in response to the wishes of the poor members, 10,980, 10,981.

The society interferes very little with local promoters of schools, 10,985.

Gives statistics of scholars in church schools, 10,581.

Is unable to compare the buildings and appliances of the two systems, 10,745.

A large increase in the attendance at church schools has occurred between 1876 and 1885, 10,854, 10,855, 10,862–10,864.

Teachers of small rural schools are mostly inferior to town teachers, 10,904.

"A woman over 18 approved by the inspector" is largely the teacher of infant classes throughout the country, 10,905.

She is quite without training, though possibly possesses some skill in managing children, 10,906.

Board schools can hardly help being superior to voluntary schools as regards buildings and appliances, 10,961.

His society aims at getting as efficient teaching in small as in large schools, 11,131.

All teachers should be trained if possible, 11,132–11,135.

The duty of providing religious instruction cannot be done without a school, 10,986–10,989.

Board schools have raised the standard of expenditure and instruction in voluntary schools, 11,003–11,010.

In some parishes the clergyman is very assiduous in religious instruction, 11,011, 11,012.

Not less than three quarters of an hour daily should be devoted to religious teaching, 11,015, 11,016.

Board schools are not irreligious, 11,017–11,019, 11,026, 11,027, 11,107, 11,111–11,113.

Parents do care for religious teaching, 11,021, 11,109.

It is inevitable that board schools should attract children from voluntary schools, 11,022.

Many parents prefer church to board schools, 11,023.

The competitive value of the two systems is reduced to a minimum in rural districts, 11,070–11,074.

There is great variety in the religious instruction given in board schools, 11,086, 11,087.

The two systems are carried on by the representatives of those who support them, and both receive State aid, 11,417–11,419.

Statistics as to Government expenditure on church schools and colleges, 11,534.

Mr. D. Holdsworth.

His school answers the same educational purposes as board schools, 17,788, 17,789, 17,862.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Mr. S. B. TAIT.

Gives average attendance in board and church schools, &c., 20,359.

Gives cost per head in Huddersfield schools, 20,360–20,364, 20,568, 20,569.

Gives per-centage of schools obtaining "Excellent" merit grant, 20,365.

Gives comparison between board and church schools with regard to merit grant, and passes in the three B's, 20,490, 20,491.

Mr. J. NEWBOLD.

Prefers to retain both the board and the voluntary system, 21,589–21,592, 21,595.

The board system is greatly indebted to the voluntary system, 21,595.

Under universal school boards, school management would decline, 21,596.

Mrs. FIELDEN.

Gives number of schools and departments under the Todmorden School Board, 26,073–26,076.

The church schools are below the others in examination results; the Roman Catholic school is at the bottom of the list, 26,077.

Managers as a rule look after the expenditure more than instruction, 26,082, 26,083.

Managers who do take personal interest in schools find it rather difficult to manage the teachers, 26,084.

Lady STEVENSON.

After a time voluntary schools will have to be done away with, 26,328, 26,329.

The teaching given in voluntary schools is much inferior to that given in board schools, 26,401–26,412, 26,440–26,443.

Rev. W. J. B. RICHARDS.

There is no glaring inequality between the results attained by voluntary and board schools, 26,727–26,730.

Inspectors do not adopt a different standard in examining board and voluntary schools, 26,731–26,733.

Sir L. T. STAMER.

Gives the average attendance in voluntary and in board schools, 22,217, 24,267, 24,541, 24,542, 24,616, 24,617.

The board schools accommodate 3,110, and the voluntary schools 5,590, 24,267–24,270, 24,544.

Voluntary schools have been largely extended during the time the board has been in operation, 24,543.

Mr. R. H. I. PALGRAVE.

Buildings, playgrounds, and apparatus are generally better in board schools, 25,722, 27,718–27,721.

Voluntary managers have a stronger and better influence over staff and children than board managers, 27,523, 27,524, 27,653–27,655, 27,656a–27,658, 27,722–27,724, 27,747, 27,900–27,902.

Hands in report showing number of board and voluntary schools in Great Yarmouth, 27,550.

Inspectors apply the same standard to both voluntary and board schools, 27,712–27,714.

Knows of no voluntary school buildings now that are unfit for school purposes, 27,719, 27,855.

The sanitary arrangements in board schools are not superior to those in voluntary schools, 27,720.

The moral influence may be less in board than in voluntary schools, 27,444–27,446.

Boards select their teachers as carefully and efficiently as do voluntary school managers, 27,748, 27,749.

Some voluntary schools in the district have been transferred to school boards, but the general tendency is not in that direction, 27,788, 27,789.

The standard of attainments is rather better in the voluntary schools, 27,790, 27,791, 27,887, 27,900–27,902.

The grants earned by the Yarmouth board schools were low, 27,878, 27,879.

The attendance is higher in the voluntary than in the board schools, 27,880–27,883.

## COMPARISON BETWEEN BOARD AND VOLUNTARY SCHOOLS—(continued).

Mr. T. WILKINSON.

The cost of the Harrow-on-the-Hill school is higher than when it was supported by voluntary subscriptions, 28,017.

The quality of the teaching does not justify the higher cost, 28,018, 28,019.

There are now none but board schools in the Harrow district, 28,020, 28,028–28,033.

The average attendance is about 1,500, 28,021–28,027.

The Harrow board has been extravagant in two or three cases in the number of teachers it employs, 28,042–28,065.

Rev. J. R. DIGGLE.

Managers of non-board schools take more interest in the work than school board managers, 29,795.

Has no reason to suppose the standard is lower in voluntary than in board schools, 29,796–29,799.

Gives the average number on the roll of board schools in London, and of non-board schools, 29,851.

The relative proportion is materially altering, 29,852, 29,853.

The average attendance in voluntary schools in 1871 was 174,301, now it is 163,477. 30,689, 30,690.

The decrease is caused by the general decay of non-board schools in London, 30,691–30,693.

The higher fee in voluntary schools has nothing to do with it, 30,693, 30,694.

Fees have not been gradually falling in board schools; states method of fixing fee, 30,695, 30,696.

Rev. R. G. MAUL.

Country managers of board schools do not give so much attention to school affairs as voluntary managers, 27,464–27,468, 27,507, 27,508.

The board schools do not affect his schools, 27,511–27,514.

Mr. J. HANSON.

In Bradford there are 25 schools with playground accommodation, 35,283, 35,284.

Mr T. G. WRIGHT.

They vary considerably as regards social rank, 37,389–37,394.

In 1886 the board expended 330*l.* in prizes, 37,395–37,398.

There have been no reasonable complaints as to over-building, 37,400–37,402.

Rev. Dr. H. W. CROSSKEY.

Gives particulars of schools under the board and also denominational, 30,788–30,793, 41,051, 41,295.

In board schools 10 square feet per child is provided, and in denominational schools only 8 square feet, 30,794–30,796.

The higher per-centage of attendance in the board schools is due to lower fees and their being better schools, 30,797–30,800.

States his objections to the denominational system, 41,052–41,065, 41,161, 41,162, 41,372, 41,373, 41,417, 41,418, 41,644–41,650.

Managers of denominational schools have not the resources as boards at their command, 41,066–41,071.

The buildings and appliances of board schools are superior, 41,072–41,074.

The want of money on the part of denominational schools affects the educational standard, 41,075–41,078.

Is acquainted with inferior schools kept up for purely denominational purposes, 41,079.

It would not double the existing rates if the voluntary schools were taken over by the board, 41,295–41,298.

Small denominational schools in country districts are unorganised; states their disadvantages, 41,305–41,310.

If those who manage country schools were made to feel their responsibility they would soon rise to the occasion, 41,317–41,321.

Nonconformist ministers should have a share in the management of country schools, 41,322, 41,323.

Compares the results in the two classes of schools both in elementary and class subjects, 41,324, 41,333.

## COMPARISON BETWEEN BOARD AND VOLUNTARY SCHOOLS—(continued).

Rev. Dr. H. W. CROSSKEY—(continued).

The number of children who take specific subjects is very small compared with the number on the registers, 41,324–41,337.

The constant drill in the three R's makes school tiresome in rural districts, 41,374, 41,375.

In small country districts better results will be obtained from board than from voluntary schools, 41,377–41,379, 41,381–41,383.

In Birmingham and other large towns there is more objection to Mr. Forster's Act than there was 10 years ago, 41,405–41,407.

Many denominational schools are conducted for the propagation of the doctrines of the Church of England, 41,419–41,422.

In no other country is education so entirely in the hands of irresponsible parties, 41,423, 41,424.

The working classes both in town and country prefer the board schools, 41,472–41,481.

The inspector's returns of voluntary schools cannot be obtained, 41,618–41,625, 41,631–41,637, 41,684.

Any one may obtain the reports upon board schools; the Birmingham board publish theirs, 41,638–41,643, 41,685, 41,686.

The denominational system necessitates a larger number of small schools, 41,645, 41,646.

In Birmingham a child gets a larger education in a board than in a denominational school, 41,651–41,653.

An unequal balance is applied to the administration of the grant in respect of voluntary and board schools, 41,881–41,889.

Is surprised at the ignorance of voluntary school children, 41,957–41,960.

Mr. E. HANCE.

States the condition of the voluntary schools of Liverpool, and their available accommodation, 32,242–32,261, 32,575–32,584.

The average accommodation of the voluntary schools for 10 years since 1876 is surprisingly large, 32,300–32,305.

Some of the voluntary schools are carried on with very little cost to their managers, 32,306–32,310.

Voluntary schools are supported separately, but poor church schools are helped from a central fund, 32,508–32,516.

The combined efforts of the voluntary and board schools, advances education in Liverpool, 35,630–32,636.

When a board school is built it is done by the will of the ratepayers, 32,652.

Rev. Canon McNEILE.

The best of the voluntary schools are equal to the board schools in Liverpool in efficiency, 34,097–34,099.

Very friendly relations exist between the school board and voluntary schools, 34,096, 34,101, 34,102.

Rev. J. GILMORE.

Parents in Hull preferred the board school, so the national school had to be closed, 35,006–35,008.

The voluntary schools get the very poor and outcast, while the board schools get the respectable children, 35,132.

Mr. J. HANSON.

The board schools earn more money per child, but at greater cost, 35,285–35,288.

The board and voluntary schools have each 76 departments; but the board have more class rooms, 35,289.

Mr. DENIS JOHN O'DONOGHUE.

Is in favour of universal extension of board schools, 35,951.

The religious bearing of the question might be settled on the basis of the correspondence between the Dean of Wells and Mr. Chamberlain, 35,952, 35,953.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Rev. J. NUNN.

It is impossible for voluntary schools to fairly compete with board schools, 36,346, 36,347, 36,632.

A board school should not be provided because parents wish to have one in their own district, 36,637-36,639.

The efficiency of the two systems is about the same in secular subjects, 36,698-36,702.

Under these conditions there would be an improvement in the education of the country, 36,703.

The voluntary schools and board schools work in harmony one with another, 36,886, 36,887.

Mr. T. G. WRIGHT.

Voluntary schools in Bristol do not produce better results, 37,433-37,435.

Transferred schools generally require structural alterations and improvements, 37,460-37,467.

The voluntary schools have not such good premises and equipment, 37,468-37,471.

Mr. W. LEE.

Voluntary schools in Leeds are in full vigour, 37,624, 37,625.

All reports of public elementary schools should be open to the public, 37,900-37,904, 37,954.

Voluntary schools are not usually so well fitted as board schools, 37,908, 38,011, 38,012.

There are none now in an unsanitary condition, 37,909.

Parents prefer voluntary schools, 37,910, 37,911.

The popularity of the teachers operates very largely in drawing children to particular schools, 37,912-37,914.

Puts in report of Mr. Legard, comparing the efficiency of board and voluntary schools, 37,951-37,953, 38,116a-38,116c.

Large open spaces for playgrounds have been secured in the board schools, 38, 005-38,009.

Voluntary schools have not good playgrounds as a rule, 38,010.

Five voluntary schools have been transferred to the board, who had to incur expense in improvements, 38,013-38,019.

Mr. H. BIRLEY.

Board schools show to advantage in buildings and playgrounds, but apparatus and equipment should be equally satisfactory in both, 40,300, 40,301.

Attendance in each case depends more upon the teachers' tact and vigilance than on anything else, 40,302-40,304.

Voluntary schools have improved a good deal in last 15 years, 40,392, 40,394-40,396.

The Salford School Board works very harmoniously with the voluntary schools, 40,641, 40,642.

Complaints as to the relations between board and voluntary schools in Manchester are rare, 40,643-40,646.

Mr. R. H. I. PALGRAVE.

It is easier for board schools, their income is not limited; voluntary schools are limited by their means, 27,523.

The school board acted as managers themselves, and visited the schools in turn, 27,528, 27,529.

Mr. T. SNAPE.

Board schools are more healthy and better equipped, 43,104, 43,105, 43,467-43,470, 43,514, 43,515.

Board schools earn more per head, 43,106-43,109, 43,473-43,482.

Less cookery and instruction in specific subjects generally is given in voluntary schools, 43,240-43,247, 43,483-43,488.

Board schools take the same class of children as voluntary schools, 43,294-43,296.

The board schools are more crowded, 43,518-43,520.

The only just way to equalise the two classes of schools would be to give the voluntary schools the same advantages as the board schools, 43,549-43,553.

COMPARISON BETWEEN BOARD AND  
VOLUNTARY SCHOOLS—(continued).

Rev. R. BRUCE.

The average number in Huddersfield board schools is 7,382, and in denominational schools 5,335, 43,836, 43,837.

The buildings and playgrounds of board schools are superior, 43,838-43,840.

Their apparatus and general equipment is very much better, 43,841.

The school board's pupil-teachers are superior to those in denominational schools, 43,842, 44,339-44,342, 44,418-44,420.

Board school management is superior to that of voluntary schools, 43,851, 43,852, 44,028, 44,343-44,353, 44,402, 44,403, 44,453-44,458, 44,528.

Board school management commands a wider confidence, 43,853, 44,034-44,040.

The children attending board schools are of the same class as those in voluntary schools, 43,878, 43,879.

A larger proportion of those in industrial schools come from denominational than from board schools, 44,218-44,224, 44,392-44,394.

A marked improvement in the character of the children is due to board school influences, 44,231.

Mr. G. J. SIZER.

Board schools are the most costly, while the educational results are about the same, 44,945, 44,972, 44,973, 45,035-45,053.

The education in denominational schools fits rural children for their after duties, 44,956-44,959, 44,961.

Managers do not feel the same interest in board as in voluntary schools, 45,004-45,008, 45,068-45,073, 45,083-45,087.

The relations between the board and the Wesleyan schools in the parish are amicable, 45,131, 45,161.

Rev. R. B. BURGESS.

The board school system is the more expensive, while the results are no better, 45,207-45,210, 45,251, 45,252, 45,294, 45,337-45,339, 45,391-45,397, 45,485.

Persons give their time and attention to voluntary schools gratuitously, 45,253.

The same class of children attend voluntary as go to the board schools, 45,286, 45,287.

Denominational management is not confined to one or two active members, 45,340-45,342.

The public have as ready an access to the reports upon voluntary schools as to those of board schools, 45,343-45,445, 45,373-45,377.

Board schools do not excite more interest among parents than voluntary schools do, 45,346, 45,347.

The fittings of voluntary schools in Birmingham are not at all inferior, and their condition generally is sanitary, 45,368, 45,369, 45,485.

The voluntary school buildings are fairly satisfactory, 45,486.

There are in Birmingham about 32,000 children in voluntary and 37,000 in board schools, 45,521-45,523.

Mr. W. H. GREENING.

The cost of board schools is enormous, 45,584, 45,773.

The same class of children attend both schools, 45,772.

Rev. W. ASTON.

The board schools provided satisfy the Nonconformists but not the Churchmen, 45,997-46,003, 46,022, 46,023.

The merit grant is no test of results in voluntary schools as compared with the board schools, 46,264-46,290.

Mr. J. A. BROOKE.

Board school buildings are better than voluntary schools, 46,368-46,371, 46,406-46,410.

Voluntary schools are well equipped with apparatus, books, &c., 46,372.

The board schools have a larger staff, 46,373-46,375.

Their best schools compare favourably with the best schools of the school board as regards results, 46,376, 46,501.



## COMPARISON BETWEEN BOARD AND VOLUNTARY SCHOOLS—(continued).

Mr. J. A. BROOKE—(continued).

The average grant in voluntary schools is lower, 46,377-46,381.

The school board system is too official, but the competition with church schools produces good results, 46,382, 46,502, 46,503.

A better class attends the board schools than church schools, 46,383.

The managers and inspectors are always very careful over exemption cases, 46,411.

Children in voluntary schools are not more prone to criminal practices than those in board schools, 46,428-46,430.

The teachers of both schools work amicably together, 46,504, 46,505, 46,533, 46,534.

Masters have more liberty in voluntary than in board schools, 46,506-46,509.

Gives statement showing the number of children sent to industrial schools from the two classes of elementary schools, 46,510-46,519.

The school board and voluntary schools approve of the 17s. 6d. limit, 46,535-46,537.

The board attendance officers work the compulsory law fairly between the two sets of schools, 46,538.

Gives particulars of schools affiliated to the association, 46,539-46,543.

Gives extracts from the inspector's report on the church schools in 1882, 46,545-46,548, 46,552-46,559.

Mr. J. ROBINSON.

The board schools are not superior in any way to the voluntary schools, 46,830-46,832.

There are 21 townships in the union, four of which are under school boards, 46,871-46,873.

The board school buildings are not better suited for the purpose than those of their neighbours, 46,875-46,884.

The voluntary schools turned over to boards in rural districts were starved for want of funds, 46,885-46,892.

Rev. Canon E. H. L. WILLES.

The children in the voluntary schools attain the proper educational result, 47,031, 47,032.

The results in small rural board schools are inferior to voluntary schools, 47,096.

Ven. Archdeacon NORRIS.

The voluntary schools are not stimulated by the competition of the board schools, 47,470.

The school board system makes the character of the teacher more important than it was before, 47,476.

Mr. H. PARKER.

The desire to continue the voluntary system is as strong as ever, 47,828-47,830, 48,014, 48,015.

The voluntary system is supported by all classes, 47,831.

Gives comparative statement of grant earned by the voluntary and board schools, 47,956-47,962.

The school attendance committee acts in harmony with ministers of religion, 48,016-48,019.

Rev. J. J. SCOTT.

Gives the number of board and church schools and accommodation in Manchester, 48,091-48,094.

There are several large towns in the Manchester diocese without school boards, 48,095-48,097.

Under Article 114 voluntary schools are fined 2d. per child, and board schools only 1½d., 48,098, 48,099.

There is distinctly more continuity of management in church than in board schools, 48,100.

Mr. H. WILLIAMS.

His children have never been to a board school, 48,512.

Board schools should be for those who cannot pay more, 48,514, 48,542, 48,543.

Voluntary schools should have fair play, 48,515, 48,516.

Prefers the voluntary system, 48,517, 48,518, 48,543.

## COMPARISON BETWEEN BOARD AND VOLUNTARY SCHOOLS—(continued).

Mr. H. WILLIAMS—(continued).

Voluntary schools are more select than board schools, 48,541, 48,552, 48,558.

Boys from board schools are a lower order of children, 48,546-48,551, 48,559-48,561.

Gives instances of the injury done to efficient voluntary schools by the opening of board schools, 48,581, 48,582.

Mr. M. WILKS.

The working of the two systems together in London is producing a friction detrimental to education, 48,812, 48,813, 49,028, 49,029, 49,034, 49,035, 49,246, 49,247, 49,251-49,258.

It would be better to have one system all through London, 48,814.

There is less illiteracy in agricultural counties than in those where school boards prevail, 49,227-49,229.

Mr. J. MURRAY.

Voluntary school buildings suffer from want of means, 50,113, 50,114, 50,186-50,189.

Roman Catholic schools are limited in their expenditure by their poverty, 50,115-50,117.

Voluntary schools are rated, and have to contribute to the maintenance of board schools, 50,119-50,121.

Board schools ought to be more efficient than Roman Catholic schools, but are not, 50,122-50,129.

The requirements with regard to primary subjects press hardly on Roman Catholic schools, 50,143-50,146.

The average grant earned was 19s. 4d. in his school, 50,158-50,161.

Mr. T. E. POWELL.

In poor localities voluntary schools having a higher fee get the better children, 52,809-52,812, 52,898, 52,901, 52,902, 52,974.

The street sweepings go into the board schools, 52,812-52,814.

Some prefer voluntary schools, 52,893-52,900.

The only prejudice against board schools is the fact of compulsion, 52,989, 52,990.

The school board system is likely to create a still larger interest among the working people, 52,991, 52,992.

Mr. H. R. WILLIAMS.

There is a good deal of jarring between voluntary and board schools, 53,813-53,816.

Education is superior in board schools, 53,813, 53,814, 53,818, 53,819.

The London School Board has never shown any unwillingness to admit the most wretched children, 54,026.

Voluntary schools have refused children because of their raggedness, 54,060-54,062.

Mr. W. MARTIN.

The staff in board schools is generally efficient, but not so strong as in voluntary schools, 55,336-55,339.

The best teachers in board schools are not always paid the best salaries, 55,339-55,343.

The results generally are higher in board schools, 55,357, 55,573, 55,615-55,617.

No supervision is exercised in board school playgrounds, 55,358-55,366, 55,515-55,519, 55,576, 55,678.

Does not have a severer standard of inspection for board than for voluntary schools, 55,570-55,572, 55,580.

The superiority of intellectual results of board schools alone is not a reason for abolishing voluntary schools, 55,575-55,577.

Board school managers show a growing interest in their schools, 55,611-55,614.

The moral management and education in board schools is as good as in voluntary schools, 55,677-55,679.

Mr. T. HEALING.

Prefers school boards in villages, 56,078-56,086.



## COMPARISON BETWEEN BOARD AND VOLUNTARY SCHOOLS—(continued).

Mr. A. P. GRAVES.

School boards are unsatisfactory in small parishes, 57,181-57,183.

Would like these boards controlled by some system of county boards of education, 57,187, 57,188, 57,315-57,317.

Rev. F. SYNGE.

A small proportion of board and voluntary schools in Norfolk are very bad, 58,262, 58,267-58,283.

Inspectors make no distinction in examining board and voluntary schools, 58,284-58,289.

The unusual proportion of board schools in country parishes is not due to sectarian animosity, 58,429-58,431.

Voluntary schools are more easily carried on in country than in town, 58,467.

Mr. E. H. BRODIE.

Board schools are tending rapidly to become middle-class schools, 58,771, 58,772, 58,826, 58,900-58,911.

Would maintain both voluntary and board schools, but dislikes the management of country board schools, 58,825, 58,826, 58,850, 58,851, 58,854-58,857.

Board schools get large grants in addition to rates, 58,826, 58,919-58,928.

Has about 15 small rural school boards with about 200 schools in his district, 58,852, 58,853.

Describes the composition of school boards in small districts, 58,858-58,860.

Lord LINGEN.

Voluntary schools are more difficult to support, 56,222-56,227.

Is against any exemption of school buildings from rates, 56,228-56,230.

Nothing short of both sharing in the rates can put board and voluntary schools on a footing of financial equality, 56,231-56,233, 56,443-56,449.

Board schools are practically independent of the grant, 56,286-56,289, 56,386-56,388.

The independence of voluntary schools in respect to teachers, religious instruction, &c., need not be interfered with, 56,291-56,294.

States in detail to what extent local bodies should have control over voluntary schools, 56,310-56,321.

Liberal terms should be offered to denominational schools to induce them to co-operate in this scheme, 56,361.

In a school with an extensive curriculum the inspector should see that the three R's were properly taught, 56,366, 56,367.

The present distinction between board schools and voluntary schools should, if possible, be got rid of.

The emulation between board schools and voluntary schools has not been injurious to education, 56,464-56,466.

Would take some security that the local authority should not destroy the voluntary schools, 56,505, 56,506.

## COMPULSION.

Rev. D. J. STEWART.

In his district the system seems to be not very effective, 2734-2738, 3039, 3040.

Has no means of comparing the work of school boards and school attendance committees, 2966-2969.

Makes inquiries how far the visitors of the London School Board bring children to school, 2970-2973.

All inspectors consider the question of school attendance, 2974.

Does not know whether compulsion has secured a longer period of school life, 2976, 2977.

There is a residuum of school population left untouched, 3041-3043.

Rev. T. W. SHARPE.

Has largely increased the numbers on the roll, but it has not increased the regularity of attendance, 4238, 4526, 4527, 4528.

## COMPULSION—(continued).

Rev. T. W. SHARPE—(continued).

Teachers and managers can do more to remedy this by gentle means than by compulsion, 4239-4241, 4244.

The residuum not on the roll is very small indeed, 4242, 4287.

Almost every child between 7 and 11 is now on the roll of some school, 4287-4289.

It is very difficult to enforce compulsion in London owing to the migration of parents, 4295.

Irregular attendance is due to truancy of children, 4296.

It is a great waste of time to report all the regular as well as the irregular attendances, 4386-4389.

The fullest attendance is on Tuesday mornings. The lowest on Monday mornings, 4529, 4530.

About 95 per cent. of all the children between 7 and 11 are upon the rolls of some efficient school, 4732, 4733.

To compel every child to go to school up to 12 or 14 years would require a large number of policemen to enforce it, 6702.

Mr. M. ARNOLD.

There ought to be compulsion. Abroad it applies to everybody, 5163-5171, 5423-5425, 6219.

There is not much truancy or irregularity of attendance abroad, 5172-5175, 6300.

School attendance is enforced by fines or imprisonment of the parent in cases of contumacy, 5176, 5177, 5360-5365.

Compulsory attendance begins at six years, and lasts until the completion of the 14th year, 5178-5180, 5336.

In Prussia compulsion is carried out by the police, 5357-5359.

Free education enables compulsion to be carried out with greater stringency, 5360.

Very few children in France escape from school, 5372-5374.

Compulsion in England is clumsy, and by no means a good mode of proceeding, 5403-5407.

There is a residuum of children; is larger in London than in other countries, 5498, 5499.

There is a committee or commission of each school abroad to look after absentees, 5520-5524.

Children should remain at school until 12 years of age, after that they should go to continuation schools, 6145, 6146, 6218.

Education has been compulsory in Germany by State law for some generations, 6159-6167.

Rev. D. J. WALLER.

As exercised in some districts fails to bring children into the schools, 7330, 7331, 7481, 7576.

Supplemented by good teachers and good schools secures a better attendance, 7332-7334.

The more stringent it becomes the greater the need for a variety of schools, 7359.

Has had no complaints of the way in which it is carried out in London, 7439, 7440, 7489.

Complaints are dealt with by the managers, not the committee, 7482, 7483.

In rural districts the boards are often composed of members whose interests are often opposed to it, 7486, 7487, 7575.

Has heard complaints of the way in which magistrates apply compulsion, 7488.

The attendance at voluntary schools, though as large as in 1870, should be larger, 7556.

In a rural district of 12,000 inhabitants a better attendance is secured than in the Burnley board district, 7577.

Since 1876 provision has been made for placing it in the hands of responsible committees, 7594-7596.

Rev. Canon WARBURTON.

Is carried out in board schools quite as well as can be desired, 7839-7841.

The number on the books must always be reduced by 25 per cent. before calculating average attendance, 7840.

School attendance committees get children on the books but do not enforce attendance efficiently, 7842, 7843, 7897, 8043-8048, 8318-8320, 8334-8337.

All that can be done is to get the children into schools, 7877.

## COMPULSION—(continued).

Rev. Canon WARBURTON—(continued).

Fees do not influence the attendance unless excessive, but children paying a high fee attend better, 8123–8127.

The school life of a child is longer than formerly, 8231, 8232.

The per-centage of attendance to the numbers on the rolls is an important test of the efficiency of the system, 8333.

Mr. T. W. ALLIES.

The payment of the school fees is an obstacle to school attendance where parents are poor, 9138, 9139.

In the Catholic schools about 20 per cent. of the fees are remitted, 9140, 9141.

Has no experience as to the difficulty, or otherwise, of enforcing compulsion, 9142, 9202.

Mr. R. WILD.

It is difficult to say whether compulsion has been a success, 13,788–13,790.

There should be an uniform standard of exemption throughout the country; at present it varies, 13,793–13,795.

Parents are only too ready to take children from school on passing Standard IV., at 13 years of age, 13,903, 13,904, 13,961, 13,962, 14,043.

Would like children to remain at school up to a certain age, irrespective of the standards, 14,045.

Has 18 or 20 children in his school who have passed the seventh standard, 14,044.

Mr. J. W. GROVE.

The method of enforcing compulsion creates much dissatisfaction in Marylebone, 14,607–14,616, 14,750.

School attendance committees are more lax in enforcing attendance than school boards, 14,609–14,616, 14,773.

Compulsion could be abolished without any injury to education, except amongst the lowest classes, 14,708.

Had better attendance formerly, when he could exclude those who were irregular, 14,708.

Compulsion has a tendency to shorten school life, 14,709–14,714, 14,760, 14,761.

Under the "Wastrel" clause all children were obliged to be either at work or at school up to 14, 14,718, 14,719.

The system of honour certificates was cumbersome; it would never be an aid to regular attendance, 14,720, 14,721.

Some of the boys who profited belonged to the poorest, 14,722–14,725.

The average attendance in his school is rather less than 270 now, 14,754.

Is surprised that Mr. Cumlin found that a school attendance committee secured a better attendance than school boards, 14,773, 14,774, 14,788–14,794.

Compulsion under the present rule has rather a tendency to be satisfied with seven attendances a week, 14,783, 14,784.

Careless parents allow children to do as they like if attendance is not compulsory, 14,786.

Is not surprised that attendance is better in agricultural than in manufacturing counties, 14,788, 14,789, 14,791–14,794.

It is more difficult to force the children into schools in towns than in rural districts, 14,789.

Miss WHITTENBURY.

Her children enter at three and leave at eight; only two years of that period is subject to compulsion, 15,595–15,599, 15,602, 15,603, 15,642.

Would not lose many children if compulsion were abolished, 15,600.

The attendance now is very similar to that in 1863, 15,605.

There are too many visitors to each school; it would be better to have only one, and make him responsible, 15,649–15,652.

About 15 or 20 per cent. of children attend badly, and want looking up, 15,652.

## COMPULSION—(continued).

Mr. J. POWELL.

School attendance committees are improving in their work; has no complaints to make against magistrates, 15,742, 15,743, 15,867, 16,025–16,031.

Submits tabular statement as to irregular attendance in a part of Bedfordshire, 15,744–15,746.

Compulsion has improved the average attendance, 15,860.

His school is in the district of a school attendance committee, its headquarters is the Biggleswade union, 15,915–15,917.

Many *ex officio* guardians are on the committee, 15,918–15,920, 15,922.

They think more of the claims of labour than of the children's education, 15,923, 15,924.

The attendance officer visits his school two or three times a year, 16,025, 16,026.

He is his own attendance officer; the less frequently the board officer visits the better, 16,029.

There is great delay in enforcing the law, 16,030, 16,031.

People resented compulsion for a time, but are getting more reconciled to it now, 16,085, 16,086.

The effect of compulsion seems to be that children leave when 10 years of age, 16,087, 16,088.

Mr. C. SMITH.

Is injurious to good church schools; attempting to enforce it drives irregular boys to board schools, 16,609, 16,610.

School board visitors give less attention to voluntary than to their own schools, 16,917, 16,918.

Complaints against the London School Board's superintendent were investigated by a committee, 17,007, 17,008.

Mr. D. HOLDSWORTH.

Has not found parents resent compulsion, 17,498.

Bad attenders are strictly looked after, but it is not so well enforced upon those who make six or seven attendances a week, 17,499, 17,500, 17,554–17,556.

Mr. W. MUSCOTT.

Compulsion laxly carried out owing to magistrates dismissing many of the cases, 18,018–18,022, 18,280.

It has not increased the attendance, 18,280–18,285.

Mrs. KNOWLER.

Compulsion is not carried out; children attended quite as well formerly, 18,588, 18,589, 18,620, 18,727, 18,765–18,768, 18,984.

No cases of absence have been brought before the magistrates, 18,591, 18,839.

Compulsion is distasteful to parents, who say they cannot do without the children at home, 18,611.

Children now leave school earlier than formerly, 18,615–18,617, 18,981–18,983.

Parents are poor, and must send them to work, 18,615, 18,618, 18,769–18,733.

Children now come to school because they are obliged, 18,728, 18,730–18,733, 18,739–18,741.

There is no difficulty in collecting fees, nor do the guardians pay for any children, 18,735–18,738.

Children cannot leave before they have passed Standard IV., 18,739–18,741.

The distance from school and bad roads partly account for irregularity, 18,744–18,749.

Does not send list of absentees to the officer every month, as it has only a temporary effect on the attendance, 18,832–18,836.

The cases go before the attendance committee of the New Forest Union, 18,837, 18,838.

Magistrates do not hold with compulsion, nor care to fine the parents, 18,839, 18,979, 18,980.

There are cases in the school which ought to have been brought before a magistrate, but the officer only threatens, 18,840, 18,841, 18,980.

There is a day school in the next parish, 18,987.

Miss NAPPER.

Compulsion is not often used, children attend without it, 19,084–19,087.

Finds no difficulty in bringing cases before the magistrates, who are willing to convict, 19,295–19,298.

## COMPULSION—(continued).

Mr. E. STEVENS.

Non-existent in his parish, but it is resorted to in neighbouring parishes, 20,828-20,833, 20,901, 20,927, 20,953-20,956.

Mr. J. NEWBOLD.

The force of legal compulsion in securing attendance seems neither to diminish nor increase, 21,597-21,599.

Relies on moral considerations to secure attendance, but compulsion is necessary for those not reached by moral influence, 21,600, 21,601.

Mr. W. RIDGWAY.

Indirect compulsion may be said to be in force, 21,716, 21,717, 21,858-21,864.

Would be a good thing to make attendance at night school compulsory, 21,865.

Sir L. STAMER.

Compulsion has increased the number of children of inferior age, but fewer older children remain, 24,455-24,461, 24,544, 24,570-24,572, 24,616, 24,617.

It would not have been so had no compulsory law been introduced, 24,462.

Rev. Prebendary RICHARDS.

Children leave school earlier through compulsion; boys in first class average 11 years, 25,726.

Persuasion has a better influence on attendance than compulsion, which has done harm in his district, 25,729-25,731.

In large towns it is good, but school attendance committees should have the option of using it or not, 25,731.

Mrs. FIELDEN.

The provisions made by law do not secure attendance; the magistrates decline to convict, 25,919-25,921.

Rev. W. J. B. RICHARDS.

Children should stay at school longer, except in cases of poverty of parents, 26,916.

Rev. Canon WINGFIELD.

Is not carried out very effectively at Welwyn, 26,950, 26,951.

The magistrates are very lenient, and inflict nominal fines, or none at all, 26,952, 26,953, 27,214.

The legal forms are cumbersome and misleading, and give rise to unnecessary delay, 26,954, 26,955, 27,213.

Parents are afraid of being prosecuted, and it has had a certain effect in causing more regular attendance, 26,956, 26,957, 27,150.

Labour certificates would be far better than the compulsory system and would do much more work, 26,960, 27,204.

The police should look after the system of enforcing the labour certificates, 26,961.

Poverty is the great obstacle to regular attendance, 26,962, 26,963.

The compulsory clauses have created a feeling of disgust and dissatisfaction, 27,090-27,093.

Is prepared to have compulsion abolished. The influence of managers and teachers secures more regular attendance, 27,152-27,154.

Indirect compulsion might be worked more efficiently, 27,205.

The compulsory clauses of the Act of 1870 have not produced much impression upon the minds of parents, 27,209-27,211.

Compulsion is not effectively enforced, it has become a considerable nuisance to the parents, 27,212-27,216.

Considers the committee has shown a wise discretion in not pushing the Act too far at Welwyn, 27,232-27,236.

Rev. R. G. MAUL.

In the St. Martin's-in-the-Fields schools compulsion failed entirely, 27,284-27,289, 27,411, 27,412.

The attendance officers made efforts to fill the board but not the voluntary schools, 27,413-27,419.

53748.

## COMPULSION—(continued).

Mr. R. H. I. PALGRAVE.

The board has endeavoured to eliminate private adventure schools, 27,797-27,814, 27,863.

It is very difficult to deal with them; there are great difficulties in enforcing compulsory attendance, 27,804-27,807, 27,813, 27,886.

2,205 children in Yarmouth do not attend any school; of these many have passed the standard of exemption, 27,815-27,817, 27,821.

A great many would be below the compulsory age, 27,863.

Mr. T. WILKINSON.

In the early days of his teaching at Harrow most children of the school age attended, 28,146.

Compulsion has reached a class of the very poorest children, 28,147, 28,148.

Would not like to see compulsion withdrawn, 28,162, 28,163.

Mr. A. C. ROGERS.

If the 22 weeks' system is to be continued, compulsion and regular attendance should be enforced, 28,255, 28,256.

The board is supposed to enforce attendance, but obstacles are placed in their way, 28,257-28,260, 28,391-28,395.

If would be a great hardship to enforce it with children who go hop-picking, 28,383-28,386.

It would create a public feeling against compulsion; there is a feeling now against it as carried on in London, 28,387.

People prefer to be led and not to be driven, 22,338, 28,389.

Mr. F. F. BELSEY.

The fines under the Summary Jurisdiction Act are frequently enforced, 29,344-29,347, 29,354, 29,382.

The work of the board has not been injured by the substitution of a distress warrant for a committal, 29,348.

Rev. J. NUNN.

The proposed industrial school will bring in most of the poorest children who do not now attend the schools, 36,290-36,295.

The magistrates give all the assistance in their power, 36,296, 36,297.

Parents would continue to be prosecuted if they kept their children away from a free school, 36,773-36,775.

Mr. T. G. WRIGHT.

Magistrates are fairly attentive. Many children do not attend on account of non-payment of fees, 37,384-37,388.

Mr. W. LEE.

There is an attendance officer in each district, and a special officer to look after truants, 37,507, 37,508.

There is also an industrial school officer, 37,509.

The first process is to issue a notice to parents to send their children to school, 37,510.

If that is not attended to, there is a prosecution; there are, as a rule, about 20 prosecutions weekly, 37,511, 37,512.

Compulsion has had very good effects on the attendance, 37,513, 37,514.

Great results are expected from the spread of education itself, 37,670, 37,671.

The attendance officers look after voluntary as well as board school children, 37,515, 37,516.

The board is resolved to enforce compulsion, and to prosecute where there is any irregularity of attendance, 37,672.

Mr. W. ANDERSON.

Compulsion is carried out by prosecution in a few cases, 38,142, 38,143, 38,370.

The magistrates back up the board fairly well; parents are often fined, but not imprisoned, 38,144-38,149, 38,371.

The school attendance committees do good work in compelling attendance, 38,367-38,369.

F

## COMPULSION—(continued).

Rev. J. MENET.

It has not conduced to better attendance, and has led to children leaving school earlier than formerly, 38,721, 38,722.

Mr. J. NICKAL.

Is still absolutely necessary. It tends to withdraw children at the earliest possible moment, 40,127-40,134.

Mr. H. BIRLEY.

Explains method of carrying out compulsion in Salford, but the teacher's influence and the prizes are better, 40,209.

Has no complaint to make of magistrates, 40,210.

The Factory Act of 1880 acts very hardly upon the poorest children, 40,211.

The number on the roll has increased from 15.78 per cent. in 1872 to 17.76 at the present time, 40,212.

The average attendance and regularity of attendance have also improved, 40,213.

The residuum of school population in Salford does not appear to be large, 40,214.

Direct compulsion is more effectual than indirect, although the latter has its power, 40,775-40,778.

The former cannot be done away with, but should be worked considerably, 40,819-40,822.

Rev. J. R. DIGGLE.

Describes the process adopted, 29,642, 30,081-30,084, 30,424-30,429.

Gives per-centage of attendance during last two years, 29,643-29,648, 30,088, 30,089, 30,092, 30,192, 30,193.

Magistrates vary very much; the board is now asking for additional facilities for the hearing of cases, 29,668, 30,424, 30,425, 30,433, 30,434.

They have also asked for the appointment of additional magistrates, 29,669, 30,280, 30,281, 30,435-30,451.

No parent should be summoned without first being seen by a local manager or the divisional member, 30,085-30,087, 30,194-30,197.

Compulsion gets children upon the roll, but does not ensure regular attendance, 30,090-30,092, 30,639.

About 10,000 or 11,000 cases were brought before the magistrates last year, 30,198, 30,199.

Additional facilities for hearing cases might lead to an increase, but would ultimately reduce the number, 30,200, 30,201, 30,438.

The more parents summoned under the Education Act are kept from the contamination of a police court the better, 30,280.

In inquiring into supposed neglect of a child's education it is assumed that the board's power extends to all classes, 30,644-30,649.

If parents of good position neglect their children's education the board interferes, 30,650-30,654.

Compulsion is necessary for dock labourers and classes of that kind, and not for the great mass of the artisan population, 30,763-30,765.

The time has not come for doing away with compulsion, 30,766.

Rev. Dr. CROSSKEY.

His board require eight or nine attendances per week, 32,956, 32-958.

Has no complaints to urge as to the way compulsion is administered in Birmingham; 32,953-32,955, 32,959, 32,960.

Mr. E. N. BUXTON.

The difficulty of working the Summary Jurisdiction Act has been a serious obstacle to school attendance, 31,377-31,379, 31,465, 31,466-31,468, 31-470.

Always resorts to 21st section if possible; it is not much used in London, 31,379, 31,380, 31,469.

Formerly the threat of imprisonment was sufficient to make the parent pay the costs, which are out of all proportion to the fine, 31,381, 31,382, 31,471-31,474.

If the defaulter's goods are not sufficient to cover the amount the magistrate can imprison, 31,383.

Magistrates in London are opposed to the school board and often fine the board instead of the defendant, 31,384, 31,475-31,482.

Has known cases of parents summoned 16 times being fined 1d., 31,385, 31,386.

## COMPULSION—(continued).

Mr. E. N. BUXTON—(continued).

There are not facilities for getting all the cases heard in court, 31,387.

Parents formerly lost a good deal of time in attending, but this does not occur so frequently now, 31,388.

Does not approve of a special magistrate being appointed to hear the cases, 31,389, 31,390.

The suggestion to get two unpaid magistrates to take school board cases is impracticable, 31,582-31,584.

Many cases of prosecution never come before a magistrate, 31,777.

The board have got into their schools children who were not in any schools before, 31,778, 31,779.

The board's estimated expenditure for the ensuing year is 1,070,000l.; the cost of taking over the voluntary schools would be about 205,250l., 31,780.

The cost of building new schools for them would be about 5,000,000l., 31,781.

All school boards that he has known desire that voluntary schools should continue as long as they are efficient, 31,782.

Mr. E. HANCE.

States the staff employed by the board for the purposes of compulsion, 32,132, 32,133.

Compulsion discourages the attendance of children before and beyond the legal age, 32,134, 32,563-32,566.

The magistrates show every desire to carry out the law; a limited number only should sit upon school board cases, 32,145.

A great proportion of the poorest children of Liverpool go to Roman Catholic schools, 32,467-32,470.

Neglect on the part of the parents, more than poverty, keeps children out of school, 32,471, 32,472.

States the method of working the truant boarding school, 32,566a-32,574.

The existing law is not sufficiently stringent for those who need compulsion, 32,664-32,666.

Rev. E. F. M. MCCARTHY.

All the educational authorities in America are crying out for greater compulsory powers, 33,421.

Rev. Canon McNEILE.

The machinery for compulsion is too slow; suggests a remedy, 33,803-33,805.

The magistrates of Liverpool are favourable to compulsion, 34,198.

Direct compulsion is attended by certain bad results, but it cannot be abolished, 34,465-34,469.

Rev. J. GILMORE.

Answers fairly in Sheffield; gives return of the average attendance, 34,612, 34,613.

Mr. E. HANCE.

Works fairly well at Bradford, but the attendance officers should have more authority, 35,205, 35,206, 35,210.

They have about 200 children in industrial school; gives reasons for sending, 35,207-35,209.

Cannot cope with children living in barges. More stringent regulations are required, 35,355, 35,356.

Industrial schools should, on principle, be in the hands of public bodies, 35,357-35,360.

Mr. D. J. O'DONOGHUE.

Details the scheme carried out to enforce attendance; only very bad cases are prosecuted, 35,868.

The magistrate is very fair both to the board and to the parents, 35,869, 35,870.

The average attendance has increased, 35,871, 35,872.

There are a large number who attend dame and other schools, and about 2,000 who do not attend regularly any school, 35,873-35,875, 36,102.

Compulsion has tended to lessen the school life of many, 35,982-35,984.

COMPULSION—(continued).

Mr. D. J. O'DONOGHUE—(continued).

926 summonses were issued in 1886; they cause the children to attend more regularly, 36,030-36,032.

The truant school works successfully; describes its operation, 36,031, 36,078-36,090.

There is not much employment at these schools for the children, 36,091, 36,092.

There is a Sunday school for Protestants only on the premises, and religious teaching in the week, 36,093-36,095, 36,141.

There are about 20 truants in the girls' industrial school, but a larger one will be built, 36,096-36,099.

At the truant school one evening a week is reserved for the religious instruction of Roman Catholic children, 36,141-36,146.

Mr. R. B. WILLIAMS.

It is absolutely necessary in the poorer districts, 40,890, 40,891, 41,033-41,035.

Only the migratory classes escape, 40,906, 40,907.

They have 22 visitors to 75,000 children, each visitor having a geographical district, 40,909-40,911.

The London board simultaneously schedule the number of the school population annually in April or May, 40,912-40,915.

Compelling fathers to attend the police court would vastly reduce the number of summonses, 40,948-40,951.

Proposes immediate imprisonment on non-payment of a fine instead of a distress warrant, 40,952.

The Rev. Prebendary A. M. DEANE.

It has brought children to school who never attended before, but has not increased attendances of children on the roll, 41,996, 42,272, 42,273.

A school attendance officer is employed in the parish; he is fairly active, 42,101, 42,102.

There are not many children of the ragged class who are still left out of school, 42,274-42,276.

There is a certain number of the lowest class whom it is almost hopeless to get to school, 42,277.

Mr. G. J. SIZER.

Repeated prosecutions lose their effect, 44,930, 44,931.

Difficult to proceed against waifs and strays, 44,933, 44,934.

Private schools are an obstacle to compulsion, 44,935.

The greatest difficulty is the poverty of the parents, 44,947-44,949, 44,951, 45,143.

Board schools meet the difficulty by remission of fees, 44,950.

Industrial schools meet the case of refractory children, 44,953.

Waifs and strays should be sent to some home, 44,954, 44,955.

More officers required to look up neglected districts, 45,134-45,142, 45,144-45,149.

A more summary process of getting the children before the magistrates is wanted, 45,149-45,155.

Magistrates help more now in securing attendance, 45,150-45,154.

Fines imposed are generally recovered, 45,156, 45,157.

Rev. R. B. BURGESS.

It acts fairly well, 45,206.

Mr. W. H. GREENING.

Has been very fairly and efficiently carried out, 45,582.

Mr. W. LEIGH.

The increase in attendance is due to the compulsory clauses, 46,624-46,626.

The school attendance committee does its work as efficiently as the school board, 46,629-46,633, 46,669, 46,772-46,774.

Can compare favourably with any school board, 46,670, 46,671, 46,689, 46,690.

Very few cases are brought before the magistrates, 46,672-46,687, 46,691-46,705.

COMPULSION—(continued).

Mr. W. LEIGH—(continued).

Free schools in poor districts would secure regular attendance, 46,706.

The committee require ten attendances a week, 46,715-46,717.

The committee should have equal powers with a school board, 46,718-46,721.

Where there is no competition the Department should fix fees, 46,775-46,777.

The magistrates are in favour of compulsion, 46,778, 46,779.

Mr. J. ROBINSON.

States the number of schools and the number of children on the books in Leek, 46,786-46,791.

Voluntary schools are rather better managed, 46,793. Children have great difficulty in getting to school in the winter, 46,795.

Is satisfied with the 24th section of the Act of 1873, 46,796-46,798.

States the plan adopted for enforcing attendance, 46,799, 46,800.

Their byelaws are satisfactory, 46,801.

The school board not anxious to enforce compulsory attendance, 46,802.

The work of the committee is very satisfactory, 46,805.

Fines are very fairly collected, 46,819.

The committee has no authority over the board schools, 46,974-46,976.

Managers of voluntary schools are elected by the subscribers, 46,977, 46,978.

In appointing local committees they are not guided by any denominational motives, 46,989-46,991.

A tradesman as member of board is unwilling to enforce attendance of customers' children, 46,994.

Rev. Canon WILLES.

Gives experience of the working of school attendance committees in rural districts, 47,016, 47,017.

Their committee works extremely well, 47,020.

School attendance committees are more effective than rural school boards, 47,047, 47,048, 47,104, 47,105, 47,143-47,147.

The committee is appointed by the board of guardians, 47,076, 47,100, 47,101.

Very few cases come before the bench of magistrates, 47,107.

Mr. J. S. HORN.

Gives particulars of the districts of the Burnley and Barrowford School Boards, 47,181-47,194.

The industrial population is engaged in the cotton trade, 47,195.

States how the compulsory clauses are carried out, 47,202-47,208.

There is no difficulty with the magistrates, 47,209.

States the cost to the ratepayers under each of the three local school authorities, 47,210-47,212.

In the Burnley School Board district 129 summonses were taken out during 1886, 47,233-47,235.

No children sent to industrial schools for five years, 47,236, 47,237.

The attendance officers visit the schools once a week, 47,340-47,343.

The Ven. J. P. NORRIS, D.D.

Compulsion exists in England only, 47,414, 47,415.

Does not believe in fines and penalties, 47,416-47,418.

The attempts at compulsion have done very great good, 47,435, 47,436, 47,486-47,493.

Mr. M. WILKS.

The teacher's influence is more valuable than compulsion in securing attendance, 48,720, 48,722-48,724, 48,876.

Compulsion is necessary to get the children into school, 48,721, 48,724-48,729, 49,202.

It will never get the residuum into schools, 48,724-48,729, 48,876.

Mr. H. E. B. HARRISON.

Magistrates are unwilling to enforce compulsion, 49,483, 49,484.

## COMPULSION—(continued).

Mr. R. BALCHIN.

Enforcing compulsion would not lead poor parents to rebel against the system, 51,847-51,850.

Mr. T. SMYTH.

Approves of compulsion; but the fees are a great hardship to poor parents, 52,274-52,276.

Compulsion is only partially administered, the richer people escape, 52,275, 52,279-52,284, 52,351, 52,714-52,718.

Has heard no complaints of the loss of the children's earnings through their attending school, 52,277, 52,278.

Mr. T. E. POWELL.

Compulsion has caused greater regularity, 52,828.

The proportion left untouched by education is small, 52,853.

Mr. H. R. WILLIAMS.

Compulsion has improved the attendance, discipline, and order in schools, 53,743, 53,752, 53,761, 53,918, 53,940.

There is a large residuum not yet reached, 53,754, 53,755, 53,758-53,760.

Many parents still encourage their children to stay away, 53,757.

Mr. C. TWISS.

Compulsion has not worked satisfactorily, 54,262-54,265.

The school attendance committee enforce compulsion, 54,266, 54,267, 54,273, 54,274.

Magistrates support the committee, 54,268.

The school attendance officer is efficient, 54,273-54,275.

Mr. H. PARKER.

The cost of the working is less than three-farthings in the pound, 47,724, 47,725, 47,821.

There is not much difficulty in enforcing attendance, 47,733, 47,734.

The attendance is remarkably good, 47,733, 47,736, 47,737.

The stipendiary magistrate does his work admirably, 47,735.

A very small part of the population of Birkenhead is left untouched, 47,768, 47,769.

The committee's work compares favourably with any school board, 47,826, 47,827.

Gives particulars of the procedure adopted for absentees, 47,983-47,989.

Rev. Prebendary H. ROE.

Attendance committees and their officers do little, and magistrates are too lenient, 54,890, 55,128, 55,129, 55,137.

Magistrates can do their duty without unnecessary harshness, 55,130-55,132, 55,136-55,138.

Imprisonment is a bad punishment; believes fines can generally be paid, 55,133-55,135.

Is in favour of compulsion, and would apply it to all classes, 55,189-55,197.

Mr. T. HEALING.

The law is not vigorously administered, 56,036, 56,053, 56,195.

The attendance officer is seriously hampered in the discharge of his duties, 56,037-56,044.

Magistrates show great leniency, 56,045, 56,046.

It is worth the parents' while to pay the fine for sake of what children earn, 56,049, 56,050.

The clergy are the main friends of education, and promote attendance, 56,051-56,053, 56,199.

The byelaws are often injudiciously lax, 56,054, 56,055.

There is very little control over the local authorities as to the way they carry out their duties, 56,149-56,151.

Persuasion is a good form of compulsion, 56,197, 56,198.

## COMPULSION—(continued).

Mr. A. P. GRAVES.

It is hard to get the authorities in a district to work upon an uniform system, 57,129.

There should be no difficulty in getting children's names on the rolls in small villages, 57,320, 57,321.

Would like groups of schools associated together in rural districts under one attendance officer, 57,322, 57,324, 57,325.

It is not fair to make teachers or managers responsible for getting children to school, 57,323.

Rev. F. SYNGE.

Some attendance committees do their work well, 58,256.

There is not much to choose between school boards and attendance committees, 58,260, 58,261.

Mr. E. H. BRODIE.

In rural places a Government attendance officer should be appointed, 58,650, 58,651, 58,655, 58,828.

An attendance officer is not so necessary in towns, 58,652.

Attendance has greatly improved, but in some country places it is very bad, 58,653.

School attendance committees vary in their work, 58,827, 58,828.

Rural school boards are less efficient than the local authority, 58,828, 58,857.

There is no occasion to limit compulsion to the hours of secular teaching, 58,834.

Mr. P. CUMIN.

The inspector generally reports if there is any great want of attention on the part of the local authority, 59,445.

This power is sufficient, but it must be used with great tact and discretion, or it fails, 59,446, 59,447.

Complaints are received from different parts as to the laxity of the local authorities, 59,448-59,452.

Mr. H. E. OAKLEY.

Compulsion increases the number on the roll, but tends to make children leave school earlier, 59,238, 59,239.

## COMPULSION. THE NUMBERS ON THE ROLL.

Rev. D. J. STEWART.

Has not had much effect upon the number of scholars on the rolls, nor upon the regularity of attendance, 2345-2348, 2695.

In every district there is a residuum who do not attend school at all, 2349-2353.

Is doubtful as to the effect compulsion has had in bringing large numbers of children to school, 2554-2558, 3082.

The average attendance and numbers on the roll would have been as great as they are without it, 2696.

In London a larger number of a lower class of children attend school, but doubts if it is due to compulsion, 2697-2701.

Hears constant complaints about irregularity of attendance, 3037.

Voluntary agency has shown itself to be the most valuable educational agency, 3082, 3083.

Compulsion no doubt prevents children going to labour before they are fit for it, 3084, 3085.

## CONSCIENCE CLAUSE.

Rev. D. J. STEWART.

Prior to 1880 there was some agitation about the conscience clause, 3923-3927.

The conscience clause is effective, 3972-3984.

The withdrawal of children from religious instruction does not imply that parents object to it, 4126.

This clause has an indirect effect upon the kind of teaching in a school, although it has never been put in force, 4127.

CONSCIENCE CLAUSE—(continued).

Rev. T. W. SHARPE.

Has never known an instance of the clause being infringed, 5041, 6318, 6319, 6749.

Would call the attention of managers to the importance of adhering to it, 5043-5047, 6749, 6750.

A few children, chiefly Roman Catholics, are withdrawn from religious instruction, 6317.

A lower fee to children attending a Sunday school would not be a violation of this clause, 6751-6753.

Mr. M. ARNOLD.

Has never known an instance of its violation in England, 5988.

The Rev. DAVID J. WALLER.

Very few children are withdrawn from religious instruction, 6890, 7090, 7228, 7229.

Occasionally Jewish parents desire that their children should not be taught the New Testament, 6890, 7090, 7119, 7120.

Is effective; it may perhaps be called inoperative, 6891, 7223, 7224, 7230, 7498.

Cannot interfere with certain outside influences, 6891, 6892, 7233, 7234.

Before it existed, their schools were open to others beside children of Wesleyan parents, 7082.

In one school, where one-third are Jewish children, exemption has not been claimed, 7092, 7117-7120.

No direct violation has been reported, complaints break down on inspection, 7188-7191.

Practically no attempts are made to infringe it, 7224-7229.

Protestant instruction is given in Wesleyan schools. No attempts are made to make Methodists, 7225-7228, 7268, 7269.

Pressing children to attend the Sunday school connected with the day school would be an interference, 7232.

Denominational schools secure the education of Wesleyan children under other than Wesleyan influences, 7266-7277.

Rev. Canon WARBURTON.

Seldom hears of any withdrawals; has never heard complaints of its violation, 8412-8414, 8501, 8518.

Mr. T. W. ALLIES.

Does not believe that non-Catholic children who attend the Catholic schools avail themselves of this clause, 9093, 9094, 9182, 9183.

Rev. J. DUNCAN.

In church schools, out of 2,000,000 children 2,200 are withdrawn from the whole, and 5,690 from a part of the religious teaching, 11,175-11,180, 11,364-11,369.

The partial withdrawals are probably from the catechism, 11,179.

Believes the conscience clause is effective, 11,182.

Mr. ROBERT WILD.

There have been no complaints of violation, and only one application for exemption, 13,996.

Mr. J. W. GROVE.

Two Jews claimed exemption from New Testament teaching, 14,745, 14,804.

Has had no complaints of the working of the conscience clause, 14,803.

Mr. WILLIAM BATEMAN ADAMS.

Has had no difficulty nor any applications for remission or excuses from lessons, 15,484.

Rev. Dr. CROSSKEY.

Though the conscience clause may not be violated it is ineffective, 41,966-41,976.

This clause is practically a dead letter, its very existence is felt to be an insult to Nonconformists, 41,977-41,979.

CONSCIENCE CLAUSE—(continued).

Mr. T. SHAPE.

With Church of England schools only the conscience clause is practically inoperative, 43,110-43,115.

Instance of withdrawal of a child from religious instruction giving injury and annoyance to parents, 43,116-43,126, 43,233-43,238.

Parents do not make complaints, 43,214-43,223.

Parents have not the courage to avail themselves of the instructions, 43,224-43,232.

The cases of violation of the clause are less serious than vexatious, 43,255-43,259.

The system which compels children to go to denominational schools is a great hardship, 43,381-43,385.

The catechism is taught indiscriminately in Church of England schools to all children, 43,386-43,395.

No parent has a right to expect the State to teach his particular religious views to his children, 43,396-43,399.

Rev. R. BRUCE.

The conscience clause is not effective, 43,766-43,768, 43,891-43,904, 43,914, 43,923-43,928, 43,929, 43,930, 44,051, 44,112-44,115.

Managers endeavour to carry out the clause, but it is violated in the spirit, 43,769-43,773, 43,904-43,906, 43,915-43,921, 43,931.

Clothing and other clubs, &c. should be managed through the Sunday school, 43,778, 43,931-43,933, 44,041-44,048.

There have been very few objections in Huddersfield, 43,922.

Rev. J. ATKINSON.

The religious instruction given in church schools is objectionable to Primitive Methodists, 44,551-44,563, 44,582-44,587.

It appears to separate the children from the Methodist Connexion, 44,565-44,567, 44,574-44,581.

Rev. C. W. WILLIAMS.

Is not an effective protection, 44,638-45,640, 44,691-44,701, 44,743-44,754, 44,757, 44,778, 44,799, 44,805, 44,806, 44,813-44,815, 44,823-44,826.

It is a general grievance that pupil teachers in Church of England schools must attend church, 44,641.

As a remedy there should be everywhere a school board and not less than one board school, 44,642.

The conscience clause grievances cannot be brought forward for fear of the social penalties to those making them, 44,799-44,815.

The disinclination to be withdrawn from religious instruction proceeds rather from the parent than from the child, 44,864, 44,865.

If taxpayers were represented on the management there would be less scruple in withdrawing children, 44,891, 44,892.

Has never heard since 1870 any complaints of the violation of the conscience clause, 44,920-44,922.

Mr. G. J. SIZER.

It is highly necessary, but is rarely appealed to, 44,941-44,944, 45,079-45,081.

Would not object to its being abolished, 45,082.

Has not found it oppressively worked, 45,170, 45,171.

Rev. R. B. BURGESS.

Has never known parents decline to take advantage of the clause for fear of social penalty, 45,205.

Any who attend church schools can be exempted, 45,229, 45,230, 45,236, 45,272-45,278.

There have been about 20 cases of exemption in the course of 20 years, 45,231.

Jews are taught the Old Testament but not the New, 45,234.

Rev. W. ASTON.

Remembers no case of Nonconformists complaining that they cannot avail themselves of it, nor of any instance of their availing themselves of the clause, 46,060-46,064.

## CONSCIENCE CLAUSE—(continued).

Mr. J. A. BROOKE.

Has not heard of any infringement of the conscience clause, 46,360, 46,426, 46,427, 46,462.

Mr. W. LEIGH.

Has never heard of a case arising from the conscience clause in Stockport, 46,722.

Mr. J. ROBINSON.

Has never heard of complaints as to the infraction of the conscience clause, 46,951-46,954, 46,992, 46,993.

Rev. Canon WILLES.

Has never heard of any infraction of the conscience clause, 47,055-47,059, 47,084-47,086, 47,118-47,120.

Mr. J. S. HORN.

Has never heard of an infraction of the conscience clause, 47,316, 47,317.

Burnley parents would not hesitate to bring a case forward, 47,318, 47,319.

Ven. Archdeacon NORRIS.

Has not heard of any grievance on the part of the parents, 47,460, 47,461.

Is in favour of the conscience clause in day schools, 47,603.

In some districts there may be difficulties which even the conscience clause does not remove, 47,604.

Mr. H. PARKER.

There has been only one complaint of infringement, and that was not due to religious scruples, 48,032, 48,033.

Rev. J. J. SCOTT.

In church schools very few have been withdrawn, and still less from the catechism only, 48,077-48,080.

Parts of the catechism are omitted in schools where there are a large proportion of dissenters, 48,081-48,084.

The clause is effective, 48,101-48,103.

Has never heard of any violation of the clause, 48,130.

Miss FOX.

Has never had a single case in her school, 51,606-51,608.

Mr. T. SMYTH.

The clause is inoperative, 52,254-52,258, 52,449, 52,450, 52,503, 52,637-52,652.

No appreciable number of parents claim exemption, 52,259-52,262.

If religious teaching is continued, compulsion should only apply to secular hours, 52,451, 52,452.

It is a grievance to parents that children are actually taught some dogmas, 52,731-52,734.

Mr. T. E. POWELL.

It works smoothly because it is unknown, 51,848-52,850, 53,001-53,004.

The only drawback is that where children are withdrawn there are no other schools to supply the teaching that the parents desire, 52,851-52,861, 52,998-53,000.

Mr. C. TWISS.

Only two claims for exemption have been made, and they were granted without the children becoming marked in any way, 54,399-54,404.

Rev. Prebendary ROE.

Dissenters do not complain of their children having to attend at church schools, 55,094, 55,095, 55,097.

The conscience clause is rarely put in operation, 55,056.

Teachers do not allow children to repeat parts of the catechism which are contrary to their parents' faith, 55,145-55,149.

## CONSCIENCE CLAUSE—(continued).

Mr. T. HEALING.

In Essex very few object to the religious teaching, 56,173-56,183.

No persecution is practised where the clause has been claimed, 56,187, 56,188.

Lord LINGEN.

It is no grievance to parents having to send children to schools of other denominations than their own, 56,508, 56,509.

Mr. J. G. FITCH.

Very few people take advantage of the clause, 56,757, 56,758, 57,018-57,021.

Would not like a conscience clause which gave religious instruction only to those who desired it, 57,022-57,024, 57,646-57,649.

Has never heard that the present arrangement is offensive, 57,025-57,027.

Has never been able to verify complaints, 57,798-57,801.

Mr. A. P. GRAVES.

There is no grievance in his district, 57,184-57,186.

Mr. J. MCKENZIE.

Has never heard of any violation of or grievance connected with the clause, 57,558-57,563.

Rev. F. SYNGE.

Has never heard of any infraction of the clause, 58,179-58,181, 58,636-58,645, 58,648.

The number withdrawn is very small, 58,182-58,185.

The clause is effective, 58,436-58,439.

Mr. E. H. BRADIE.

Has never heard of any violation of the clause, 58,663-58,665, 58,831.

Dissenters do not feel it a grievance having to send their children to church schools, 58,832, 58,833.

Mr. P. CUMIN.

No clause can be so effective as the control of the managers over the teachers' instruction, 59,127, 59,489, 59,784.

It would be no improvement to make compulsion extend to secular hours only, 59,127-59,129.

The conscience clause adopted in Ireland would not do in England, 59,490, 59,491.

## CONWAY, MR. LAWRENCE.

Is master of the Holy Cross Schools, Liverpool describes the schools, 50,238-50,241, 50,303, 50,304.

## COOKERY.

Rev. J. D. STEWART.

Cookery is taught at "centres" or "kitchens" in the Greenwich district, and a grant is earned, 3688-3691.

Rev. T. W. SHARPE.

Is taught well at St. Stephen's, Westminster, 5063.

It is taught at several centres of the London Board Schools, but in very few voluntary schools, 5064.

Is in favour of every encouragement being given to instruction in this subject, 5065, 6461.

There is no difficulty in teaching it in small schools if it is understood that very simple apparatus is required, 5066, 5067.

Is paid for by attendance, and, so far as his experience goes, it is well taught, 6460-6463.

Mr. M. ARNOLD.

Forms no part of elementary teaching, and does not approve of it, 5923-5926.



## COOKERY—(continued).

Rev. D. J. WALLER.

Is taught in so few Wesleyan schools that the results are not known, 6974, 6975.

Is not more taught, because it is unnecessary and costly, 7247, 7248.

Rev. Canon WARBURTON.

The cookery grant is most valuable and is working well, but it cannot be taken advantage of in the country, 8367-8369, 8373, 8630, 8740.

The classes are too large and should be limited, 8370, 8433, 8633, 8634.

Would like to limit the teachers to those holding diplomas from South Kensington and the North of England Cookery School, 8371, 8435, 8803.

The latter school is ready to supply diplomatised teachers, 8371, 8372.

The children might eat what the students prepared; a charge of 1d. might be made, 8374, 8375, 8635, 8636, 8800.

Before the present instructions as many as 200 were found in one class, 8433, 8434.

A thoroughly efficient and diplomatised teacher can be had for 80l. a year, who will teach a group of about eight schools, 8436.

To teach cooking in country schools the aid of a subscription is required, 8437, 8438.

Is no good unless taught scientifically, 8440.

The cook in Miss Frank's school is equal to the best diplomatised teachers, 8439, 8440.

The lessons given in the London board schools are very intelligent and practical, 8631, 8632.

Teaching cooking need not lessen the teacher's responsibility, 8742.

Is familiar with the work of cookery teaching, 8799.

The London School Board makes the sale of the materials more than cover their cost, 8800.

The word of the manager is the only guarantee that the teaching accords with the Code, 8801.

Has no doubt that *diplômées* of the London School Board would be efficient teachers, 8803.

As much importance attaches to skill in teaching as to skill in cooking, 8804, 8805.

Mr. W. B. ADAMS.

The chief difficulty in working mixed schools arises from the cookery classes, 15,007, 15,449-15,455.

Does not disparage cookery; it is most essential, 15,007.

Mrs. BURGWIN.

Instruction in cooking is excellent; it enables girls to cook in their own homes, 17,090-17,094.

Mr. S. B. TARR.

Is very popular among the children and parents, but the grant is too small, 20,326.

The class is held once a week, and is open to those in the upper standards only, 20,418, 20,419.

Mr. E. HORSFIELD.

A poor voluntary school cannot afford to take it up, owing to cost of apparatus, 22,092.

Rev. W. D. PARISH.

Has not attempted to teach cookery in his school for want of a teacher. Sussex people are quite indifferent about it, 25,159-25,165.

If he had to choose between cookery and a class subject would keep to literary instruction, 25,208.

Miss F. CALDER.

Suggests an alteration in the Code, 29,055-29,058, 29,095, 29,157, 29,158.

Every qualified teacher can obtain a certificate of competency for teaching cookery, 29,058, 29,095, 29,100, 29,105.

The effect of the instruction is to retain girls longer in the school, 29,059, 29,128.

## COOKERY—(continued).

Miss F. CALDER—(continued).

In many voluntary schools they are willing to pay extra for cookery, mothers value it so much, 29,060, 29,144.

The Northern Union of Training Schools of Cookery train and give certificates to teachers, 29,061, 29,062, 29,290.

Teachers of cookery are drawn mainly from the educated classes, and are more efficient in consequence, 29,063, 29,064.

The effect of the cookery grant has been to encourage managers to take it up, but being included in the 17s. 6d. limit stops it, 29,065, 29,066, 29,088, 29,123-29,125, 29,161; 29,163-29,168.

Some relaxation of the present requirement would increase the numbers, 29,067, 29,071, 29,088, 29,123-29,125, 29,161, 29,237-29,240.

It gives a taste for domestic work, and makes them more useful at home, 29,068, 29,071, 29,141.

It relieves over-pressure, and those who learn it do not fall behind other girls in other subjects, 29,069, 29,070.

It is being taken up rapidly, both by board and voluntary schools; would like it made obligatory in towns, 29,072, 29,159-29,162, 29,284.

Recommends 12, or at most 15, girls as the number for a practical class, 29,073, 29,160, 29,184.

Two or three classes can combine for demonstration, and then be divided for practice, 29,074, 29,077, 29,122, 29,229-29,233.

That course is followed by schools in connexion with the Northern Union, 29,074-29,076, 29,174.

By this plan the smaller and poorer schools in the country are enabled to have cookery taught, 29,077-29,079, 29,220-29,225, 29,228-29,233.

It is taught very successfully in half-time schools in Lancashire; sometimes in the evening, 29,080.

Inspectors encourage the introduction of cookery classes, 29,081.

It has been introduced into workhouse schools, much to the satisfaction of the authorities, 29,082-29,084, 29,127.

It has been taught in evening and ragged schools, but till now no grant has been obtained for it, 29,085-29,087, 29,134-29,136, 29,285-29,287.

Complaints of the rigidity of the Code in evening schools, 29,086, 29,094, 29,132-29,134, 29,166, 29,288, 29,289.

The grant should not be included in the 17s. 6d. limit, and should be paid upon girls if they leave before the inspection, 29,088, 29,089, 29,123-29,125, 29,129-29,131, 29,137-29,140, 29,237-29,240.

The course generally occupies 40 hours, and extends over the first six months of the school course, 29,090-29,092, 29,188.

If the girls leave before the inspection no grant is paid, 29,091, 29,092.

When girls acquire the art of cooking it develops the taste for manual labour, 29,093.

The staff of trained teachers is increasing year by year, 29,096, 29,097.

The Northern Union has passed about 175 trained teachers, 29,097, 29,098.

Each teacher could teach on an average about 20 schools, 29,099.

Does not approve of lady managers sending their cooks to teach cookery, 29,101-29,105.

In small country schools a certificated mistress might give the instruction provided she got the diploma, 29,106-29,110.

The course in the training school lasts from five to six months, the fee is ten guineas and seven guineas, 29,112-29,114, 29,197-29,206.

The utensils cost 5l., and the stove varies in price, 29,115-29,117, 29,233.

The simplest and fewest utensils are used, such as any working woman could provide herself with, 29,118, 29,119.

80l. a year is charged to schools employing their teachers, 29,120, 29,121, 29,229-29,231.

Cookery instruction has a very good effect upon the moral and intellectual tone of the pupils, 29,142.

Working men would be better satisfied with their homes if their wives understood proper and economical cooking, 29,143.

The Northern Union is purely voluntary; gives details of its constitution, 29,147.

It receives nothing from Government; it is supported by the fees and voluntary subscriptions, 29,148-29,150.

## COOKERY—(continued).

Miss F. CALDER—(continued).

Washing, starching, nursing, &c. are taught in the training schools as well as cookery, 29,151, 29,152.

Last year 17,000 children were paid for by the Education Department for cookery, 29,153.

Plans showing exact cost of the necessary plant and materials for teaching cookery have been prepared, 29,154, 29,155.

Not many uncertificated teachers are at present employed in schools that obtain the grant, 29,156, 29,157.

A larger number are necessarily taught and obtain the grant in board than in voluntary schools, 29,161, 29,162.

Upwards of 2,000 girls are instructed in cookery in the board and voluntary schools of Liverpool, 29,169–29,172, 29,251, 29,252.

There are quite as many more girls in and above the fourth standard who are not under instruction, 29,173.

The method adopted is a demonstration lesson one week, and the next week a lesson of practice, 29,174–29,177, 29,184–29,193.

The cookery instructor goes to several schools; she is not one of the ordinary staff of any particular school, 29,175, 29,176.

The instruction is mainly given in one of the school class-rooms, 29,179, 29,242, 29,243.

The northern boards are adopting the centre system, but would much prefer to have it in each school, 29,180–29,183.

A salary of 80*l.* a year is guaranteed to the teachers connected with the Northern Union, 29,194–29,196, 29,207.

The children act as scullerymaids and clean up everything, 29,208–29,211.

Teachers are being sent out in all directions, 29,212–29,216, 29,220, 29,280–29,282.

Travelling expenses are allowed to mistresses where the schools are beyond walking distance, 29,217–29,220.

As many as 24 attend one class, but smaller classes are recommended, 29,226, 29,227.

In Liverpool the food prepared by the classes is generally sold at a profit, 29,233–29,236.

She constantly visits schools where the instructors are giving instruction, 29,241.

It is open to managers to change the course of dishes prescribed for the course, 29,244–29,246.

Inspectors must take the word of the managers that there has been the proper amount of practical work, 29,247, 29,248.

Has not known gas companies push the use of gas for cooking; but has heard of them supplying it free, 29,249, 29,250.

The attendance during the course of 20 lessons is so regular that most pupils qualify for the grant, 29,252–29,257.

A two years' course is arranged for, but so many leave in the fourth standard that there is little chance of many taking it, 29,259–29,261.

Has visited the cookery centres of the London School Board, 29,262–29,264.

Inspectors do not know very much about cookery requirements, 29,265–29,267, 29,292, 29,293.

Cookery should be taught to all classes, 29,268–29,272.

It is taught in industrial schools and orphanages, but not yet in reformatories, 29,273, 29,274.

It would be very advantageous to have it taught in reformatories, 29,275.

There are several text-books prepared on cookery for the school board, 29,276.

Teachers in training must study the prescribed text-books, but not the pupil-teachers, 29,277–29,279.

South Kensington gave mostly high-class training, but now they are adopting a simpler plan, 29,280–29,282.

Nearly all the teachers trained in the Northern Union schools learn the higher class cooking, 29,283.

Rev. J. R. DIGGLE.

Makes no complaints of the grants for this subject, 29,743, 29,744.

Rev. Dr. CROSSKEY.

Is taught both theoretically and practically in their schools, 32,906–32,910.

## COOKERY—(continued).

Mr. E. HANCE.

This subject is taken by special teachers in the girls' own time, 32,615, 32,616.

Rev. Canon E. H. McNILLA.

Some grant for initial expenses is desirable, 33,839 34,080–34,083.

Miss DAVENPORT-HILL.

Systematic instruction has been given by the board in cookery since 1875 or 1876, 34,485.

Kitchens or centres are built in playgrounds, and girls attend from the surrounding schools; there are 52 centres now at work, 34,486, 34,487.

Each class receives one lesson weekly, the course consisting of 20 lessons, 34,486.

The class closes at noon, and children and teachers buy the dishes cooked; a profit of about 60*l.* a year is made, 34,487.

There were about 16,000 girls under instruction last year, 34,489, 34,490.

The grant is sometimes lost through girls leaving before the examination, 34,493–34,496.

It is also lost through girls attending irregularly, 34,496, 34,497.

During the first year there is more demonstration than practice, 34,497–34,499, 34,576–34,578.

The grant received from September 1885 to September 1886 was 1,800*l.*, 34,499–34,501.

Describes the second year's course, in which there is more practical work and less demonstration, 34,502.

The best way is to have more demonstration in the first year, and more practical work in the second, 34,503.

Describes the methods for training teachers in cookery, 34,504, 34,505.

The girls have 20 lessons in the art of cookery, and six months' training in teaching it, 34,506–34,508.

This training is sufficient to take charge of a centre, but they are expected to get the diploma of South Kensington, 34,509–34,511.

If they fail one year they try again, being employed in the meantime, 34,511.

Last year lectures were given to them on the properties of foods, 34,512.

The South Kensington diploma is not a sufficient guarantee of skill in teaching, 34,513, 34,514.

Extension of instruction in cookery may be hoped for in the country by the ordinary school staff, 34,515, 34,516.

More centres are being continually built; cooking is popular with the children, 34,517, 34,518.

Girls are admitted to the classes when they reach Standard IV., or Standard III. in very poor neighbourhoods, 34,519–34,521.

It is important that big girls in poor neighbourhoods should learn cookery, 34,522–34,524.

There are two cookery superintendents in London; describes their duties, 34,525, 34,526.

Cookery lessons are most appreciated by parents in poor neighbourhoods, 34,527.

Gives scale of salaries of teachers of centres and superintendents, 34,528–34,532.

Gives prizes of cooking utensils and books, 34,533–34,537.

It costs 300*l.* to build and fit up each centre, 34,538–34,540.

The temporary apparatus in class-rooms of outlying districts is not so satisfactory as a properly fitted up room, 34,542, 34,543.

The board are willing, if they have room, to allow voluntary schools to send children at a charge of 4*s.* a head, 34,544, 35,545.

The Code might be made easier for provincial schools, especially voluntary ones, 34,546, 34,547.

The results of the teaching are beginning to be appreciated, 34,548, 34,549, 34,555–34,569.

Describes the dishes practised upon in the first year 34,550, 34,551.

Girls are fit for situations as cooks after two courses; they give them three courses if they remain at school, 34,552–34,554.

Some parents object to the lessons, in which case the board does not insist on their having them, 34,556–34,558.

## COOKERY—(continued).

## Miss DAVENPORT-HILL—(continued).

The greatest objectors are the schoolmistresses, on account of the time taken from the other lessons, 34,558-34,561.

The price and quality of materials are subjects of instruction, and they are taught to use up odds and ends, 34,562-34,566.

Two kinds of ranges are used as well as the gas stove, but ranges are unhealthy for the children in summer, 34,567, 34,568.

The girls would not attend cookery lessons out of school hours, 34,570.

They are not recognised by the Department as entitled to give certificates, they only train teachers for their own cookery class, 34,571.

Outsiders are taught to teach, but prefers pupil-teachers, 34,572-34,574.

Could not cook in sufficient quantities to supply a large number of penny dinners, 34,579, 34,580.

It would be well to have one recognised body which would certify the teachers in cookery, 34,581, 34,582.

## Rev J. GILMORE.

Nearly all the upper class girls are taught cookery, 34,651, 34,652.

It should be so taught as to enable girls to cook at home, prepare plain dinners, &c., 34,653.

## Mr. D. J. O'DONOGHUE.

The results are satisfactory, a large grant is earned, and practical good is done, 35,924-35,928.

Cooking classes are always going at one of the centres, 35,989.

## Mr. W. ANDERSON

They have taught it occasionally but find the expense too great to take it up thoroughly, 38,186-38,189.

## Rev. N. PRICE.

Its teaching in public elementary schools was introduced 14 years ago in the Watford Heath School, 39,195.

The instruction should be adapted to poor men's houses; too much has been attempted, 39,196, 39,197, 39,229, 39,231, 39,235-39,238, 39,338, 39,339.

They teach about 18 girls at a time, divided into classes of six, each class under a pupil-teacher, 39,198-39,201, 39,206, 39,248, 39,249.

List of 42 dinners handed in, representing the actual work of one year, 39,202-39,205, 39,277, 39,278, 39,337.

There is a system of 1d. and ½d. dinners also, the pence more than covering the cost for food, 39,206-39,208.

Parents thoroughly appreciate what the girls learn. Most of the good ones become teachers, 39,209-39,215, 39,230, 39,251, 39,252, 39,332.

The Department ought to exercise greater width in recognising those persons who are competent to give certificates, 39,216, 39,367-39,370.

Believes that under Miss Davenport-Hill, the instruction given by the London board has improved, 39,217, 39,218.

Miss Calder, of Liverpool, and ladies generally, have aimed too high, 39,219, 39,243, 39,246, 39,247.

The grant has acted detrimentally, causing slovenly teaching and fewer lessons, 39,220-39,228, 39,248, 39,250, 39,261-39,267, 39,382.

Their teachers begin learning as such at 10 to 14 years of age, having already served as pupils, 39,231-39,234, 39,239-39,242.

They use exclusively a common kitchen range, such as the girls find in their own homes, but larger, 39,244, 39,245, 39,350-39,360.

Is pleased with the new Code conditions for teaching cookery in evening schools, and intends to start a school on this basis, 39,253-39,257.

In preparing the penny dinners, they use Ede's Cooker, which is extremely economical, 39,208, 39,258-39,260.

Their best teachers have been sent to South Kensington to take their diploma, but they are no better for school work, 39,268-39,272.

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## COOKERY—(continued).

## Rev. N. PRICE—(continued).

Cookery is taught entirely in school hours, and is a distinct gain to the other work, 39,273-39,276.

The pupil teachers for cookery are regularly apprenticed under sanction of the Department, and treated exceptionally by the inspector, 39,279-39,289, 39,340-39,342.

Scientific explanation to teachers is undesirable, as likely to lead them away from practical humble cookery, 39,290-39,294.

The central organisation in West Hertfordshire was not well received, owing to the supposed expense, 39,297, 39,298.

If managers would pull together, eight or ten schools might be served by one head teacher, 39,299-39,302.

Each pupil has two hours a week instruction, half the time being devoted to practical work exclusively, 39,303-39,307.

All the pupils now appear on the school books, but they hope by means of a night school to provide for persons who desire to take up cookery as their whole occupation, 39,308-39,313.

The cost of his system would, in a small village school, be less than 20*l.*, 39,315-39,324.

There is an ambition among parents to get their daughters into the cookery class as teachers, 39,323-39,326.

The general failure of cookery instruction is due to projectors and teachers aiming at scientific and theoretical teaching, 39,327, 39,385, 39,386.

The Government grant for all purposes has not suffered by the instruction, 39,328-39,330.

His teaching has resulted in a better system of village kitchen cookery, 39,332-39,334.

Parents do not consider the training menial, and pupils regard their teachers in the reverse of that light, 39,335, 39,336, 39,343, 39,344.

Girls who stop long enough are put through very much the same course year after year, and a grant obtained, 39,345-39,349.

His school only turns out one teacher in four years, 39,361-39,366.

Instruction by demonstration as taught by 19 teachers out of 20 would be unsatisfactory, 39,371-39,377, 39,380, 39,381.

Should be taught in all schools, 39,378, 39,379, 39,390, 39,391.

The few girls who go to service have sufficient preliminary knowledge to start as kitchen maids, 39,383, 39,384.

Special lady inspection is desirable, because the present inspectors are incompetent to decide in cookery and needlework, 39,387-39,389.

## Mr. T. SNAPE.

Should be taught in all elementary schools, 43,286-43,293.

The voluntary schools of Liverpool have 1,503 students in cookery against 500 in board schools, 43,335-43,337.

## Ven. Archdeacon NORRIS.

In rural schools especially should be encouraged, 47,425-47,428.

Girls should be instructed in practical cookery, 47,429.

## Mr. H. PARKER.

One school has succeeded in establishing and maintaining a cookery school, 47,793, 47,794.

## Mr. H. WILLIAMS.

Instruction in cookery is valuable and interesting to the children, 48,502-48,507, 48,530.

## Mr. H. E. B. HARRISON.

A grant to cover the first outlay would greatly facilitate the establishment of cookery classes, 49,406.

## Mr. C. TWISS.

An effort is to be made to commence cookery, 54,520, 54,521, 54,523.

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## COOKERY—(continued).

Rev. Prebendary ROE.

Cookery is taught in one district, and has answered well, but is expensive, 55,248, 55,249.

Cookery teaching is important, and valued by parents, 55,250-55,253.

Mr. W. MARTIN.

Every girl should learn it, but time is wasted in writing down receipts, 55,466-55,468.

Mr. J. G. FITCH

The present system is working very well, 56,814, 57,680, 57,681.

Would not prevent a girls' school from taking drawing because cookery was not taught, 57,700.

Rev. F. SYNGE.

Cookery is taught in a great many schools in Norwich, but hardly anywhere else, 58,322.

It is desirable to extend the teaching of cookery in rural schools, 58,323-58,325, 58,378

Children do not learn cookery to any useful extent at home, 58,377, 58,378.

CROMWELL, REV. CANON.

Has been principal of St. Mark's College, Chelsea, since 1865. Before that was vice-principal, and then principal of Durham Training College for 13 years, 12,522-12,526.

CROSSKEY, REV. DR. H. W.

Has been an honorary secretary of the Central Non-conformist Committee since 1870, 41,036.

Is chairman of the Birmingham School Management Committee, 41,955.

Has been a member of the Birmingham School Board since 1876, chairman of the Sites and Buildings Committee up to November 1880, and of the School Management Committee since that date, 30,785-30,787.

Has been manager of a school, but never a teacher, 31,176, 31,194.

CUMIN, MR. PATRICK.

Is secretary of the English Education Department, and has been connected with educational matters since 1858, 1-4

CUNYNGHAME, MR. H. H. S.

Is one of the Assistant Commissioners of the Charity Commission, 51,165.

## CURRICULUM IN IRELAND.

Sir P. KEENAN.

Codes are issued nearly every year, after consultation with teachers and inspectors, 53,222, 53,228, 53,229.

It has advanced enormously since 1883, 53,223, 53,225.

Gives details of the subjects taught, 53,224, 53,265-53,270.

New Codes, unless involving a change in finance, are not laid before the Lord Lieutenant, 53,226.

Any just complaints by teachers against the Codes are remedied, 53,227.

The people have always been satisfied with the Codes, 53,230, 53,231.

Gives details of how handicraft and hygiene are taught, 53,258-53,263.

DAGLISH, MR. W. S.

Lives at Tynemouth, is a manager of Tynemouth Priory schools, and a member of the diocesan board, 52,032-52,034.

Appears as the representative of two diocesan boards and of the North of England Voluntary Schools Federation, 52,035-52,037, 52,039-52,042, 52,155.

As town clerk and clerk to the urban sanitary authority his attention has been given to rating for many years, 52,038.

DANIEL, REV. CANON.

Has been principal of St. John's Training College, Battersea, for 19 years, and has been on the staff for 30 years, 11,535-11,537.

DAVENPORT-HILL, Miss ROSAMOND.

Has been seven years a member of the London School Board, and 4½ years chairman of the cookery sub-committee, 34,479-34,484.

DAVIES, MR. DAN ISAAC, B.Sc.

Is sub-inspector of the Merthyr Tydvil district of Wales; has had large educational experience, 42,605-42,611.

## DAY INDUSTRIAL SCHOOLS.

Rev. D. J. STEWART.

The school at Cambridge is admirably worked under one master, 3044-3046.

Mr. M. ARNOLD.

There are some schools of this class in France and Germany for the lower and semi-criminal class, 6296-6299.

Mr. S. B. TAIT.

Some children in Huddersfield would be benefited by such schools, 20,651, 20,652.

Mr. F. F. BELSEY.

His board took steps to establish a day industrial school, 29,306-29,308, 29,321-29,325, 29,330, 29,332-29,335, 29,398, 29,414.

Their suggestions were very favourably received, but the scheme has been suspended, 29,309, 29,310, 29,336.

Describes the memorandum on the subject that was sent to members of Parliament and others, 29,311-29,313, 29,365, 29,411-29,414.

There would be great advantages in having a day industrial school attached to an elementary school, 29,312.

The discipline of ordinary schools would be very much improved by removing truant children from them, 29,314, 29,315.

It should be within the magistrate's power to draft them for a time to a truant school, 29,316-29,319, 29,379-29,381.

No difficulty would arise in managing them in school, the difficulty is to get them to school, 29,320.

There is no reason for restricting industrial instruction to day industrial schools as distinguished from elementary schools, 29,326-29,328.

Sees no reason why the Home Office should have anything to do with day industrial schools for truant children, 29,329-29,331, 29,353.

The school his board proposed to start was wanted for 30 or 40 boys, 29,337-29,343.

A payment of 1s. a week for attendance at the truant school should be rigidly enforced; gives details, 29,339-29,342, 29,361, 29,377, 29,378, 29,410-29,414.

The proposal is intended to meet the special difficulties of small school boards, 29,350-29,352, 29,399.

It would not be a good method to consolidate all the truancy of a place in one school, 29,355-29,357, 29,366-29,369.

DAY INDUSTRIAL SCHOOLS—(continued).

Mr. F. F. BELSEY—(continued).

The day industrial school would resemble to some extent the old ragged school, 29,358-29,360.

Very few have been sent to industrial schools for fear of encouraging bad parents to connive at the truancy of their children, 29,362-29,364.

Attendance at the truant school would not degrade the children in the eyes of other children, 29,375.

If any such feeling arose it would act as an inducement to boys to avoid being committed to it, 29,374-29,376.

The industrial training in the school would last only one hour daily, 29,383, 29,389, 29,394.

Describes how attendance would be enforced at the industrial school, 29,388.

There would be no difficulty in disposing of the products of the industrial school, 29,391-29,394.

The industry they learnt would hardly affect the future prospects of boys, 29,395.

The system would be unsuitable for large towns that can deal in other ways with truants, 29,396-29,399.

There are no certified industrial schools at Rochester, the nearest is at Ashford, 29,400.

They are generally sent for three years or some long term, 29,401.

It is expected that a month at a day industrial school would probably cure a truant boy, 29,402, 29,403, 29,405.

The power of committal should be in the magistrate's hands, 29,406-29,408.

Mr. E. HANCE.

Explains the use the board make of the four day industrial schools in connexion with compulsion, together with their cost and expenses, 32,135-32,139.

The present industrial school system only temporarily removes children from evil surroundings, suggests a remedy, 32,139-32,142, 32,236-32,239, 32,731.

The industrial teaching given in those schools is of very little value, 32,232, 32,723.

There is a growing desire to introduce industrial training into ordinary elementary schools, 32,233-32,235.

About 800 children are in the day industrial schools, and about 400 others are out on license on condition of their attending other schools, 32,401-32,411.

In the majority of cases a detention of less than six months is sufficient, 32,720.

Parents should be made to contribute more towards the support of their children in these schools, 32,726-32,730.

Rev. Canon McNEILL.

Has no personal knowledge of the management of the Liverpool industrial schools, 33,905-33,907.

Mr. J. HANSON.

Industrial schools should be under the management of parties responsible to the public, 35,396, 35,397.

Rev. J. NUNN.

The children in the day industrial school, to a certain extent, have advantages over those in elementary schools, 36,409-36,412.

A joiner's shop has been attached to one of the schools, there is no inclination to introduce any other industry, 36,413-36,417.

In the proposed industrial school for truants Roman Catholic children will receive separate religious instruction, 36,640-36,645.

The proposed day industrial school is to be a centre, 36,787-36,789.

Mr. T. G. WRIGHT.

The children sent to the day industrial school in Bristol are the neglected, or those of the poor, 37,475-37,485.

No industry is taught; chopping wood is the only work carried on, 37,486, 37,487.

The system should be extended; it supplements the working of the poor law, 37,480-37,482, 37,492-37,496.

The results of the day industrial school in Leeds are satisfactory, 37,528, 37,529.

DAY INDUSTRIAL SCHOOLS—(continued).

Mr. W. LEE.

There are 140 on the roll, and the average attendance is 96 per cent, 37,530.

Those who attend regularly after three or four months are licensed back on condition that they attend some elementary school regularly, 37,530.

Only 7 per cent are brought back for irregularity, 37,532.

Children feel it a relief to return to the public elementary school after being in the day industrial school, 37,533, 37,535.

While at the latter they are under a sort of practical detention, 37,534.

The manual work given them to do is simply to occupy their time and not to teach them anything, 37,594-37,596.

The usual charge to parents is 2s, in some cases 1s 6d. a week, 37,597-37,600, 37,706-37,712.

The religious instruction follows exactly the same lines as in the public elementary schools, 37,601.

As teachers have the children under their charge for a greater length of time, the moral influence is stronger than in ordinary elementary schools, 37,602, 37,603.

There has been a decided moral improvement in the scholars, 37,801, 37,802.

There are Roman Catholic children in the school, but no special provision has been made for their religious instruction, 37,974, 37,975.

Mr. H. BIRLEY

The inspector reports favourably of this school, 40,215, 40,823.

Six months at the school is considered sufficient; 17 children have been sent out, four of whom had their licenses revoked, 40,216.

It is no objection to the school that it brings together the worst class of children, 40,514.

Rev. R. BRUCE.

Should be built on the same basis as board schools, 43,822.

This has been done in Leeds, 43,823.

Mr. H. PARKER.

There are no day industrial schools at Birkenhead, 47,770.

Not required, 47,771.

There might be a difficulty on denominational grounds if power were granted to build them, 47,772.

Mr. T. E. POWELL

Would like to see such schools as Upton House extended, 52,836.

Mr. H. R. WILLIAMS.

Schools for waifs and strays should be established, 53,799, 53,801, 53,925-53,931.

Some food should be given to the children attending, 53,799, 54,024.

Cannot recover the cost of maintenance from parents, 53,800.

A certain sum should be fixed by magistrates and recovered as far as possible, 53,802, 53,803.

The deficit should be made up by the school board and from Imperial funds, 53,804-53,807.

Attendance at a truant or industrial school would not leave any stigma upon the boys, 53,933-53,936.

The education should be as good as in ordinary schools, 54,024.

DAY TRAINING COLLEGES.

Rev. E. F. M. MCCARTHY.

Reads the memorial to the Education Department, asking for the introduction of non-residential colleges, 33,200.

The memorial was adopted unanimously by the board, and received support from other boards, 33,201, 33,206, 33,207.

Additional accommodation is needed, 33,202, 33,203.

The yearly cost of the additional accommodation would be about 120,000l., 33,204.

## DAY TRAINING COLLEGES—(continued).

Rev. E. F. M. MCCARTHY—(continued).

Of the present total cost of 167,500*l.*, 121,000*l.* is met by Government grants, 22,400*l.* by the students, and 5,000*l.* for books sold, 33,205.

Submits scheme for day training colleges as an alternative to the Scotch system and the present pupil-teacher system, 33,209, 33,210, 33,477, 33,478, 33,642, 33,643.

Under it it is proposed to establish 10 or 12 colleges, accommodating 250 students each, in large towns, 33,210, 33,211, 33,236, 33,242-33,245, 33,482-33,485, 33,582, 33,583, 33,637, 33,638.

They would be under the management of the school boards of the districts, 33,212, 33,222, 33,486-33,492.

Persons of both sexes would be admitted at the age of 16, 33,213-33,215, 33,754, 33,755.

A student would remain in the college five years; describes the proposed course, 33,216-33,220, 33,229, 33,230, 33,246, 33,654, 33,656-33,665, 33,756-33,759.

The board would have to give preference to teachers connected with its colleges for all vacancies, 33,221, 33,441-33,443.

The interval between leaving school and the entrance age to the college could be bridged over by scholarships, 33,223, 33,224.

Males should receive such a sum as they could earn in any other employment, but females need not be paid, 33,225, 33,227, 33,449, 33,450.

States the sources from which students would be derived, 33,226, 33,457.

The scheme is in operation in the State of Massachusetts Normal School at Worcester, 33,231, 33,232.

The annual cost of the scheme should be borne by the Consolidated Fund, 33,233, 33,234, 33,443, 33,444.

Under this scheme the students would gradually gain better education and social status, 33,235.

The cost of staffing the school would not be appreciably raised by this system, 33,236.

This particular scheme has not been discussed by the board, 33,237, 33,238.

Establishing day colleges on the lines of the Scotch system would pre-suppose the usual pupil-teachership, 33,239.

They would be very slightly cheaper than residential colleges; give statistics, 33,240, 33,241.

In Liverpool the boarding training college sends its students into various schools in the city for training, 33,247, 33,248.

Day colleges would be advantageous for females, as the home tie would not be broken, 33,249, 33,250.

Doubts whether those in training colleges come from very poor homes, 33,251-33,253, 33,445.

The intellectual work can be carried on as well at home as at the training college, 33,254, 33,255, 33,445.

The number of hours that a student attends the classes at the local college should count as attendance at the training college, 33,414, 33,415.

The Worcester Training College is not parallel to any day college in this country as now existing, 33,425, 33,426, 33,431-33,438.

Gives occupations of parents of students admitted into Worcester Training College, 33,430.

Students in day colleges, if not living at home or with relatives, should be in selected lodgings, 33,439, 33,440, 33,639-33,641.

An annual examination should be held by the Department in the proposed day colleges, 33,479-33,481.

Where a day college is established pupil-teachers should be abolished, and the present acting teachers' avenue closed, 33,535, 33,536.

Day colleges would secure a different moral and social training to that in existing colleges, but it would be extremely valuable and effective, 33,541, 33,542.

They should not be denominational; there should be no religious test, 33,584, 33,585, 33,589.

At present only about 15 per cent. are trained in un-denominational colleges, 33,586-33,588.

The final certificate in the day college would be given after 2½ years' continuous teaching during the day, 33,763-33,766.

Mr. W. LEE.

There is no difficulty, under Article 110, in allowing assistants to attend at the Yorkshire College, 37,961.

The requirement is not too severe; any training worth having must extend over at least three years, 37,962.

## DAY TRAINING COLLEGES—(continued).

Mr. W. LEE—(continued).

It makes those who have special assistance in preparing for certificates wait three years, 37,963, 37,964.

Puts in copy of memorial to the Department in favour of a day training college in connexion with the Yorkshire College, 37,965-37,969.

Dr. MORRISON.

The college was built in 1845, and contains 68 male and 98 female students; it is under the control of the Free Church of Scotland, 38,396-38,403.

It is unsectarian, the only entrance test being passing the examinations prescribed by the Department, 38,404-38,408, 38,537, 38,538, 38,649-38,651.

There is no religious test for the staff, but the rector must be a member of the Free Church of Scotland, 38,409-38,418, 38,454, 38,455, 38,652, 38,653.

None of the students are residential, and no arrangements are made for their boarding outside; they give bursaries in lieu of board, 38,419-38,421, 38,424, 38,433-38,436, 38,456, 38,654.

It is entirely a teaching and examining institution, 38,422, 38,423.

There is religious instruction daily; no control is exercised over them on Sundays, 38,425-38,430, 38,457.

The other colleges are carried on on the same principles, but in two there are small boarding houses for a few females who come from a distance, 38,430, 38,431, 38,533, 38,534.

The average grant paid in English colleges is 40*l.*, and in Scotch 31*l.*, 38,574, 38,575.

The financial condition of most of the Scotch colleges is fair, 38,433-38,436.

A large number of male students are admitted to the Glasgow University, 38,437-38,441.

There is no difficulty in dovetailing the university classes with those of the college, 38,442, 38,521-38,523.

Gives statistics of the university attendance, 38,443, 38,444, 38,524, 38,569-38,572.

Male students leave at about 20, and female students at about 21, 38,445-38,447, 38,465.

There is an examination in religious knowledge, and no candidate who fails to pass is allowed a scholarship, 38,448-38,453, 38,477-38,479.

The hostel in Aberdeen in connexion with the Free Church Training College is only for a limited number, 38,458.

The students are occasionally visited in their lodgings, but not as a rule, 38,459.

There is a professorship of education in Edinburgh University, but not in Glasgow, 38,462-38,464, 38,568.

Very few male teachers now go to England, formerly a good many did, 38,466-38,468, 38,525, 38,527.

A good many women go to England and to Wales, as they get better salaries there, 38,469-38,471, 38,525, 38,526.

Religious instruction is only obligatory upon the Presbyterians, but very few of other denominations withdraw from it, 38,472-38,476.

The bursaries for board are paid out of funds obtained from the Department; gives detail of cost, 38,480-38,484.

The people who keep the lodgings for students are known by the college authorities, 38,485-38,490, 38,664-38,668.

In Scotland the whole of the education is opposed to the boarding system, 38,491, 38,492, 38,517-38,520, 38,668.

A female teacher, on leaving, would get a salary of about 60*l.*, a male teacher would get 75*l.*, 38,496, 38,497, 38,683.

The age of entry is 18; the course lasts two years; they can, however, remain a third at the university, 38,498-38,503.

Students come chiefly from the middle classes; hardly any come from the labouring class, 38,504, 38,505.

Not more than six hours a day is spent in classes at both the university and college together, 38,506, 38,507.

Few students join the ministry on leaving, as they are better paid as teachers, 38,508, 38,509.

They feel no responsibility for students who live at home, though they do for those in lodgings, 38,510-38,512.

Men students pay an annual fee of three guineas, and women two guineas to the college, 38,513.

## DAY TRAINING COLLEGES—(continued).

Dr. MORRISON—(continued).

English training colleges board their students, while the Scotch do not; this occasions a difference in the Codes, 38,574-38,576.

Gaelic is not taught at the college, 38,528-38,532.

The students acquire general culture, and are kept from narrow views by attending the universities, 38,535, 38,536.

The English Code is as high as the Scotch in its requirements for elementary schools, 38,539-38,547.

The medical certificates required are sufficiently strict; a very small per-centage of physically unfit enter the profession, 38,548-38,550.

The students have plenty of exercise; they form intimate acquaintances with each other, 38,560-38,564, 38,617-38,621, 38,670, 38,671.

Describes the course of training, 38,565-38,573

The difference between the grants earned and paid last year was 1,712*l.*; this is an actual saving to the country, 38,573-38,579.

The college cost the Free Church 10,000*l.* to build, of which 3,000*l.* was paid by the Government, 38,580-38,582.

Students sharpen one another by association quite as much in day as in boarding colleges, 38,613-38,616.

Students have as much leisure and quiet at home for study as those in boarding colleges, 38,622-38,625.

Universities could do the whole work of preparing teachers if they opened up special classes, 38,626.

Is much handicapped at present by the unprepared state in which teachers reach them, 38,627-38,631.

The bulk of girls are anxious to come, though without bursaries.

Infant school systems have not, up till now, received much attention, 38,659-38,662.

Rural schools require the same standard of teachers as town schools, 38,663.

The students of both sexes leave college at the same hour, but by different entrances, 38,669.

Gives the syllabus of daily religious instruction for each year; the prayers are extempore, 38,678-38,681.

Rev. J. MENET.

General discipline and formation of character could not be provided for by day colleges, 38,802, 38,803, 38,876-38,880.

Would object to a day scholar attending the college; it would interfere with its legitimate object, 39,191.

Mr. L. WILLIAMS.

Proposes to turn the university colleges into day training colleges; gives details, 39,413-39,423, 39,434, 39,435, 39,455-39,460, 39,482, 39,531, 39,532, 39,637, 39,638.

The undertaking should be altogether by the State, 39,434-39,449.

The scholarships should amount to 50*l.* for each male Queen's scholar, and 35*l.* for each female, 39,450-39,454, 39,511-39,516.

The colleges would provide special teaching distinct from general education, 39,461-39,464.

Under this college training teachers' education would be broader and higher, resulting in more liberal views, 39,478-39,481.

In Cardiff some ex-pupil-teachers are rather deficient in attainments and general knowledge, 39,483-39,485.

Parents would prefer their sons and daughters attending the day training classes than at a distant boarding college, 39,499.

There are now 25 to 30 women out of 165 attending the classes at Cardiff, 39,500-39,502.

Is in favour of feeding the training college through a modified pupil-teacher system, 39,503, 39,504.

In using the board schools for practising no serious difficulties or injurious effects are anticipated, 39,533-39,539.

The bursaries should be similar in amount to those in Scotland, 39,540-39,542.

Gives the grounds for founding day training colleges, 39,553-39,570.

Rev. R. BRUCE.

Is strongly in favour of them, 43,817, 43,818.

## DAY TRAINING COLLEGES—(continued)

Ven. Archdeacon NORRIS.

Is opposed to them, 47,536-47,538.

Would in time supplant the boarding colleges, 47,544.

Mr. M. WILKS.

Are of some value, 48,945, 49,196-49,198.

Girls not to be brought to London for the day colleges, 49,305-49,308.

Mr. H. E. B. HARRISON.

Their establishment is desirable where university training is obtainable, 49,336.

Professor N. BODINGTON

The Yorkshire College is not a residential college, 54,103-54,106, 54,108

These institutions should be utilised under certain conditions, 54,107, 54,117, 54,118, 54,136, 54,137, 54,176, 54,177.

Students would reside with friends or in lodgings, 54,110.

It will be easy to arrange for the professional subjects, 54,111, 54,119-54,121, 54,162, 54,163.

The results could be tested by examination, 54,112, 54,113.

The actual practice in teaching could be provided, 54,114, 54,116, 54,152-54,155, 54,159.

The managers of neighbouring schools would afford facilities for this training, 54,115, 54,158.

About 100 acting teachers attend the evening and Saturday classes in the college, 54,122, 54,123, 54,180-54,189.

The Scotch and German systems show that the system would work well here, 54,124-54,126.

The cost of instruction would be between 20*l.* and 24*l.* a year per head, 54,127.

About 30*l.* a year would cover the cost of board and lodging, 54,198, 54,129.

Thirty or forty teachers could be trained in the college, 54,130-54,134, 54,157, 54,194-54,196, 54,214.

The curriculum could be easily adapted to Government requirements, 54,135.

The college is wholly undenominational, and gives no religious teaching, 54,138-54,141, 54,201-54,204.

Points out the advantages of utilising Yorkshire College as a day college, 54,136, 54,137, 54,142-54,145, 54,197, 54,198.

Establishing a connexion with the university would be a great advantage, 54,146-54,151, 54,167, 54,168, 54,215-54,218.

Voluntary and board school managers are strongly in favour of the proposal, 54,160, 54,161.

A test examination might be imposed for admittance, 54,164-54,166.

Those who passed in the first division might use the university classes, 54,167, 54,168.

It would be desirable to give facilities for a third year's course, 54,169-54,172.

Three years' training would be better for the teachers, 54,148-54,150, 54,172-54,175.

A small entrance fee should be charged, 54,178, 54,179, 54,212, 54,213.

The school board insists upon ex-pupil-teachers attending the Yorkshire College classes, 54,189.

The scheme has gained in popularity, 54,190, 54,192, 54,193.

Teachers should not work by day and study by night, 54,191.

Does not propose to provide training for the whole number of pupil-teachers, 54,199, 54,200.

No difficulty would arise from receiving pupil-teachers of a humble class on equal terms with the rest of the students, 54,205-54,208.

Students would obtain the same moral and social improvement as in day colleges, 54,209-54,211.

Mr. J. G. FITCH.

The Scotch system modified might be adopted in England, 56,739, 56,740.

Maintenance grants might be made to non-resident students, 56,741, 57,784-57,786.

Does not wish to diminish the attractiveness and usefulness of the residential colleges, 57,832-57,834.



## DAY TRAINING COLLEGES—(continued).

Mr. J. G. FITCH—(continued).

Residential colleges should be made cheaper for a poor and well-conducted student, 57,843.

The inducement to seek training would be greater if untrained teachers were not certified so freely, 57,844, 57,845.

It would be difficult to command practising accommodation for large day training colleges in the towns, 57,855–57,859.

Mr. P. CUMIN.

There is a considerable demand for extending the means of admitting teachers to certificates, 58,934, 58,943, 59,167, 59,502, 59,503.

One way of meeting it is to utilise local colleges, or other places where lectures are delivered, 58,934, 58,976–58,978, 59,067, 59,093, 59,094, 59,105, 59,110–59,114, 59,477, 59,504–59,511.

Suggests how the expenses of day colleges would be met and grants awarded, 58,935–58,940, 58,975, 59,053, 59,095, 59,419, 59,420, 59,480–59,484, 59,718–59,723.

It is not proposed to interfere with existing training colleges, 58,936, 58,941, 58,942, 58,974, 58,984–58,986, 59,506, 59,509–59,511.

Compares cost in present training colleges with that of proposed day colleges, 53,936, 58,938.

His scheme would reduce the number of acting and pupil-teachers, 58,942, 59,074–59,082, 59,167.

It would not divert the flow of students from the present training colleges, 58,944, 59,506.

Believes a higher class would be attracted by day training colleges, 58,944, 58,982, 58,983, 59,074–59,077, 59,074–59,082, 59,096–59,115, 59,479–59,507.

They might be either secular or denominational; regard would be had to moral qualifications and conduct, 58,945, 59,062–59,064, 59,067, 59,421, 59,422.

School boards would not have to set up new colleges, but utilise existing provision, 58,980, 58,981, 59,113, 59,114, 59,503.

A less grant should be paid for them, 59,044–59,053.

It is difficult to compare the grants given to Scotch and English colleges, but Scotch colleges get too much, 59,047–59,049.

Points out security that might be taken that students intended to pursue the profession, 59,053, 59,054, 59,116, 59,117.

An application for the establishment of a secular boarding training college was not carried out, 59,065, 59,066.

About half the number of pupil-teachers, through poverty, do not proceed to college, 59,097–59,101, 59,103, 59,104.

Day colleges would tend to raise the standard of the teaching profession, 59,478, 59,479.

Students should continue to provide some part of the expense of their education, 59,484, 59,485, 59,723.

Doubts whether day colleges would be practicable for women, 59,495, 59,496, 59,724–59,729.

Would prefer separate colleges for the two sexes, 59,497.

Would admit students at 18, after passing an examination equivalent to the admission examination, 59,498–59,501.

Believes the morals of students would not be endangered by day colleges, 59,504, 59,796–59,799.

Does not think the demand for day colleges indicates the growth of a different idea as to education, 59,505.

The students of day colleges are to be substituted for acting teachers, 59,509–59,511.

Day colleges would not affect the supply for some little time to come, 59,512, 59,513.

Admits the moral value of residential colleges, but that is no reason against opening another door, 59,504–59,511.

Mr. H. E. OAKELEY.

All teachers should be trained; this can only be done by establishing day colleges, 59,183, 59,390–59,394.

Residential colleges have advantages over day colleges as regards discipline, &c., 59,184, 59,185.

Believes the competition would not render existing training colleges less efficient, 59,185, 59,186.

## DEAF AND DUMB.

Rev. J. GILMORE.

Provision is made for teaching the deaf and dumb in Sheffield, 34,993–34,995.

The school accommodates 48, and the average attendance is 22, 34,996–34,999.

No grant is received for the children, and the legality of the salary paid to the master is questioned, 35,000.

Mr. W. LEE.

29 or 30 deaf and dumb children, who are able to attend elementary schools, are under instruction, 37,985, 37,986.

The board provides the whole cost; gives details, 37,987, 37,988.

The teaching is mostly on the oral system, but the less intelligent are taught partly on the manual method, 37,989.

## DEANE, REV. PREBENDARY ARTHUR MACKRETH.

Is rector of East Marden and a prebendary of Chichester, and has had 27 year's experience, 41,981, 41,982.

Is a manager of the Chichester and also of the Brighton Training Colleges, and secretary of the Diocesan Society; gives particulars of his former experience, 41,983–41,990, 42,148, 42,149, 42,255, 42,256, 42,260–42,263.

## DEVELOPMENT OF SYSTEM IN IRELAND.

Sir P. KEENAN.

Gives statistics of the population and of the growth of schools since 1836, 53,137, 53,138, 53,493–53,511.

Gives the number of scholars on the roll during same period, 53,139.

Gives statistics of the average attendance since 1856, 53,140–53,142.

The large payments from the national exchequer have a great deal to do with the extension of the system, 53,283.

## DEVONSHIRE, Mr. J. H.

Has been 39 years in the educational profession, including pupil-teachership and training, of which 30 have been passed in the Minter Street Wesleyan Boys' School, Hoxton. The average attendance of this school is 200, 23,636–23,639, 23,775, 23,776, 24,029.

Is a member of the National Union of Elementary Teachers, 24,107.

## DIGGLE, Rev. J. R.

Has been chairman of the London School Board since December 1885; has been a member nearly eight years, 29,544–29,546.

## DISTRICT SCHOOLS.

Mr. W. HOLGATE.

The staff of these schools is generally sufficient, 49,832, 49,952, 49,953, 50,009, 50,010.

The children in these schools are boarded as well as taught, 49,833.

The spelling and reading are deficient, 49,834, 49,835.

In the other subjects they are on a par with any public elementary school, 49,836, 49,837.

No class subjects, according to the Code, are taught, 49,838, 49,839.

The industrial training given is adequate in quantity but not in quality, 49,840.



DISTRICT SCHOOLS—(continued).

Mr. W. HOLGATE—(continued).

The individual tastes of the children are seldom taken into account, 49,841-49,847.

States how the board of management is chosen for these schools, 49,848-49,851.

Is very well satisfied with the physical training given, 49,852-49,855.

More attention is being given to kindergarten games and drill in infant schools, 49,856, 49,857.

A good infant teacher is the most difficult to get of any, 49,858.

The superintendent and the matron are the heads of a district school, 49,922-49,924.

The industrial training embraces carpentering, gardening, engineering, and baking, 49,925.

From 100 to 200 boys from these schools annually go into the bands of Her Majesty's service, 49,926.

States how the certified Roman Catholic schools are paid, 49,927-49,929.

Is opposed to large schools, 49,986, 49,987.

A school of 300 would be the model size, and 600 the maximum, 49,988-49,990.

The after lives of the scholars and the moral results of many of the schools are very satisfactory, 49,991, 49,992.

There are very few district schools outside the metropolis, 49,993, 49,994.

In the cottage home system in Birmingham, industry is considered more than intellectual education, 49,997-50,000, 50,008.

Very satisfactory results have been obtained at this Birmingham school, 50,001-50,004.

The highest intellectual school for the pauper class in England is that at Liverpool, 50,005-50,007.

DRAWING.

Mr. C. SMITH.

Has not yet taught drawing as a class subject, 16,973, 16,978-16,981.

From forty-five minutes to two hours weekly are given to it, according to the standard, 16,975-16,977.

Mrs. BURGWIN.

It is taught in her school, though not as a class subject; girls do well in it, 17,190-17,192, 17,195.

It makes a good variation in school work, and it would be a pity to give it up, 17,193-17,196.

The present scheme is adapted to boys who will enter workshops, but for girls it should be more artistic, 17,197, 17,198.

Mr. W. MUSCOTT.

Drawing had to be given up owing to 17s. 6d. limit, 18,034, 18,035, 18,286-18,288, 18,415, 18,416.

It is a useful subject, and if there was sufficient staff he would take it up again, 18,289-18,291.

Mr. S. B. TAIT

Taught in several mixed schools in Huddersfield, 20,405.

Mr. E. STEVENS.

The drawing schedule is much too difficult in the upper standards, 20,009-20,012.

Mr. J. BRADBURY.

The questions proposed were fair, but the requirements are too great from Standard IV. upwards, 22,591-22,595, 22,604-22,606, 22,709.

Drawing is good both for teachers and scholars, but it is more important for boys than girls, 22,596, 22,597, 22,599-22,601, 22,690.

The number of girls presented slightly exceeds the boys, 22,598.

Is not teaching girls drawing this year, 22,600-22,603.

Drawing leads to technical training, and will be useful to children early in their business life, 22,596, 22,607, 22,608, 22,688, 22,689, 22,692-22,696.

DRAWING—(continued).

Mr. J. BRADBURY—(continued).

Children leave school too early to have more practical training in drawing, 22,609, 22,610.

The Science and Art Department refuse to make grants for the purchase of examples, 22,614.

The Education Department should now make these grants, 22,615.

Suggests re-arrangement of the requirements of upper standards, 22,616.

Would have more freehand and shading in the examination for girls, 22,690, 22,691.

Girls do not make as good progress as boys; a large proportion have to be re-classified in lower standards, 22,708, 22,709.

Drawing in the lower standards may improve girls in cutting out needlework, 22,710.

Mr. J. SCOTSON.

Would like drawing made compulsory, 23,214, 23,215.

Sir L. STAMER.

Drawing can no longer be taken as a class subject; it will disappear from the schools unless this is altered, 24,413-24,415, 24,465, 24,486-24,492, 24,545, 24,592, 24,593.

It will injure education in the district, because drawing and design are very much used there, 24,415-24,417, 24,463, 24,464.

The standards require re-adjustment, and payments should come from South Kensington as formerly, 24,466-24,473, 24,486-24,489, 24,546.

Approves of teaching drawing throughout the school, but it should not be obligatory to take English before drawing can be touched, 24,470, 24,474, 24,475, 24,546.

The Burslem School Board has been allowed to teach drawing in the evenings, 24,476-24,478, 24,480-24,483.

This does not solve the difficulty, voluntary schools could not afford to do so, 24,479-24,484.

The old method led up rather to artistic work, and that is wanted in the Potteries, 24,547-24,550.

It would be desirable to make the schedule more elastic, so as to suit special manufacturers, 24,451, 24,552.

Rev. W. D. PARISH.

There is no time to teach it in a village school, though it is useful for boys who will be carpenters and mechanics, 25,391-25,394.

Rev. B. G. MAUL

The drawing school attached to the Castle Street, Long Acre, school, was very sparsely attended, 27,469, 27,480, 27,484.

Drawing is not taught in a country school; they could not pay for it, 27,481-27,483.

Mr. A. C. ROGERS.

Takes drawing as a class subject, 28,554, 28,555.

The requirements in drawing are excessive for the standards, 28,556, 28,557.

There has been a slight re-classification of the school for drawing, 28,558-28,563, 28,566-28,568.

Drawing is not a subject in which re-classification is required more than in others, 28,564, 28,565.

Sir P. MAGNUS.

Further encouragement of drawing is most important, 28,594-28,596, 28,620.

In evening schools abroad, drawing from life is well taught, and geometrical and machine drawing is taught, 28,596.

Drawing should commence from the earliest age, 28,606, 28,686-28,690, 28,752, 28,815.

The effect of the recent alteration has been to diminish the number learning drawing, 28,618-28,620, 28,621, 28,622, 28,708, 28,723-28,725.

Drawing is generally taught in the German States, 28,681-28,683, 28,691, 28,692.

The Science and Art Department is probably the best authority to organise drawing in elementary schools, 28,706, 28,707.

## DRAWING—(continued).

Mr. E. N. BUXTON.

Drawing is the best kind of technical education at present available, 31,612-31,614.

Mr. E. HANCE.

The board attach great importance to drawing both for boys and girls, 32,153-32,155.

Mr. J. HANSON.

Its teaching is much restricted by the regulation that if one takes it as a class subject, all must, 35,237-35,239.

It ought to be incorporated in the necessary daily curriculum of all schools, 35,472-35,474, 35,549.

Mr. DENIS JOHN O'DONOGHUE.

The board wish drawing to be taught, but will probably discontinue it now the grant is withdrawn, 35,905-35,911, 36,212-36,214.

Rev. J. NUNN.

Is in favour of drawing simply as a matter of instruction, 36,482-36,489, 36,844, 36,845.

Mr. T. G. WRIGHT.

All the boys' schools take it as a class subject; a few girls take it, 37,184-37,186.

Dr. MORRISON.

Most of the students get the full drawing certificate, 38,606-38,611.

Mr. J. NICKAL.

Is taken as a class subject in all their boys' schools, and is a great advantage, 39,774, 39,775.

Mr. H. BIRLEY.

Linear drawing is but little taught, but would like to see it invariably taught, 40,252-40,256.

Rev. W. ASTON.

Linear drawing is very little taught in Bradford, 45,983-45,985.

Mr. H. WILLIAMS.

Would like as many as can learn to be taught drawing, 48,499-48,501.

Mr. M. WILKS.

Drawing is most essential to both sexes, 48,735-48,738, 48,742, 48,762.

The new syllabus is a valuable improvement, 48,739, 48,740.

It might be advisable to have alternate syllabus for girls, 48,741, 48,742.

Mr. J. C. BUCKMASTER.

Drawing should be compulsory, 53,603-53,605.

Mr. C. TWISS.

Linear drawing does not receive sufficient attention, 54,291.

It should be made compulsory, 54,292, 54,293.

It is thoroughly taught in his school to girls as well as boys, 54,496-54,502.

Rev. Prebendary ROE.

Practically drawing is scarcely ever taken in any of the schools he has inquired into, 54,949.

It can only be introduced into village schools by employing an itinerant drawing teacher, 54,950.

Drawing is most desirable, especially for boys, 54,951, 54,952.

## DRAWING—(continued).

Mr. W. MARTIN.

Drawing should be optional for girls, but compulsory for boys, 55,548-55,550.

Sir H. E. ROSCOE.

Drawing forms a link between science and art, 55,829.

It is most important as the foundation of all industrial pursuits, and it is a disgrace that it is so neglected, 55,830.

It should be incorporated with writing in all kinds of schools, 55,830, 55,836.

It is in a somewhat better condition now it has been transferred to the Science and Art Department, 55,830.

It is not compulsory for girls, 55,830, 55,831.

The teaching of drawing is altogether perfunctory, 55,833-55,835.

Too long a time should not be spent in merely copying drawings from the flat, 55,841.

There should be models and rudimentary school museums, and grants might be given for them, 55,842, 55,843.

Some disadvantage should accrue to schools that made no attempt to furnish objects of this kind, 55,843.

There are a large number of gratuitous schools and classes abroad for modelling and drawing, 55,873-55,875.

Elder children or adults will not become interested in drawing unless taught in early days, 55,876.

Abroad it is a workman's own fault if he cannot draw, 55,877, 55,878.

The drawing at the school in connexion with Mr. Schneider's works at Creuzot was remarkable, 55,879-55,881.

Mr. E. H. BRODIE.

Linear drawing is not much taught in his district, 58,677.

## DULL AND DEFICIENT CHILDREN.

Rev. D. J. STEWART.

The temptation to pass dull children by as hopeless is natural, but sees no means of guarding against it, 3358.

Dull children are unable to obtain scholarships when competing with clever children, 3361-3367.

Individual examination in the elementary subjects does not prevent the neglect of the dull, and over-pressure on the quick children, 3818, 3819.

His opinion is at variance with the statements in the Duke of Newcastle's Commission that clever children were well taught while dull children were neglected, 3820.

Rev. T. W. SHARPE.

Dull children if regular in attendance can easily go from standard to standard in each year, 5069, 6546, 6547.

Before the merit grant was introduced there was a chance of a clever child being neglected, 5070, 6368, 6369.

Clever children are not neglected now, except, perhaps, as regards arithmetic, 6370-6372.

Exhibitions are excellent means of advancing children if the difficulty of the special subjects required can be got over, 6416-6425, 6830-6834.

No exhibitions to the universities are attainable direct from elementary schools, 6723.

There are very few of these exhibitions in London, but St. Olave's Grammar School selects boys for exhibitions, 6724-6728.

Mr. M. ARNOLD.

The system is unfavourable to both clever and ordinary boys, as by it they are not taught in the best way, 5704, 5991-5994.

Prefers the foreign to the English system, 5706.

DULL AND DEFICIENT CHILDREN—(continued).

Mr. R. WILD.

Teachers neglect the clever children for the backward children, 13,699, 13,923.

Children after passing Standard VII. earn no grant, nor do their attendances count in the grant for average attendance, 13,699.

Mr J. W. GROVE.

Dull and deficient children receive more than their fair share of attention, 14,685.

Charge 1s. per week to children who seemed unlikely to attain the standard for their age, 14,763-14,765, 14,768, 14,769.

This has not excluded backward children from the school; gives instance, 14,766, 14,767.

The present system tells upon the health of dull children, 14,811.

Mr. J. POWELL.

Inspectors do not make sufficient allowance for dulness in rural children, 15,704.

Mr. D. CLARKE.

Terrible waste of time is involved to three-fourths of the school in waiting for the dullards, 16,244.

Rev. Dr. CROSSKEY.

The complaints as to detaining dull children after school hours were examined into and practically stopped, 31,192, 31,193.

DUNCAN, M.A., Rev. JAMES.

Has been Secretary to the National Society since 1870, 10,571, 10,572.

Has more to do with the machinery of education than with teachers personally, 10,738, 11,260-11,263.

Prior to 1870 was, as a parish clergyman, a manager of large schools for six years, 11,258, 11,259.

ÉCOLES ENFANTINES.

Mr. H. H. S. CUNYNGHAME.

Intended for such boys as their parents think the primary school proper is too rough for, 51,189, 51,190.

It is taught by women, and the cost, 4l. per head, is borne by the rates, 51,190-51,195.

ÉCOLES LIBRES.

Mr. M. ARNOLD.

These schools are intended for children whose parents wish for a more religious education, 5739, 5740.

They are entirely independent of the Government, except that they must fulfil the conditions of capacity, health, and morality, 5741.

They are certified and inspected, but not examined, 5742-5744.

It is a hardship that these schools, which are recognised voluntary schools, are not on the grant list, 5745-5748.

ÉCOLES MATERNELLES.

Mr. H. H. S. CUNYNGHAME.

These mixed schools correspond to our kindergarten schools, and are limited to 150 scholars, 51,177, 51,179, 51,185, 51,180-51,183, 51,186, 51,322.

The average cost per head is about 4l., which is borne by the rates 51,187, 51,188, 51,191, 51,192.

In them girls are not allowed to learn sewing, 51,184.

ÉCOLES PRIMAIRES.

Mr. H. H. S. CUNYNGHAME.

These are divided into boys' schools and girls' schools, 51,197-51,199.

The curriculum is divided into three heads, physical, moral, and intellectual, 51,200, 51,201.

The plan d'étude is modified to meet the circumstances of particular localities, 51,202.

Gives the time per week devoted to each head of instruction, 51,203.

It is proposed to give about an hour a day to drill, and allow some privileges with regard to the conscription to boys who have gone through the school battalions, 51,203, 51,204.

Gives figures representing the cost of maintenance and the number of children schooled, 51,205, 51,206.

In Paris about 144,000 children attend the primary schools, at a cost per head of 4l. 4s., 51,206-51,209.

In France there are fewer children to educate in proportion to the population than in England, 51,210-51,220.

In the primary schools in Paris no technical education is given to girls, 51,221.

In some schools boys learn chipping and filing, 51,221, 51,222.

ÉCOLES PRIMAIRES SUPÉRIEURES.

Mr. H. H. S. CUNYNGHAME.

Are for boys from 12 to 15 years of age, but the education can be continued to 17 years of age, 51,265.

Previous to the compulsory free laws the fee was 20 francs a month, 51,266, 51,267.

Before entering boys must pass an examination, 51,268, 51,269.

About 40 hours a week are devoted to study, 51,270, 51,271.

There are six schools for boys and one for girls in Paris, 51,272.

Admission rests with the préfet, and is not by competition, 51,273-51,276.

The cost of one of these, the Lavoisier school, is about 6,000l., or 12l. a boy, 51,277, 51,278, 51,491-51,494, 51,520-51,522.

The children are generally the sons of small shopkeepers, 51,279, 51,292, 51,293.

Describes the manual work in the Lavoisier school, 51,280.

Is not satisfied with it, either in the primary or primary superior schools, 51,280-51,283.

To be effective the schools ought to cost more than they do, 51,284, 51,285.

Describes the curriculum of the École Turgot. Too much is attempted, 51,286, 51,287.

Supplies figures showing the employments the boys from this school went to between 1875-78, 51,288.

The cost is 12l. to 13l. a head, and in addition 20 francs a month for dinner, 51,289-51,291, 51,491-51,494, 51,520-51,522.

The technical instruction includes a great amount of absolutely useless work, 51,294.

There are similar schools for girls. Describes the course, 51,295-51,297.

Industrial instruction is given to girls, 51,298, 51,299.

The cost is 28l. 10s. per head, 51,300, 51,301, 51,396, 51,397, 51,523-51,526.

Forty per cent. of the pupils are the daughters of workmen, and 50 per cent. the daughters of shopkeepers, 51,301.

In addition there are professional schools. All are supported by the rates, 51,302, 51,303.

The Rue Renilly school has 60 scholars; gives the subjects of instruction, &c., 51,304-51,306.

The cost per head, including feeding, is 75l. 10s. 5d., 51,307-51,310, 51,523-51,529.

A good many of the scholars are the sons of workmen, but admission is by competitive examination, 51,311, 51,312.

There are four professional schools for girls, which cost about 20l. per head, 51,313-51,315.

## EDUCATION IN AUSTRALIA.

Mr. E. COMBES.

There is scarcely a town but has a Sunday school, and well attended, 24,717, 24,987.

Denominational schools are kept up by private funds entirely, 24,733-24,737.

The predominant schools now are those constituted under the Act of 1880, 24,738, 24,739.

There is nearly a free run from the primary school to the university, 24,749.

The attendance officer has practically the power of remitting fees, 24,753-24,756, 24,758.

The local management of schools is carried on by local boards in New South Wales, 24,757, 24,782-24,794, 24,837, 24,926-24,928.

Inspectors report separately upon each school's efficiency annually after paying it a visit, 24,765, 24,921, 24,923, 25,001, 25,002.

There is no difficulty in obtaining teachers, the two training schools turn out more than can be absorbed, 24,772-24,774.

In early times teachers were not certificated, 24,772.

Some of the teachers have been teachers in England, 24,775, 24,776.

The system in New South Wales is very much the same as in English national schools, 24,777-24,779.

Clergymen take no part in school management, 24,781.

Compulsion is carried out by the attendance officer, 24,795-24,802.

Parents generally wish their children educated, and send them regularly, 24,799.

Has known no cases of children breaking down, 24,803-24,807.

Some teachers may be hard pressed; but the exercise and out-door life act as a compensation, 24,808-24,810.

Prefers the nominative system of management to an elective system for Sydney, 24,811-24,813.

If a master is reported as inefficient, he is warned, if there is no improvement he is discharged, 24,814-24,821, 25,026, 25,027.

The clause permitting religious teachers to give instruction in their own creeds is not much used, 24,727-24,732, 24,821-24,824, 24,929-24,931, 24,984, 24,986, 24,987.

The system of religious instruction is similar to that of the Irish Education Board in former times, 24,825, 24,826, 24,890-24,894, 24,944, 24,945, 24,990.

Fears have been expressed as to the result of the secular system in Victoria, 24,827-24,829.

Prefers the system in New South Wales, 24,830, 24,990.

The system of education rests entirely with the Minister of Education for the time being, 24,832-24,839, 24,876, 24,890, 24,977.

The regulations affecting education are not often varied, 24,840, 24,841.

The Department controls the expenditure and decides the amount of staff in each school, 24,842-24,846, 24,975.

Erection of, enlargement of, or repairs to school buildings are done by the Government, 24,847-24,849, 24,978, 24,979.

Local managers meet monthly, but visit schools much oftener, 24,850.

Managers could be removed if guilty of any discreditable act, 24,851-24,856.

Explains how complaints from parents against teachers are dealt with, 24,857, 24,858.

Inspectors are removable if found unsatisfactory, 24,859-24,861.

English history, geography, and grammar are invariably taught, 24,877.

Has found in England the most gross ignorance in matters regarding the Colonies, 24,878-24,882, 25,028, 25,029.

Very small schools in New South Wales are grouped under one board, 24,898, 24,899.

The superior and high schools offer such inducements as will take away public support from private schools, 24,900.

Children from the richer classes attend high schools and remain longer than those in ordinary public schools, 24,902-24,904.

Gives scale of teachers' salaries, 24,905-24,909, 24,974.

The school estimate for the year was 800,000*l.*, 24,911-24,916.

## EDUCATION IN AUSTRALIA—(continued).

Mr. E. COMBES—(continued).

The grants to school depend entirely upon attendance; schools are reduced for irregular attendance, 24,919, 24,920, 24,924.

There are a few schools supported by the Church of England, 24,935-24,937.

There are no schools endowed by private individuals, 24,940-24,943.

Gives the regulations as to the number of pupil-teachers to be employed, 24,950, 24,951, 24,963-24,965.

They are made responsible to a certain extent, 24,952.

A school of 300 boys has not invariably a separate room for each class, 24,953-24,955.

Five standards are recognised; the number of children allotted to each teacher varies from 30 to 50, 24,956-24,959, 25,037-25,039.

The head teacher takes a class, 24,960-24,962.

The course in the training school lasts three years; no one is admitted under 18, 24,967-24,969.

The instruction is free, and entrance nearly so. Gives the regulations for the training school, 24,970, 24,971.

Entrance is by competition, 24,972, 24,973.

Gives the curriculum in the elementary schools, 24,796.

Gives the regulations for the public school boards, 24,977.

All the school land is merged in the consolidated revenue now; the expenses of schools come out of the revenue, 24,980-24,982.

Some orphans' schools are subsidised, 24,983.

All religious denominations are equally recognised, 24,985.

Inspectors are very particular as to the inculcation of moral duty by the teachers, 24,988, 25,044, 25,045.

Advocates of the secular system say parents must give the moral tone to the children, 24,991.

The morality of the Australian Colonies compare very favourably with older countries, 24,993-24,995, 25,040.

The average cost of education per child to the State is 3*l.* 13*s.* 4*d.*, 24,996.

The high schools were created for the purpose of allowing children to continue their education, 24,998.

There is no lack of establishments for children of the higher social classes, 24,999, 25,000.

There is no inspection of the religious knowledge of children, 25,003, 25,044.

Complaints against the present religious teaching have dropped, 25,004.

They emanated more from the ecclesiastics than from the people, 25,005.

There is no conscience clause in the schools, 25,006-25,010.

The attendance in New South Wales compares very favourably with the Victorian schools, 25,013, 25,014.

Gives the regulations for the house-to-house school; children are examined in class, 25,021.

There is no payment by results in any form, 25,022.

Has never heard complaints of inspectors being tyrannical, 25,023, 25,024.

Teachers have not complained that their prospects in after-life are too much in the hands of inspectors, 25,027.

Roman Catholic schools are the poorest, but they can obtain teaching much cheaper, or gratuitously, 25,034, 25,035.

Their secular instruction is of a very fair quality, 25,036.

The larrikin corresponds with the street arab, and only exists in very large towns, 25,041, 25,042.

## EDUCATION IN FRANCE.

Mr. H. H. S. CUNYNGHAME.

Spent six or seven weeks at Paris in visiting all the elementary schools, particularly on the technical side, 51,173-51,176.

## EDUCATION IN NEW SOUTH WALES.

Mr. E. COMBES.

The present population is estimated at about 1,000,000; over 300,000 reside in Sydney and its suburbs, 24,627, 24,628, 24,646, 24,916.

## EDUCATION IN VICTORIA.

Mr. E. COMBES.

The estimated population is about 1,000,000. Melbourne is larger than Sydney, 24,690, 24,691.

The present school law passed in 1872, and came into operation in 1873, 24,694, 24,695.

The present school law was passed in 1879, it is a development of the older system on new lines, 24,629, 24,630.

Under the previous Act the administration of primary education was committed to one governing body, 24,630.

Education is now entirely under State control, 24,631, 24,632, 24,876.

Describes the five classes of schools as specified in the Act of 1880, 24,633, 24,634, 24,672, 25,015-25,019.

Education is compulsory and undenominational; it is not free, 24,635-24,638, 24,727-24,732, 24,809, 25,004, 25,012.

Threepence is the maximum fee, and there is a maximum fee of 1s. for families, 24,639, 24,640, 24,657, 24,753-24,756.

Arrears are recovered by legal proceedings, 24,641, 24,642, 24,657.

The schools are generally mixed, 24,643.

The school age is from 4 to 16, but attendance is compulsory between 6 and 14, 24,644, 24,645.

Gives the school population and the statutory school population, 24,646, 24,647, 24,887-24,889.

Roman Catholics no longer receive aid from public funds, but they contribute to the general revenue, 24,648-24,650, 24,759, 24,760, 24,932-24,935.

A public school is established if there are 20 children in the district, and a provisional school where there are 12, 24,651, 24,652, 24,659, 24,761-24,763.

The average attendance is about 68½ per cent. of the numbers on the roll, 24,653.

Children must attend at least 140 days during the year. The schools are open over 200 days, 24,654-24,656, 24,750, 24,751, 25,030-25,034, 25,043.

The instruction in the superior public schools includes mathematics, natural science, French, and Latin, &c., 24,658, 24,665-24,657.

The public high schools are equivalent to English grammar schools. States their course of instruction, 24,658, 24,665-24,667.

The superior schools are of recent introduction; they are cheap and efficient, 24,660, 24,997.

They can be established wherever there are not less than 20 children who have passed the standard of the fifth class, 24,661, 24,746-24,748.

Evening educational schools are not popular, and have been a comparative failure, 24,662, 24,663, 24,752.

The attendance of females has been discouraged, 24,663a, 24,664.

Separate departments are provided for the sexes in the high school, 24,668, 24,669.

There is no special fee for the superior public schools, but for the high school two guineas a quarter is charged, 24,670, 24,743-24,745.

Excepting the money received as school fees, the whole cost is paid by the State, 24,671, 24,740-24,745, 24,917-24,919, 24,938, 24,939.

There are two training schools for teachers. Females are resident and males non-resident, 24,673-24,677.

Pupil-teachers are employed and are instructed by the teachers, 24,678-24,680, 24,946-24,949, 24,966.

Teachers are civil servants of the Crown. They receive in some cases a retiring allowance, 24,681-24,683, 24,883-24,886.

Inspectors have mostly been teachers, but are of a higher class, 24,684, 24,764.

Provision is made for the physical training of children, 24,685.

Everything is done to raise the status of teachers, and make their profession an honourable one, 24,686, 24,687, 24,769-24,771.

## EDUCATION IN VICTORIA—(continued).

Mr. E. COMBES—(continued).

The system is free, compulsory, and entirely secular, 24,696-24,698, 24,710-24,715, 24,719, 24,895, 24,896, 25,011.

School attendance is obligatory for 60 days in each half year. The age is from 6 to 15, 24,699-24,701.

The average attendance is 120,701 out of 222,054 on the register, 24,702-24,704.

There are 655 private schools, 24,706-24,709.

The number in the State schools forms a large proportion of the school population, 24,716.

Attention is given to physical training, 24,718.

There are no school rates, and the funds are provided out of the general revenue, 24,719-24,721.

Higher education is provided from voluntary sources, 24,722, 24,723.

The tone and behaviour of children in Victoria is not different to that in New South Wales, 24,768, 24,989-24,995.

## EDUCATION IN THE UNITED STATES.

Rev. E. F. M. MCCARTHY.

The number of poor scholars in American schools is not so large as in England, 33,420.

There are no infant schools there, and age for age, children are not of the same standard of education as children here, 33,422-33,428.

The primary and grammar schools together correspond to our elementary schools, 33,427.

## EDUCATION OF PAUPER CHILDREN.

Mr. W. HOLGATE.

The education of workhouse children should be placed under the Privy Council, 49,863-49,867.

EFFICIENCY OF OUR PRESENT MACHINERY,  
BOTH CENTRAL AND LOCAL.

Mr. W. B. ADAMS.

The population round Fleet Road schools is a very mixed one, 14,952, 15,326.

Gives the number of children in each standard in his school, 14,953, 15,348-15,350.

Prior to the Revised Code of 1862, the upper classes received more attention than the lower, 14,954, 14,955, 15,028-15,030, 15,182-15,186, 15,083, 15,300, 15,304-15,307.

Scholars were not properly placed under the old system owing to the want of individual examination, 14,956, 14,957, 15,083, 15,300.

Is not entirely satisfied with the present state of things, 14,958, 14,959.

Subjects not specially paid for under the old Code were neglected, 15,030, 15,083, 15,300.

Rev. Dr. CROSSKEY.

Have had no complaints of late for detaining scholars, to prepare them for examinations, 31,159.

Rev. J. MENET.

Is not satisfied with the quality of the education given, 39,133-39,140.

Voluntary and board schools differ on fundamental grounds, 39,144-39,149.

Rev. C. H. KELLY.

Many children who do not go to Sunday schools go to day schools, 45,847.

The number of elder children attending their Sunday schools has increased, 45,850, 45,851, 45,900-45,907.

Describes the benefits conferred upon Sunday schools by the public elementary day schools, 45,852-45,862.

# EFFICIENCY OF OUR PRESENT MACHINERY, BOTH CENTRAL AND LOCAL—(continued).

Rev. C. H. KELLY—(continued).

Many day school teachers render great help in Sunday schools, 45,862, 45,863.

The moral tone of the Wesleyan day school teachers is very high, and has much influence in the Sunday school, 45,863-45,866.

Considers religious instruction in day schools of the utmost importance, 45,867-45,872.

## ELECTIONS, SCHOOL BOARD.

Rev. R. BRUCE.

If all denominational teachings were excluded the cumulative vote could be dispensed with, 43,867.

At present the election is between board schools and denominational schools, 43,868.

Some members of the board have had previous experience of education, 44,014-44,020.

They turn almost entirely upon politics or religion, 44,021-44,023.

Rev. W. ASTON.

The present cumulative system of voting should be maintained, 45,992, 45,993, 46,012, 46,013, 46,074, 46,205-46,212.

Describes how the members of the Bradford School Board are selected, 46,036-46,039.

Mr. J. A. BROOKE.

The present facilities for the dissolution of school boards should be increased, 46,395-46,397.

Mr. T. E. POWELL.

The cumulative vote is not quite fair, 52,886, 52,887.

## ELEMENTARY SCIENCE.

Rev. D. J. STEWART.

The subject would be of more use than political geography in certain localities, 4026-4029.

Rev. T. W. SHARPE.

Physiology is very largely taught in elementary schools, 4420.

Elementary science of a simple sort can be taught in infant schools, 5034-5036, 6715-6717.

Mr. M. ARNOLD.

The classes in connexion with South Kensington are not of much use to youths, 5941-5944.

Rev. D. J. WALLER.

Can only be taught to a very small extent, 7056.

Mr. A. BOURNE.

Would give object lessons leading up to elementary science, 9888, 9889.

Mr. R. WILD.

Might be taught in rural schools in the form of object lessons with advantage, 13,933.

Industrial instruction as taught at Paris would be of use, 13,934, 13,935.

Mr. J. W. GROVE.

If schools were free from the obligation to take money-earning subjects, more science lessons would be given, 14,648, 14,653a.

Miss WHITTENBURY.

Has four object lessons a week in the upper part of her school, 15,629, 15,630.

# ELEMENTARY SCIENCE—(continued).

Mr. CHARLES SMITH.

Elementary science is an admirable training for boys from Standard IV. upwards, 16,580.

Has allowed boys who have passed Standard VI. to take up several subjects, 16,761.

It has retained boys at school longer and led them to continue their studies after leaving, 16,762-16,764.

Mr. S. B. TAIT.

Physiology is taken up as a specific subject. Mechanics have been a failure, 20,322-20,325.

Mr. D. HOLDSWORTH.

Gave up science because there were too few children to make a good class, 17,519, 17,520.

Miss CASTLE.

Teaches elementary science both from books and object lessons, 19,636, 19,693, 19,694, 19,920.

Parents and children take great interest in it, 19,699, 19,700, 19,701, 20,067-20,070.

It should be taught in schools to the younger children, 19,702.

Girls pick up a great deal of the science, 19,708, 19,709.

A knowledge of agricultural science might be useful to some boys, 19,925-19,928.

Cannot teach much about agriculture, but, as far as possible, the lesson bears upon a boy's future occupation, 19,921-19,924, 19,929, 19,930, 20,168.

Mr. J. SCOTSON.

Twenty-five per cent. of the scholars get science education that fits them for their future positions in life, 22,943, 22,944, 23,142-23,145.

Science lessons are important, but should be optional, 23,216, 23,217.

Mr. J. H. DEVONSHIRE.

Sciences were better and more practically taught 25 years ago than they are now, 23,702, 24,060-24,063.

Describes the extent and nature of the teaching in chemistry and physiology under the old system, 23,867-23,883.

Sir L. T. STAMER.

In the upper school elementary mechanics have been taught, and when there is a suitable teacher, the elements of electricity, 24,357, 24,506, 24,610.

No grant is got from South Kensington for science, 24,358.

Rev. W. D. PARISH.

It is not desirable for rural schools, 25,377-25,381.

Sir P. MAGNUS.

Only about 62,000 out of 352,860 qualified children were examined in any one specific subject, 28,588-28,593.

Science is fairly well taught on the Continent, 28,588-58,592, 28,596, 28,696.

The City Guilds Institute has started science classes for teachers to encourage science teaching, 28,588-28,604, 28,655, 28,656.

The instruction in science ought to be of the most rudimentary character in all schools, 28,693, 28,717.

The instruction should be on the plan of object lessons, 28,694.

There is a difficulty in giving scientific teaching here similar to the German system, 28,696, 28,762-28,765, 28,769, 28,828-28,830.

More attention should be devoted to the teaching of science, 28,815.

It is easier to obtain competent teachers and inspectors in Germany than here, 28,829, 28,830.

ELEMENTARY SCIENCE—(continued).

Rev. J. R. DIGGLE.

The teacher of science goes from school to school, and gives object lessons, 29,736-29,738, 29,976.

While children leave at such a very early age they cannot go very far into scientific studies, 29,739, 29,855-29,861.

It is proposed to employ three more science teachers, 29,977, 29,978, 29,981, 29,982.

The instruction has created a great deal of interest in the boys and called out their intelligence, 29,979, 29,980.

In science subjects there should be an oral as well as a written examination, 30,312.

The examination should be held by some one properly qualified, 30,313-30,316.

Rev. Dr. CROSSKEY.

Have had a demonstrator since 1880, and expended 2,123l. 7s. 6d. on a laboratory, lecture theatre, apparatus, &c., 30,801-30,804.

One lesson of 2½ hours is given fortnightly in each boys' and girls' department by the demonstrator or one of his four assistants, 30,805-30,809.

A text-book is provided, 30,805-30,813.

Each demonstrator visits four departments a day, 30,806.

Gives statistics of subjects taught and the number of scholars under instruction, 30,814-30,820.

Science is taught to all children beyond the fourth standard, 30,815.

The total cost of the staff is 1,030l. a year; gives details, 30,816-30,818.

The per-centage of passes is 88 5, 30,819-30,821.

The science teaching has improved the attendance and been conducive to general intelligence, 30,822-30,827.

Its teaching in elementary schools prepares for the technical evening classes, 30,828, 30,829.

It must be taught experimentally by experts, and as part of the ordinary curriculum, 30,830, 30,831.

This scheme could be carried out in rural districts by a combination of schools, 30,832, 30,833.

The present examination by the inspector is not an adequate test of the scientific knowledge of the children, 30,834-30,836, 32,905.

Specific subjects are not at all beyond elementary subjects, 30,837.

The time occupied in teaching science is not at the expense of the three R's, 30,838, 30,839.

Scientific subjects are necessary to a working man's education, 30,840.

It is taught in the poorest districts also with excellent effects, 30,841, 30,842.

Under the existing Code scientific instruction is generally contracting, 30,843-30,847.

Describes means to improve and develop the teaching, 30,848-30,852, 32,845, 32,846.

Imperfect staff and poor apparatus affect the attendance so much that in some cases the subject is abandoned, 31,028-31,030.

Describes the scientific instruction given to girls by the demonstrator or his assistant, 32,895-32,904.

Mentions time given to scientific instruction and to literary subjects, 32,911-32,918.

The Code requirements hamper them. They would do better under the Science and Art Department, 32,919-32,922.

Each district should be treated according to its requirements, 32,923-32,926.

Mr. E. N. BUXTON.

Only the rudimentary popular instruction is given in schools owing to the necessities of time, 31,530-31,536.

Mr. E. HANCE.

Explains in detail the plan upon which the board conducts its science teaching, 32,157-32,161.

The lectures are very interesting and popular with the scholars, 32,225-32,230.

Scientific instruction should only be given when taught efficiently, 32,693, 32,694.

ELEMENTARY SCIENCE—(continued).

Rev. E. F. M. MCCARTHY.

More attention is now paid to science instruction, 33,365-33,370.

It should be taught as it is in Birmingham board schools, 33,371, 33,372.

It is the duty of every school to give elementary science teaching, 33,373.

The subjects taught should have some bearing upon local trades, 33,374.

Rev. Canon MCNEILL.

Science is taught by the head master, 34,137-34,142.

Rev. J. GILMORE.

Very little can be taught in elementary schools; there is not time for it, 34,642, 34,974-34,976.

Mr. J. HANSON.

Have no power to provide workshops, tools, apparatus, and appliances for instruction in the elementary schools, 35,241.

The board should have power to expend the ratepayers' money on works of art for the schools, 35,242-35,244.

The head teachers give the science instruction, 35,771.

Have no system of teaching it in elementary schools, 35,772.

Mr D. J. O'DONOGHUE.

Owing to the present limited means it can only be taught in theory, 35,914-35,916, 36,022.

Head teachers might give the demonstrations; the apparatus might be itinerant, 35,917-35,922, 36,023.

Mr. W. LEE.

A science demonstrator teaches chemistry at the central grade higher school and at 15 board schools, 37,960.

Dr. MORRISON.

Describes the teaching given and the sciences taken up, 38,599-38,605.

Mr. J. NICKAL.

The board prescribes elementary instruction in the form of systematised object lessons, 39,782, 39,783.

Mr. H. BIRLEY.

It is not taught at all in the schools. It should be taught as a specific subject, 40,266-40,268.

Approves of teaching practical chemistry, 40,499.

The instruction given in the central school has contributed to the efficiency of the science and art classes, 40,503-40,505.

Mr. H. PARKER.

Is not largely taught in Birkenhead, 47,950.

Mr. M. WILKS.

Should be taught from the beginning, 48,763.

Advocates instruction to a knowledge of material phenomena, 48,765.

Geography is elementary science if taught scientifically, and chemistry, drawing, and mechanics should be taught, 48,766.

The weakness of Mr. Grave's scheme is its want of continuity, 48,767-48,769.

Mr. H. E. B. HARRISON.

Would allow teachers full latitude in preparing their syllabus, 49,369.

The oral examination should be transferred to special examiners, 49,400-49,405.

## ELEMENTARY SCIENCE—(continued).

Mr. R. BALCHIN.

It should be compulsory, 51,729-51,737.  
 Hands in syllabus in use in his school, 51,738.  
 After Standard IV., would drop elementary science as a class subject, 51,740-51,742.

Mr. J. C. BUCKMASTER.

Object lessons formed a very important part of the instruction at the juvenile convict establishment, Parkhurst, 53,563, 53,595.  
 The object lessons were of much use, 53,564-53,566.  
 Grants of apparatus were made for purposes of illustration and experiment, 53,567.  
 There is less elementary science teaching in schools now than there was 40 years ago, 53,568, 53,569, 53,611-53,617, 53,657.  
 The Act of 1870 has made other subjects more important, 53,570, 53,571, 53,600.  
 There are a larger number of science teachers now than formerly, 53,571.  
 Science is not encouraged as a specific subject, 53,572.  
 The science taught has often no relevancy to the industry of the district, 53,573-53,577.  
 Managers when selecting a teacher should see that he is suited to the requirements of the locality, 53,578, 53,579, 53,652.  
 Inspectors should pay more attention to the subject, 53,580-53,582.  
 The examination might be conducted by papers or orally, 53,583.  
 Payment on results is an obstacle to oral examination, 53,583.  
 Better results are obtained from a written than an oral examination, 53,584.  
 Boys should be encouraged or compelled to go to evening classes for science and drawing, 53,586-53,588, 53,606, 53,656.  
 Would teach girls botany, hygiene, &c., 53,589, 53,590, 53,655.  
 Agricultural work should be taught with the science or reason of the operations, 53,594.  
 Compared with 50 years ago, enormous progress has been made, 53,598.  
 The teaching of elementary science in night classes is increasing, 53,599-53,612.  
 All science teaching must, to a large extent, be oral, 53,618.  
 The present system of examination is, perhaps, the best that can be adopted, 53,619-53,623, 53,632-53,635.  
 Illustrating examination questions by graphic diagrams is a good plan, 53,624.  
 To carry out the inspection effectively the inspector should be capable of examining orally, 53,625-53,629, 53,631.  
 His examinations are all written, 53,630.  
 When considering the written papers of a class the report of the inspector on the class might count as an element in the award, 53,641-53,647.  
 Efficient object lessons are being extensively given in infants' schools, 53,648.  
 Approves of object lessons in the upper schools, 53,649, 53,650.  
 The Code does not prevent its being done, but other things do, 53,651.  
 Would teach botany or some natural science in all schools, 53,653, 53,654.

Mr. C. TWISS.

A taste for it might be fostered by simple lessons, 54,299-54,302.

Sir H. E. ROSCOE.

Science teaching in elementary schools is much below what it ought to be, 55,810-55,812, 55,818, 55,854, 55,855.  
 Science teaching is essential in elementary schools, 55,813-55,816, 55,818, 55,823, 55,837, 55,851, 55,940-55,942, 55,948.  
 Such instruction is gratuitous in France, Switzerland, and Austria, 55,817, 55,818.  
 The scientific instruction given on the Continent has influenced the progress made in manufactures, 55,819.

## ELEMENTARY SCIENCE—(continued).

Sir H. E. ROSCOE—(continued).

Science instruction has decreased for some years, 55,820-55,822, 55,823, 55,944.  
 Geography can be taught with the object lessons described in the Code, 55,823, 55,825, 55,826.  
 The peripatetic system as adopted in Liverpool and by the London School Board should be generally carried out, 55,823, 55,827.  
 Object lessons might be continued in the lower standards in succession to the infant school, 55,824, 55,851.  
 Would make elementary science compulsory, 55,827, 55,851.  
 For the present special science teachers are required, 55,827, 55,828.  
 Science instruction must be given experimentally, and not as book work, 55,838.  
 Points out what the instruction should consist of, and methods of teaching, 55,582.  
 This system of higher instruction works well in a few localities, but there is a difficulty in obtaining grants, 55,852, 55,856, 55,867.  
 It should be established in every town with from 10,000 to 15,000 inhabitants, 55,852.  
 Gives the results of the science teaching in the Manchester school, 55,858-55,862, 55,930-55,932.  
 Children to gain a grant must waste time on elementary subjects which they no longer require, 55,863-55,867.  
 A scientific school standing by itself is needed, 55,863, 55,864.  
 Examination by the Science and Art Department would be better than by inspectors, 55,868-55,870, 55,907, 55,908, 55,926, 55,927.  
 There is no difficulty in arranging this, 55,868-55,870.  
 Young children must be examined orally, 55,871, 55,872, 55,907.  
 Elementary physiology is important, and could be taught in the fifth, sixth, and seventh standards, 55,909, 55,910.  
 The provisions of the Scotch Code should be applied to England, 55,911-55,915.  
 Points out how existing Acts might be extended so as to arrange for this, 55,915, 55,916.  
 Working people want their children taught subjects which will bear on their subsequent career, 55,943-55,948.  
 The changes he advocates would not entail any very great expenditure, 55,949-55,951.  
 The managers of the Manchester school are well satisfied with the results obtained by their children, 55,952, 55,953.  
 Advocates teaching the very elementary subjects connected with agriculture, 55,964-55,966.

Mr. J. G. FITCH.

Inspectors should be able to examine in science subjects; objects to specialist examiners, 56,802-56,807, 57,677-57,679.  
 The examination in science should be both oral and written, 56,808-56,813.

Mr. A. P. GRAVES.

Suggests ways of encouraging object lessons, 57,095, 57,096.  
 Has only seen one school where science subjects were taught by trained science men, 57,240, 57,241.  
 It is difficult for examinations with apparatus in specific science subjects to be satisfactory unless oral, 57,242.

Mr. H. E. OAKLEY.

Special inspectors in science subjects are objectionable, 59,225.  
 Oral examination is admirable in elementary science, but not in specific subjects, 59,225.

Mr. T. RIGBY.

Instruction in agriculture, natural history, chemistry of soils, &c. should be given, 53,665-53,670, 53,674, 53,735.



ELEMENTARY SCIENCE—(continued).

Mr. T. RIGBY—(continued).

Rural teachers should be well grounded in elementary agriculture, so as to conduct night schools, 53,675.

Some rural night schools attempt the teaching, 53,676-53,679.

Points out the advantages of introducing dairy teaching, 53,681-53,683, 53,685, 53,722-53,726.

The principles of cheese and butter making are taught by private enterprise in a school near Nantwich, 53,686-53,689.

Labourers' as well as farmers' children should receive this teaching, 53,691-53,694, 53,707, 53,708.

It would be advantageous if farmers could send their children to schools analogous to the old-fashioned grammar schools, 53,699-53,703.

Farmers would soon learn to value such schools, 53,700.

It is absolutely necessary for farmers to learn everything that science can teach them, 53,716-53,718.

Farmers are slowly awakening to the necessity of such education, 53,718, 53,719, 53,732.

A grant should be given for dairy teaching, 53,727-53,729.

Farmers feel that they subscribe to a system which does not make children useful hereafter, 53,730, 53,731.

Schoolmasters would soon acquire the necessary knowledge, 53,733, 53,734.

EMPLOYMENT OF CHILDREN IN THEATRES

Mrs. HENRY FAWCETT.

Children are apprenticed as early as four or five, and for seven to nine years, 50,432.

Are completely at the disposal of the person to whom they are apprenticed, 50,433, 50,506.

They live and board with their parents except when on tour, 50,434, 50,464.

Managers not wilfully cruel or harsh, but the system interferes with education, and is injurious to health and morals, 50,434-50,441, 50,446, 50,447, 50,453, 50,462, 50,463, 50,466, 50,467, 50,479-50,481, 50,492-50,500, 50,523, 50,540, 50,546-50,549, 50,563-50,572, 50,575, 50,603-50,607, 50,614-50,620, 50,638, 50,639.

The children are employed for a longer period than the public is aware of, 50,442, 50,443, 50,465, 50,466.

The number employed in London theatres in some years is as high as 1,000, 50,444, 50,468, 50,469, 50,520.

The Scotch Education Act restricts the employment of children during school age to six weeks in one year, 50,445, 50,632.

The English Act is not sufficient to stop the employment of children in theatres, 50,448.

Parents remove children to inefficient private adventure schools to evade the board's jurisdiction, 50,449, 50,513, 50,524, 50,525, 50,535-50,537, 50,585-50,587.

The children selected for theatres are above the average in brightness and intelligence, 50,450.

They are below the average in education and the standard they should be in for their age, 50,451, 50,452, 50,514-50,516.

The State should stop people making a profit out of children, 50,454, 50,455, 50,559, 50,560.

The children have often to return home considerable distances at night, and often alone, 50,456-50,459, 50,461, 50,551-50,558, 50,561, 50,562, 50,566.

Some are employed as young as three, 50,460.

Prosecution of theatrical agent in 1878 by school board, 50,470-50,472, 50,526, 50,527.

Managers do not aid school boards, 50,472.

Proposes to forbid the employment of young children in places of public entertainment, and to regulate the hours of employment, 50,475-50,478, 50,483-50,489, 50,528-50,533, 50,538, 50,539, 50,581-50,583, 50,611-50,613, 50,622-50,637.

Has had no personal interviews with theatrical managers upon the subject, 50,490, 50,491.

Performances exclusively by children are objectionable, 50,501-50,505.

Theatrical schools are not real, 50,453, 50,506-50,509, 50,534, 50,544, 50,584.

Madame Katti Lanner's school is entirely for teaching theatrical dancing, 50,510-50,513, 50,543-50,545.

Only managers and actors suggest that the training in theatres is of advantage to children, 50,519, 50,592.

The employment of children has increased, 50,521, 50,522, 50,637.

EMPLOYMENT OF CHILDREN IN THEATRES

—(continued).

Mrs. HENRY FAWCETT—(continued).

Indentures of small children to theatrical managers are illegal, 50,523.

Trained children usually begin at 10s. a week, 50,541, 50,573, 50,574.

The salary is a temptation to parents, 50,542, 50,588-50,591.

Partially represents the National Vigilance Association, 50,576, 50,577.

Makes no charge against the school board, 50,578, 50,579.

The board could do more in prosecuting employers, 50,580.

Girls find ordinary work very humdrum after the excitement of the stage, 50,601.

Some of the West-end theatres are the most demoralising, 50,607-50,610.

Mr C. T. MITCHELL.

The Factory Acts do not apply; the Education Acts of 1876 and 1880 do, 50,642.

States to what aged children these Acts apply, 50,644, 50,645.

Details the restrictions imposed by the Acts, 50,646-50,652.

Suggests modifications in section 9, 50,653-50,655.

Theatrical employment should be brought under the provisions of the Factory Acts, 50,656-50,661, 50,681, 50,722-50,729.

For certain pieces some few children might be licensed to appear in the evening, 50,662.

Hands in copy of the law of the State of New York, forbidding performances by children, 50,662-50,668.

States the difficulty in the present English law, 50,669-50,672.

Factory Acts can be enforced more easily, 50,673-50,680.

States his views on the Scotch Act of 1878, 50,682-50,685.

Children between 10 and 14 should not be employed unless they have passed Standard V., 50,686.

Some children employed are under five, so do not come under the Act of 1876 at all, 50,688, 50,689, 50,707.

Under the present system the children work both afternoon and evening, 50,692-50,694, 50,702.

The evils of this system are two-fold, 50,695-50,698.

The administration is defective; the public should be able to set it in motion, 50,700, 50,701, 50,730.

Children between 5 and 13 can comply with the Act without going to an efficient school, 50,708-50,713.

The employment of young children who make match-boxes should be stopped, 50,716-50,721.

Working the children at night and giving them short education by day is wearing them out, 50,736, 50,737.

Educationally, children can be better employed, 50,738, 50,748-50,751.

Parents should be prevented from putting children on the stage before they can judge for themselves, 50,744-50,747.

EVANS, MR. BERIAH GWYNFE.

Has been engaged in educational work for the greater part of his life, 42,563.

Has been editor of a Welsh family magazine since 1890. Was appointed in 1885 secretary to the Society for Utilising the Welsh language, 42,564.

EVENING CLASSES IN FRANCE.

Mr. H. H. S. CUNYNGHAME.

Evening classes and lectures have been established all over Paris; gives particulars, 51,386-51,391.

Twenty-five thousand people in Paris attend the evening lectures given by four private lecturing societies, 51,392.

The instruction imparted is not tested by examination, 51,393.

The municipal lecturers are paid, but the rest are unpaid, 51,394, 51,395.

## EVENING SCHOOLS.

Rev. Canon WARBURTON.

Boys who left school at 13 should be compelled to attend evening schools up to 14, under certain conditions, 8940-8947.

The scholars should enter upon certain standards, 8948.

Would not exclude those who enter in the future from instruction in the alphabet if necessary, 8949.

Evening schools would be valuable if children retained the knowledge they had acquired, 8950.

Mr. R. WILD.

Children rapidly lose what they have acquired in school, 13,814.

This could be counteracted if Government gave more encouragement to night schools, 13,815-13,817.

University extension lectures would do good, 13,818.

Would like to see the foreign system of *Fortbildung Schule* introduced, 13,819.

Mr. P. BAXENDALE.

There are about six evening schools in Bradford, but children will not go, 14,351.

Should be made more attractive, and should receive Government encouragement, 14,387-14,389.

Mr. J. W. GROVE.

Instruction should suit the needs of the pupils, 14,686, 14,687, 14,882-14,888.

They supply deficiencies and enable promising lads to continue their education, 14,688, 14,703.

They should not be obligatory, as that would discourage attendance at day schools, 14,702, 14,706.

Does not advocate the system for girls, 14,704, 14,705.

The work done in day schools can be repeated in night schools in exceptional cases, 14,887, 14,888.

They do not provide satisfactory instruction for advanced pupils, 14,886.

Mr. J. POWELL.

An evening school would do good in country parishes, 16,040.

They are not sufficiently encouraged by Government, 16,041, 16,042.

Mr. D. CLARKE.

The system is good, 16,466-16,468.

Scholars show a great indifference to standard work, 16,469-16,472.

A separate schedule of standards for evening schools is required, 16,473-16,477.

They should not be made substitutes for day schools, 16,478, 16,479.

Mrs. KNOWLER.

Night school is now shut, as children would not attend, 18,810-18,812.

Night schools are desirable. Attendance might be induced if proper measures were taken, 18,489-18,491.

Miss CASTLE.

Established a night school for boys and men, which is fairly well attended, 19,763-19,765, 19,877-19,879, 19,885, 19,886.

They have often forgotten what they had learnt at the day school, 19,766, 19,767, 20,084-20,086.

The night school improves them, and they enjoy learning the subjects taught, 19,770, 19,987-19,989, 19,998, 19,999.

It requires more encouragement; it has no Government grant, 19,771-19,776.

States the subjects she teaches in the night school, 19,880-19,883, 19,887.

She lends books and papers; there is a library, but schoolroom is not accessible for the purpose of reading, 19,889-19,891.

None younger than 13 in the night school; they work all day, 19,931, 19,932.

Pupils are not presented for examination; most of them are over 21, 19,995, 19,996, 20,000-20,004.

In night schools there must be a certain degree of freedom, 24,005, 24,006.

Scholars want to learn things that will be of service to them, and take no interest in others, 24,007, 24,008.

## EVENING SCHOOLS—(continued).

Mr. E. STEVENS.

His evening school average last year was 90, 21,705-21,707.

Pupils attend regularly, and soon regain their lost knowledge, 21,708-21,714.

Greatly prizes this school, which obtained last year a Government grant of 60*l.* 8*s.*, 21,855-21,857.

Makes the teaching attractive. Geography and English are taught, 21,940-21,944.

Would like greater freedom in choice of subjects, 21,980.

Mr. E. HOLDSWORTH.

Had experience of a night school in Rochdale for two or three years; they need more encouragement, 22,513-22,515.

The lack of a night school in his parish is owing to the want of money encouragement from the State, 22,516-22,519.

Mr. J. BRADBURY.

Taught for two years in a night school, but found the work too heavy in addition to his day work, 22,682-22,684.

Night schools are essential, but there should be more freedom of organisation, 22,685-22,687.

Compulsory attendance up to a certain age would be good, but the people would resent it, 22,686.

If the children do not attend until two years after leaving school they lose their former knowledge, 22,697, 22,698.

No religious instruction is given at night schools, 22,699, 22,700.

There should be separate schedule standards for evening scholars, 22,718-22,720.

Does not approve of compulsory night schools for girls, 22,737-22,741.

Sir L. T. STAMER.

The bulk of the children have no desire to extend their education after leaving, 24,133, 24,135, 24,204, 24,250, 24,251, 24,258, 24,495.

Would be valuable if properly encouraged, and the standards adapted to the altered circumstances of the children, 24,134-24,136, 24,249, 24,253, 24,493, 24,498.

It would be an encouragement if inspectors visited them more, instead of deputing their assistants, 24,136, 24,137, 24,349-24,351.

The inducement to attend will be effected, but by making the night school recreative and instructive, 24,204, 24,347, 24,348, 24,495.

Sees no moral objections to large night schools for girls if teachers can be found, 24,205-24,207.

The per-centage of passes in the night school has always been very low, 24,252.

Power to release children from day school after Standards III. or IV. is passed, with attendance at a night school up to 14, would be very desirable, 24,254-24,261.

A compulsory night school is most wanted for children who obtain whole time exemption at 11, 24,346, 24,347.

School boards should have power to establish night schools, 24,494.

Rev. W. D. PARISH.

Has had evening schools for 20 years, and the attendance has been good; compulsion is impossible, 25,102, 25,103, 25,112.

All that can be done in them is to keep up the knowledge gained in the elementary school, 25,107, 25,108.

The minimum number of attendances for which the grant is given is excessive, 25,109-25,111.

A fair proportion of those who have attended have become telegraph clerks, 25,109.

Attends himself for 1½ hours on two evenings a week, and the schoolmistress is paid to assist him, 25,132-25,136.

In the interest of education the night school is as important as the day school, 25,142, 25,151.

Girls do not attend; most of them go to service in intelligent families, and thus retain what they have learnt, 25,143-25,146.

EVENING SCHOOLS—(continued).

Rev. W. D. PARISH—(continued).

Last year the school was a failure, because no fees were charged, 25,222-25,224.

The night school is valuable, both educationally and morally. The Government should make a grant, 25,104, 25,235-25,238, 25,251.

It is impossible to put attenders at the night school through the standards, 25,229-25,231.

Boys on leaving the day school immediately present themselves at the evening school, 25,306, 25,307.

Mrs. FIELDEN.

Objects to night schools, 26,070-26,072.

Mr. R. H. I. PALGRAVE.

No large system exists at Yarmouth, 27,822.

Sir P. MAGNUS.

Further encouragement should be given to instruction in evening schools, 28,815.

Rev. J. R. DIGGLE.

The night schools under the board are increasingly successful, 29,803.

The classes are ordinary night school classes, and a few advanced classes, 29,804.

Rev. Dr. H. W. CROSSKEY.

Are a failure in Birmingham—could get no scholars. A fresh curriculum is wanted, 30,923-30,930, 33,076.

Would have two grants, one for standard work, the other for class or specific subjects, 32,764.

Sufficient teaching in the three R's could be given in connexion with the other work, 32,765.

Mr. E. HANCE

The present curriculum needs some alteration to suit the children to whom the schools are a necessity, 32,179-33,181.

A separate schedule of standards should exist for evening schools, 32,621-32,625.

Rev. Canon MCNEILE.

Evening schools ought to be encouraged; the present system tends to crush them, 33,856-33,863.

The failure of the evening schools that have been attempted is due to the repetition of the elementary school course, 33,938, 33,939.

The teaching would be more acceptable in the form of lectures; instruction in trades should be introduced, 33,940.

Children who leave day school at an early age might be compelled to attend evening schools, 34,152-34,158.

Mr J HANSON.

They do not thrive in Bradford. Interesting or helpful subjects are required, 35,317-35,319, 35,419-35,421.

Frequent inspection should be substituted for the annual individual examination, and a grant made, 35,320, 35,721, 35,722.

Very few day scholars re-appear in the evening schools, 35,715.

The State should spend more money on evening schools. Attendance should not be compulsory, 35,716-35,720.

Rev. J. NUNN.

Gives the number of scholars on the books in Manchester and the average weekly attendance, 36,655, 36,656.

A number of the classes in the evening are managed by the Science and Art Department, 36,657-36,663.

A large proportion of the scholars have been in elementary schools, 36,664, 36,665.

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EVENING SCHOOLS—(continued).

Mr. W. LEE.

Evening classes are neither large nor successful in Leeds, 37,737, 37,738, 37,820.

Seven recreation evening classes were tried last winter, 37,739-37,741.

There is not enough elasticity in the present management of evening schools, 37,821, 37,822.

It is not practicable to make attendance obligatory, 37,823, 37,824.

Mr. J. NICKAL.

Ex-day school scholars on coming to night schools are found to be very backward, 40,042-40,049.

Mr. H. BRLEY.

There are very few in Salford, 40,310.

The curriculum should differ from that of the ordinary elementary school, 40,311, 40,312.

The number of nights a school must be opened to obtain the grant is not excessive, 40,313.

It would be difficult to make attendance compulsory, 40,314, 40,740, 40,741.

Attendance is desirable for girls, but there is a moral drawback to the system, 40,739.

Rev Prebendary DEANE.

The grant for evening schools cannot be proportioned to the results obtained; the Code of 1871 discouraged them, 42,032.

Mr. G. J. SIZER.

They are most desirable, and a grant should be promised, 44,981-44,986.

Children at labour forget what they have learnt; night schools would supply it, 44,987-44,990.

Rev. R. B. BURGESS

Evening schools should have been encouraged as a continuation of education, 45,248.

Evening schools with specific subjects are desirable, 45,384-45,389.

Mr. W. LEIGH.

Attendance should be made compulsory if the fifth standard of total exemption were adopted, 46,647, 46,648.

To children above 13 other subjects than those of the day schools might be taught, 46,649.

There are two prosperous evening schools in Stockport where science and art are taught, 46,650.

Ven. Archdeacon NORRIS.

Attaches great importance to night schools, 47,464-47,468.

As education advances there will not be so much need for ordinary night schools, but trusts special and technical instruction will be continued, 47,494-47,499.

Mr. H PARKER.

There is one in Birkenhead, but it does not flourish, 47,799, 47,800.

Encouragement should be given to evening schools, 47,801.

Mr. H. E. B. HARRISON.

Is in favour of evening continuation schools for children who are employed in the day, 49,425.

No serious alteration in the standards would be necessary, 49,426.

His scheme would apply also to girls, 49,486-49,490.

The schools might be open both summer and winter, 49,491-49,495.

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## EVENING SCHOOLS—(continued).

Mr. T. E. POWELL.

They should be encouraged, 52,877.

They should be more attractive, and the work not a mere repetition of the day school work, 52,878.

Rev. J. B. PATON.

An appalling waste takes place through the decreasing number of night schools, 53,022, 53,025, 53,026, 53,061, 53,106, 53,107, 53,111.

Barely one in 100 continue their education in night schools, 53,023.

Science and art classes do not attract the children of the working classes, 53,024.

The entrance examination to existing evening schools shows that much is forgotten of what has been learnt, 53,027, 53,028.

There is a pressing necessity for universal continuation schools, 53,029–53,031, 53,075, 53,083, 53,084, 53,112.

They are universal in Germany, Switzerland, and Austria, and are rapidly extending in other countries, 53,032, 53,099–53,101.

Children in Germany may leave school at 14, and then attend the continuation school two years, 53,033.

Proposes to raise the exemption standard, and allow children to work out the added standard in evening schools, 53,034–53,037, 53,076–53,080, 53,102–53,104.

The evening school should be made pleasant and attractive, 53,038, 53,039, 53,042, 53,123.

Explains how the system would apply to half-timers, 53,040, 53,041.

States how the present Code for evening schools must be altered, 53,042, 53,043, 53,109.

No subject should be taught unless recreative or helpful to the child in his daily work, 53,044–53,047, 53,053.

Ven. Archdeacon BARBER.

Compulsory attendance at evening schools is not feasible in rural districts, 49,777–49,785.

Rev. J. B. PATON

Applied arithmetic should be taught, 53,048.

"English" as at present taught is the greatest deterrent, 53,049, 53,050.

The subjects should be varied, and only a short time given to each except practical subjects, 53,051.

Payment should be attached to some of the subjects, 53,052, 53,105.

Mentions the recreative and practical subjects which should be included in the curriculum, 53,053–53,058, 53,110.

Managers should be free to select subjects according to the requirements of the locality, 53,059.

The extra subjects should be taught and grouped, 53,060.

The present evening school Code has no place for ex-Standard VII. children, 53,062–53,064.

Suggests continuous lessons for all over 16 or who have passed Standard VI., 53,065, 53,066, 53,077–53,081.

Public interest and co-operation is wanted for the continuation schools, 53,067.

Special managers, drawn largely from the working class, should be appointed, 53,068, 53,091–53,093.

The present inspection of evening schools is unsatisfactory, 53,071, 53,072, 53,125.

Suggests an extra grant being given for the brightness and order of the school, &c., 53,072, 53,105.

A grant might also be given for the number of scholars prepared for higher technical or general classes, 53,073, 53,096, 53,105.

Recommends giving a small grant to day schools for passing children into evening schools, 53,073.

Proposes to employ efficient unpaid teachers, 53,084–53,089.

The school board provides teachers for the Code subjects, while the association provides them for other subjects, 53,084.

The school board should allow those who teach in the evening to have exemption in the afternoon, 53,085.

If the scheme is worked properly, no expense should fall on the rates, 53,094, 53,095.

## EVENING SCHOOLS—(continued).

Rev. J. B. PATON—(continued).

The Government drawing inspector would be able to inspect the modelling and carving done, 54,097, 53,098. The moral and other effects wrought by continuation schools would be incalculable, 53,108–53,113.

Working men are not only ready but eager to give their help in this great work, 53,114, 53,115.

The present evening schools are not an integral part of the education of the country, 53,116, 53,117.

The number of evening schools is much reduced, 53,118–53,122.

The character of the teaching and examination in day schools has something to do with the reluctance to enter night schools, 53,124.

Holding the inspection in the middle of the winter session is unfair to teachers and pupils, 53,126, 53,127.

Hands in rules of the Recreative Evening Schools Association, 53,128.

Gives particulars of the management and supporters of the association, 53,129, 53,130.

It has given considerable aid to board and voluntary school classes in London, 53,131.

Mr. C. TWISS.

There is a difficulty in carrying on evening schools for girls, 54,412–54,414.

Rev. Prebendary ROE.

There are very few night schools, they need to be resuscitated, 54,906, 55,210.

There should be more liberty of classification, and with different standards to day schools, 54,907, 54,908, 55,213, 55,246, 55,247.

The principles of agriculture might be taught usefully, 55,006–55,008.

Attaches enormous importance to having night schools in agricultural districts, 55,245.

With careful management night schools can be founded for girls, 55,271–55,277.

The system of evening elementary instruction cannot compare with that adopted abroad, 55,882.

Children who leave school early forget what they have learnt, and continuation schools would be very useful, 55,882, 55,883.

Describes the object of Professor Stuart's Bill, 55,882, 55,886, 55,887.

A new Code would be required for such schools, 55,884, 55,885.

Mr. W. WILLIAMS.

The schedules for evening schools might be made more elastic, 56,561.

Greater help should be given to night schools in Wales, 56,584.

Mr. A. P. GRAVES.

Would like to see obligatory night schools for children who had passed the compulsory standard, 57,161–57,168.

The advance of a standard per year should not be required, 57,169.

Greater latitude might be allowed, there would then be more evening schools, 57,170, 57,171, 57,231, 57,232.

Would like a separate schedule of subjects for evening schools, 57,229, 57,230.

Rev. F. SYNGE.

There are very few night schools in his district, 58,326–58,329.

The most useful evening schools are those which are free from all Government restrictions, 58,330–58,332, 58,471.

It would be exceedingly difficult to organise evening schools for girls, 58,333–58,336.

Is not in favour of extending night schools if worked by the day school teachers, 58,460, 58,461.

Opposes making attendance compulsory for boys who have passed Standard V., 58,462–58,466.

It is difficult to make night schools attractive to scholars who have done a long day's work, 58,468, 58,469.

The South Kensington classes attract those who really want to continue their education, 58,470.

EVENING SCHOOLS—(continued).

Mr. E. H. BRODIE.

There are not many evening schools that are not inspected, 58,871, 58,872.

If Government encouraged such schools with more liberal grants they might be multiplied, 58,873.

They are difficult to arrange for girls, 58,874, 58,877.

Compulsory night schools might be tried as an experiment, 58,875, 58,876.

EXCEPTIONAL CHILDREN.

Rev. D. J. STEWART.

Clever children are occasionally neglected for dull ones, and *vice versa*, 2583-2586.

Mr. R. WILD.

Teachers have no desire to neglect weak children. Children should be classified according to their abilities, 13,843, 13,844, 13,850, 13,856-13,858, 13,880.

The Duke of Newcastle's Commission reported that the lowest classes were neglected, 13,846-13,849.

With no payment on results backward children can take two or three years to pass a standard, 13,855-13,881.

Mr. J. SCOTSON.

Before 1862 education of the lower classes in a school was not neglected, 22,799, 22,824, 22,825, 22,828, 23,040.

The old system might have been sufficient if inspectors had examined the whole school, 22,799, 23,040.

It is very desirable to have some exhibitions for the cleverest children, 23,110, 23,114, 23,115.

Mr. T. E. POWELL.

Brilliant children are liable to be kept back, and dull children neglected, under the present system, 52,870, 52,871, 52,943.

EXEMPTIONS.

Mr. R. WILD.

Inspectors discourage fair withdrawals; this has a deterrent effect on teachers and managers, 13,700.

Children who are refused exemption by the inspector are noted as failures, 13,700, 13,701.

There is a tendency on the part of inspectors to admit claims more readily, but it is not universal, 13,700.

Children passed by managers as fit for exemption should be accepted by inspectors without question, 13,701.

Mr. P. BAXENDALE.

Are not effective as remedies against over-pressure. Inspectors frequently do not allow the claims, 14,106-14,109, 14,285-14,293, 14,343-14,346, 14,517-14,520.

At present, claiming exemption is a delusion and a snare, 14,341-14,344.

The Code does not give such a latitude of withdrawal as to enable claims to be fairly judged, 14,537.

Mr. W. B. ADAMS.

The Code does not recognise irregularity as a reason for exemption, 15,285-15,292.

Miss WHITTENBURY.

The Code provides for children being kept back, but the inspector's interpretation interferes with this, 15,683-15,686, 15,687-15,692.

Would claim many more exemptions if she had liberty of classification, 15,696, 15,697.

The inspector does not keep to the reading books, 15,698, 15,699.

EXEMPTIONS—(continued).

Mr. D. CLARKE.

The withdrawal clauses are a dead letter with inspectors, 16,410-16,414, 16,417.

Mr. C. SMITH.

Has no difficulty and annoyance in connexion with withdrawals at present, 16,798, 16,799.

Full powers of withdrawal should be given to managers, 16,800-16,802.

Mrs. BURGWIN.

Inspectors discourage, and very often refuse, to receive exemptions, 17,066, 17,067, 17,329, 17,330.

Gives particulars of cases refused by inspectors, 17,068-17,073, 17,244-17,249, 17,255-17,259.

More freedom in withdrawing should be given to the teacher and the managers, 17,075-17,077, 17,402-17,416.

Any child likely to fail should be withdrawn without casting any discredit on the teacher, 17,250-17,254, 17,403-17,416.

Would like a medical man on the committee to support teachers' claims for exemption, 17,261.

Mr. D. HOLDSWORTH.

Inspectors have refused some of his claims, 17,647-17,651, 17,706-17,718, 17,897-17,906.

Mr W MUSCOTT.

The exemptions asked for are about 6 or 7 per cent., and have been allowed, 18,301-18,304.

Miss S. NAPPER.

The inspectors readily allow the claims, 19,073, 19,074, 19,247-19,249.

MISS CASTLE.

Inspectors do not give due effect to claims, 19,642.

Has heard others complain on this point, 19,824-19,826.

Mr. S. B. TAIT.

Usually claims for 3 to 7 per cent., 20,349, 20,350.

The exemption schedule does not put an end to over-pressure, 20,594-20,596.

Delicate children are exempted on production of medical certificate, 20,597-20,604.

Mr. W. RIDGEWAY.

Inspector allows exceptions with freedom, 21,836-21,842.

Mr. E. HORSFIELD.

Inspectors deal fairly, but seem rather suspicious of teachers, 22,094, 22,095, 22,250-22,263.

Mr. J. SCOTSON.

The exemption schedule is carried out very strangely; gives instances, 22,801, 23,218-23,222.

Inspectors cannot judge whether claims are fair; should be in the teachers' and managers' hands, 22,932, 22,933.

Would have every child presented if there was freedom of classification, 22,934, 22,935.

Mr. E. MORRIS.

Teachers should be allowed to place in the exemption schedule every child who he thinks unfit, 23,347, 23,348.

Mr. J. H. DEVONSHIRE.

A teacher who makes a fair use of the exemption list runs a very great risk, 23,717, 24,101-24,103.

## EXEMPTIONS—(continued).

Sir L. T. STAMER.

The exemption schedule is made out very fairly, and inspectors deal fairly with it, 24,301, 24,302.

Mr. J. FISH.

With free discretion would withdraw every boy he thought likely to fail, 25,502-25,507.

Mrs. FIELDEN.

Does not exempt any of her children, if once begun it is impossible to draw the line fairly, 25,922, 25,923.

Lady STEVENSON.

The system of withdrawal is fairly carried out, and inspectors accept the managers' word, 26,332, 26,333.

Rev. Canon WINGFIELD.

Has no complaint to make of the inspectors refusing to allow withdrawals, 27,062-27,066.

Some of the neighbouring managers and teachers complain of the inspectors, 27,062-27,068.

It is impossible for inspectors to say whether children are rightly exempted or not, 27,113-27,115.

Rev. R. G. MAUL.

Exemption has worked great good, but inspectors are shy of granting it, 27,302, 27,303.

Mr. T. WILKINSON.

His experience has been that if children were away through sickness they could not be exempted, 28,150-28-153.

Rev. J. GILMORE.

Withdrawals are fairly carried out; has no complaints to make of inspectors, 34,894-34,896.

Mr. J. HANSON.

The withdrawal of unfit children is properly carried out in Bradford. The inspector accepts their list, 35,590-35,595.

Mr. D. J. O'DONOGHUE.

As ample allowance is made by the inspector to claims for exemption, he is lenient, 35,932, 36,113-36,119.

Mr. T. G. WRIGHT.

Their lists are pretty freely granted, but the inspector condemns long lists, 37,200-37,204.

Mr. H. BIRLEY.

Has little or no complaint to make under this head, 40,230.

Mr. H. E. OAKELEY.

All reasonable excuses for withdrawal have been admitted, 41,492-41,497.

Mr. T. G. ROOPER.

It is his duty to see that no child is kept several years at the same work; gives instances, 41,519, 41,520.

Allows proper claims, 41,521-41,523.

Has found children held back for dulness presented subsequently for labour certificates, 41,524-41,526.

Mr. J. G. FITCH.

Inspectors are not permitted to recognise irregularity as a ground of exemption, 41,545, 41,546.

Sees no grievance in refusing exemption for a child who had made only 99 attendances in the year, 41,547.

Has never assigned "Excellent" simply because there were no exemptions, 41,548-41,551.

## EXEMPTIONS—(continued).

Mr. J. G. FITCH—(continued).

The power of withdrawal would be open to abuse if left in the hands of managers and teachers, 56,826.

The power of inspectors to disallow exceptions is most valuable and necessary, 57,674-57,676.

Mr. W. MARTIN.

Exceptions are properly allowed for, and are made fairly by teachers and managers, 55,475-55,477.

Complains that managers leave the exception schedule too much to teachers, 55,478.

Mr. T. HEALING.

Has found little difficulty in approving the claims for exemption, 56,135.

Irregularity caused by distance or delicate health is recognised as a reason for exemption, 56,136-56,138.

Mr. W. WILLIAMS.

The exemption list ought to be subject to the supervision of the inspector, 56,558.

Mr. A. P. GRAVES.

Some indulgence should be shown to those who live beyond two miles from the school, 57,109.

Mr. J. MCKENZIE.

Has very seldom refused to allow exemptions, unless no reason can be given for claiming, 57,519-57,522.

Mr. H. E. OAKELEY.

It is not safe to give absolute power of withdrawal to teachers and managers; exceptions are freely allowed, 59,235.

Mr. H. E. B. HARRISON.

A list of children kept back for dulness, &c., and also where two standards had been taken during the year, should be prepared, 49,377.

The absolute power of withdrawing scholars could not be left safely in the hands of teachers or managers, 49,420.

Mr. R. BALCHIN.

Due effect is given by inspectors to exemption claims, 51,771, 51,772.

Mr. C. TWISS.

Is always chary of putting names on the exemption list, 54,312.

## EXHIBITIONS.

Mr. W. B. ADAMS.

Is in favour of exhibitions from lower to higher schools; the money should be found by the State, 15,537-15,540.

Mr. T. WILKINSON.

Scholarships offer a direct inducement to teachers to give more attention to clever children, 27,974-27,976, 28,114, 28,115.

Rev. E. F. M. MCCARTHY.

The public elementary school children attending the middle school are not generally of the artisan class, 33,401-33,403, 33,411-33,413.

The free scholarships entitle to free education only; there are very few maintenance scholarships, 33,404-33,406, 33,408-33,410, 33,761, 33,762.

There are some open scholarships in the gift of the board, 33,407.

With a good curriculum children of 12 years can have a very good career in secondary schools, 33,760.

## EXHIBITIONS—(continued).

Mr. J. HANSON.

There are 20 scholarships to the higher elementary schools, 10 given by the board, 10 by the mayor, 35,259–35,261, 35,414–35,417.

Have also scholarships from the higher elementary schools to the grammar school and the technical college, 35,262–35,264, 35,418.

The scholarships to their higher schools are intended solely for the poor class, 35,265, 35,266, 35,415, 35,416, 35,555–35,558.

Rev. J. NUNN.

Some of the annual scholarships in the grammar school have been filled by scholars from other schools, 36,729–36,731.

The parents of children elected to these scholarships have, as a rule, fair incomes, 36,902–36,904.

Manchester is not an example of the ladder by which a poor boy may rise to the grammar school, 37,050, 37,051.

Mr. T. G. WRIGHT.

There are no scholarships to higher schools, 37,209–37,212.

Mr. W. LEE.

States mode of examination, &c. for scholarships to the grammar school in Leeds, 37,646–37,653, 37,808, 37,809, 37,929.

The teachers in public elementary schools prepare the most likely children for the examination, 37,652–37,657, 37,810–37,813, 37,941–37,945.

Is satisfied with the system, 37,658, 37,814, 37,815.

One boy who obtained a scholarship is now at Oxford, 37,816–37,818.

The scholarships at the grammar school are literary and not scientific, 37,819.

Four in each year are reserved for public elementary school children, 37,930, 37,931, 38,113, 38,116.

The parents of children who obtain them need assistance in the higher education of their children, 37,933–37,937, 38,114.

The examination is competitive, and candidates must be over 12 and under 16, 37,938–37,940, 37,979–37,981.

Sixty scholarships annually, entitling to free education for three years, are provided in the central school, 37,956, 37,957.

Boys and girls who have passed Standard VII. at 12 years of age are allowed to attend for half a fee, 37,958, 37,959.

Thirteen or 14 is the best age at which to transfer children to the grammar school, 37,976, 37,978.

Mr. H. BIRLEY.

Exhibitions for clever children must be provided by voluntary effort, 40,296.

The system works very well at Manchester and Salford, 40,297–40,299, 40,477–40,480.

They are open to public elementary school children, and are obtained by the poorer class, 40,354–40,358, 40,451, 40,805, 40,806.

Gives particulars as to employment, place of residence, &c. of parents of successful candidates, 40,440–40,450.

Gives statistics of public elementary school children who obtained scholarships at the grammar school, 40,630–40,632.

The funds for the scholarships are derived partly from the Government grant and partly from voluntary sources, 40,803, 40,804.

Rev. Prebendary H. ROE.

At Timberscombe an endowment applied to encouraging elementary education does capital work, 55,056–55,062.

Inspectors should be informed when continuance payments from endowments are conditional upon examination in elementary schools, 55,063–55,066.

## EXHIBITIONS—(continued).

Mr. J. G. FITCH.

Promising children should be selected for drafting to higher schools, about the age of 11 or 12, 56,833–56,835.

Scholarships to be of real help to the labouring classes ought to include a small sum for maintenance, 56,836–56,838.

Competitions should only be in the legitimate subjects of instruction in the school, 56,839–56,841.

To help boys to remain and get the full advantage of a good primary school is an important object, 56,842–56,846.

Would like to put a lower maximum limit of age for competition, 56,847–56,849.

Inspectors should be made cognisant officially of the conditions of all the endowed schools, 56,850, 56,851, 56,904–56,909.

Rev. F. SYNGE.

The conditions of exhibitions should allow children to go to secondary schools earlier than 12, 58,473–58,476.

Is disappointed with the candidates who have hitherto come forward for exhibitions, 58,476.

It would be better if inspectors had more information as to endowments, 58,477–58,480.

## EXISTING LAW, THE, HOW IT GREW UP.

Lord LINGEN.

Mr. Lowe introduced the system of payment by results, 56,208–56,210.

Gives his views generally about the education grant since the Act of 1870, 56,211–56,213.

The cost per scholar at the present time is larger than it need be, 56,214, 56,215.

The present system forces the State into extravagance, 56,216–56,219.

Mr. J. G. FITCH.

States the educational effect of the successive changes from 1863 to 1882, 56,699–56,701.

The present schools are superior to the old system, 57,048–57,054.

States the special evils under the old system which the new Code was devised to remedy, 57,055–57,060.

## EXISTING STATE OF FACTS.

Rev. Prebendary RICHARDS.

Gives statistics of grants gained by his schools, 25,652, 25,654.

The financial condition of schools about him is bad, 25,658, 25,662.

As soon as school boards are started all the voluntary schools die out, 25,658–25,660, 25,665–25,667, 25,849–25,852.

Supporters of the voluntary system think it inequitable to have to pay rates for board schools, 25,662–25,664.

Voluntary schools have been closed through the opening of school boards, 25,668–25,679, 25,854, 25,855, 25,859.

There is no school board in Isleworth; the voluntary schools meet the large growth of the population, 25,733, 25,745.

There are a good many endowments, so that they do not depend much on subscribers, 25,739.

In some cases church people have built extra Sunday schools, the children having outgrown the existing ones, 25,687, 25,747–25,749.

Managers have a right to use a transferred school on Sundays, 25,749, 25,750.

The Chiswick School Board believe that if the board enlarges a transferred school it is then entirely in their hands, 25,751–25,754.

Board schools and voluntary schools ought to prosper side by side, 25,853.

In former days the clergy and country gentry did a great deal for elementary education, 25,857, 25,858.

Ratepayers should be able to transfer board schools over to voluntary bodies, and *vice versa*, 25,882–25,884.

## EXISTING STATE OF FACTS—(continued).

SIR P. MAGNUS.

His suggestions are generally applicable throughout the country, 28,674, 28,675.

In France a considerable amount of latitude is given to each locality, 28,676.

Was not aware that the central authority claims the right to regulate the schools in every detail, 28,677-28,679.

The German system is one of municipal or communal responsibility, 28,679, 28,680.

School hours in France are from 8 a.m. to 4 p.m., 28,766.

MR. E. HANCE.

The Liverpool School Board is represented by Roman Catholics, Church of England, and Nonconformist members, 32,085, 32,086, 32,240, 32,241.

Gives statistics of the population, and the school attendance of Liverpool, 32,087-32,093, 32,703-32,705.

Describes the duties of the Conference of School Managers, 32,626, 32,627.

The Diocesan Board of Education of Liverpool subsidises education in different church schools, 32,628, 32,629.

MR. J. HANSON.

Gives particulars of the Bradford board schools, 35,149-35,156.

MR. W. LEE.

Gives particulars of the Leeds board schools, 37,500-37,503.

Gives particulars of the voluntary school accommodation, 37,504-37,506.

MR. L. WILLIAMS.

The Cardiff schools are regarded as amongst the most efficient in the kingdom, 39,394, 39,395.

Five-sixths of the Welsh-speaking population are Nonconformists; gives statistics, 39,571-39,584.

MR. R. BALCHIN.

The present educational system shows an enormous improvement, 51,690-51,696.

## FEES.

REV. R. B. BURGESS.

They have never had a pound arrears; the fees are 2d. to 4d., 45,288, 45,289.

A great many children get into board schools whose parents could pay more, 45,291.

Some of the school supporters pay fees in necessitous cases, 45,443-45,447.

REV. W. ASTON.

Has heard of no cases in Bradford of charging capricious fees for dull children, 46,075, 46,196.

The fees in voluntary schools are much the same as in board schools. They vary from 2d. to 6d., 46,197-46,199.

Sees no objection to fees of voluntary schools being submitted to the Department, 46,200-46,204.

MR. J. A. BROOKE.

The fees are 3d., 4d., and 6d., 46,384, 46,385.

The fees are well paid, 46,386.

It is not common to charge a higher fee for dull children, 46,413-46,417.

MR. W. LEIGH.

The average fee in Stockport is 3·88d., 46,651, 46,652, 46,726.

## FEES—(continued).

MR. W. LEIGH—(continued).

Poor people send their children to the cheapest schools, 46,725.

The school officers are paid from the borough rate, 46,728, 46,729.

The parents of Stockport are now paying more than before the Act came into operation, 46,745.

It would be an advantage if some sort of competition between voluntary and board schools existed in Stockport, 46,747.

Some of the Stockport schools exclude the "waifs and strays," 46,748, 46,749.

In a large number of the schools the fees range up to 9d. and 10d., 46,750.

The fee generally increases with the rise in standards, 46,751.

This system drives the children prematurely to labour, 46,753.

The committee has no power to remit fees, 46,780-46,782.

MR. J. ROBINSON.

The fees are pretty even throughout the union, the minimum 2d., the maximum 6d., 46,898, 46,899.

Has heard no complaints against this system, 46,900-46,903.

A child who had arrived at total exemption would pay about 5d., 46,904-46,907.

States objections to the Department fixing the fees in voluntary schools, 46,944-46,950.

MR. J. S. HORN.

Hands in a table as to the Government grant and the school fees in the three districts, 47,224.

States the cost to each district if fees were abolished, 47,225.

Gives the fees per head on the average attendance, 47,282-47,286.

There is no feeling in favour of free education in Burnley, 47,332.

MR. H. PARKER.

It would be an advantage if the Department fixed a certain limit to voluntary school fees, 47,848-47,854.

Discriminating fees have been charged in one or two cases, but it has been discontinued, 47,849, 47,850.

Fees vary from 2d. to 6d., 47,851, 47,852.

It is fair to charge more for the higher standards, 47,852, 47,853.

REV. J. J. SCOTT.

Has met with no complaints about people being unable to pay their school fees, 48,126, 48,127.

The arrangements for payment of fees by guardians works very satisfactorily in Salford, 48,128, 48,129.

MR. J. F. SEABROOK.

The fees are not oppressive in rural schools in the Rochester diocese, 48,453.

Voluntary provision is made for cases where payment is oppressive; parents hesitate to go to the guardians, 48,454-48,456.

MR. H. WILLIAMS.

He pays 3d. and 6d. for his children, which is as much as he can afford, 48,463, 48,464, 48,467-48,469.

He would rather pay the fee than have it paid for him, 48,465, 48,538.

Men of his class prefer paying more than the school board fees, 48,466, 48,467, 48,469.

Working classes are not generally in favour of free schools, 48,476.

MR. M. WILKS.

The whole fee system is very bad, 48,730, 48,731.



**FEES—(continued).****Mr. J. MURRAY.**

About 15 per cent. of the fees are unpaid in his schools, 50,118, 50,166-50,168.

The fee in the boys' department is 4d. to 8d., 50,224-50,232.

**Mr. L. CONWAY.**

The fees are 3d. to 6d., 50,242-50,248, 50,284.

Out of 278 on the register 90 pay no fees, and 180 are paid for by the guardians through the school board, 50,249-50,253, 50,284-50,287, 50,327-50,329.

Very poor parents pay only what they are able, but nominally there is no lower fee than 3d., 50,297-50,302.

The parents are mostly dock labourers and cotton porters; some could pay who do not, 50,305-50,308.

**Miss Fox.**

The fee in her school is 1d. and 2d., 51,631, 51,632.

Before accepting the 1d. fee the manager consider the circumstances of the parents, 51,633.

Many decent but very poor people are allowed to pay the 1d. only, 51,633, 51,634.

The payment in many cases is so irregular that it is impossible to estimate the fee paid by the parents, 51,635.

**Mr. T. SMYTH.**

All education should be gratuitous to all classes, 52,267-52,273, 52,312, 52,321-52,330, 52,350, 52,429-52,438, 52,511-52,518, 52,521-52,524, 52,670, 52,696-52,713.

Fees are a great hardship to poor parents, 52,275, 52,276, 52,523.

The State should take over all educational endowments, 52,312, 52,322, 52,434, 52,485-52,494, 52,525-52,530, 52,535, 52,536.

About one-fourth of the cost comes from fees, the remainder is defrayed by the State, 52,373-52,375, 52,531-52,534.

It is to the benefit of the State to educate the people, 52,429-52,431, 52,515-52,518, 52,725.

No facilities are offered to the working classes to obtain a university education, 52,653-52,662.

The State should grant facilities for all requirements, 52,720-52,722.

The State must arrange how the child is to be educated, 52,724-52,728.

Endowments are held for the rich, as a rule, although they also pay heavily for education, 52,771-52,775.

**Mr. T. E. POWELL.**

The tax upon parents is not very great, but free education would be an improvement, 52,843, 52,879, 52,881-52,885, 52,975-52,984.

Any poor parent who chooses to apply can get remission, 52,980.

It is partly true that each rise in the school board rate has been followed by a rise in rents paid by the working classes, 52,980-52,984.

**Sir P. KEENAN**

The increase in the amount raised locally is principally due to the larger amount received in fees, 53,146.

Since 1875 it has been to the interest of teachers and managers to work up the school fees, to secure the full result grant, 53,148.

Parents have murmured, but not to any serious extent, as the fee is very light, 53,149.

**Rev. Prebendary ROE.**

Higher fees are charged for the higher standards, 55,073-55,079.

Applicants for remission must appear before the guardians, 55,080.

Each district should settle its own rate of fees, 55,081-55,084.

School boards where they exist should pay the fee for non-pauper parents, 55,104, 55,105.

**FEES—(continued).****Mr. J. G. FITCH.**

Managers of voluntary schools are the best judges of the capability of parents, 57,758-57,766.

Any locality which wanted to make the fees of the children a public charge should have power to do so, 57,882-57,885.

**Mr. A. P. GRAVES.**

Sees no objection to the Department fixing the fees of voluntary schools, 57,269, 57,273, 57,274.

Voluntary managers in country districts do not charge too high fees, 57,270.

Fees have been raised in the upper standards when farmers were anxious to get children to work early, 57,271-57,278.

**Rev. F. SYNGE.**

Fees are mostly low in the country parts of Norfolk, 58,245, 58,246, 58,253.

Some country boards have tried to make as much as they can from the fees, 58,246-58,251, 58,253.

There are complaints of difficulty of getting remission in towns but none in the country, 58,252, 58,253.

There has been agitation upon the question in Norwich, 58,254, 58,255.

In some of the board schools the fees are higher than in voluntary schools, 58,387.

Sees no necessity for the Department to fix the fees in voluntary schools, 58,388.

Power exists to deal with cases of capricious fees, 58,389-58,395.

Does not approve of charging higher fees in the upper standards, 58,396, 58,397.

**Mr. P. CUMIN.**

Managers may charge a fee for the cost of books as well as the school fee, 59,401-59,406.

Voluntary managers should retain their freedom in fixing fees, 59,494, 59,772.

A school board should be free to fix the fee, or to have a free school, 59,691, 59,772, 59,773.

**FEES, ABOLITION OF.****Mr. T. SNAPE.**

Uniform fees would be an improvement, still greater if fees were abolished altogether, 43,128-43,130, 43,248-43,250, 43,333, 43,889-43,895, 53,560.

A uniform fee would avoid invidious distinctions, 43,558-43,561.

**Mr. M. WILKS.**

Is in favour of free schools, because of the difficulty in getting the fee, 48,816, 49,154-49,157, 49,203, 49,204.

**FEES, PAYMENT OF, BY GUARDIANS.****Mr. T. SNAPE.**

Guardians have handed over to other bodies their right of deciding as to the payment of fees, 43,152-43,155.

**Rev. B. B. BURGESS.**

Some other plan should be adopted; board schools remit without reference to anyone, 45,296, 45,557.

**Rev. W. ASTON.**

Remission should be made by some officer not connected with poor law relief, 45,990.

No improvement in the attendance can be traced to the remission of fees, 45,991.

FEEs, PAYMENT OF, BY GUARDIANS—  
(continued)

Mr. J. A. BROOKE.

There should be an office unconnected with poor law relief for paying fees, 46,388-46,393.

The Huddersfield School Board objected to paying fees under the 25th section, 46,445-46,449.

Mr. W. LEIGH.

The guardians pay the fees of children of indigent parents, 46,635.

Some parents refuse to attend before the guardians, 46,636, 46,637.

The 3s. per head allowance is strictly adhered to; a more liberal allowance would be better, 46,638, 46,639.

The demand for a fee is often an excuse for keeping children away from school, 46,640-46,642.

The children whose fees are paid by guardians attend very well, 46,706-46,708.

Mr. J. ROBINSON

The guardians generally remit freely, 46,841

In the urban district 107 children out of 2,747, and in the rural district 59 out of 944, are paid for by guardians, 46,846-46,852.

Rev. Canon WILLES.

Cases of parents' inability to pay are inquired into by the relieving officer, 47,088-47,090.

Mr. J. S. HORN.

School fee committees is an improvement on the system of applying to the relieving officer, 47,245-47,258.

There is no workhouse school, pauper children are sent to elementary schools, 47,249-47,255

Mr. H. PARKER.

The payment by guardians has removed the difficulty of school fees, 47,775, 47,776, 47,809, 48,029

Remission by the school attendance committee should be substituted for payment by guardians, 47,777, 48,028-48,031.

States the amount paid by the Birkenhead Union for fees, 47,777-47,780

Mr. J. MURRAY

Objects strongly to the system; should be transferred to a committee of board and voluntary school managers, 50,150-50,157, 50,172-50,177, 50,233-50,237

If parents could apply for remission of fees in the evening it would be a great convenience to the latter, 50,234, 50,235

Mr. L. CONWAY

It is very difficult to get the guardians to pay fees, 50,255-50,257.

Parents must apply personally in the daytime, which is a great hardship, 50,271-50,278.

Miss Fox

Parents are unwilling to apply to the guardians for payment of fees, 51,541, 51,542, 51,551.

The tardiness of the guardians in complying with the application means the loss of children's attendance, 51,543-51,546, 51,551, 51,559, 51,630

The guardians do not pay for children under five years of age, 51,547-51,549.

Gives statistics as to the loss of fees, and the number of children admitted without fees, 51,550.

The fees should be paid for the parents in all cases where the income falls below a fixed poverty scale, 51,552-51,554

The payment should date from the first application, 51,554-51,558

Parents should be brought in contact with the inquiry officer only, 51,559-51,562, 51,628.

There are two difficulties, the one arising from the demoralisation of the parents, the other from the poverty of parents, 51,621-51,623.

FEEs, PAYMENT OF, BY GUARDIANS—  
(continued).

Miss Fox—(continued).

Many English parents are as poor and neglectful as Irish parents, 51,625.

Many of these apply to the guardians for relief as well as for payment of school fees, 51,626, 51,627.

The boards of guardians in Manchester are not now hard to move, 51,629.

FEEs, REMISSION OF.

Rev. R. B. BURGESS.

The liberal remission of fees accounts for the fullness of board compared with voluntary schools, 45,295-45,302.

The free school in Birmingham takes children from the streets and not the lower stratum of scholars from other schools, 45,303-45,308, 45,390, 45,391.

Mr. J. S. HORN.

The repeal of the 25th section of the Act of 1870 is felt very much in his district, 47,242-47,244.

Mr. H. PARKER.

In Birkenhead the managers of voluntary schools remit a certain amount of fees, 48,030, 48,031.

FEEs, UNIFORM.

Rev. R. BRUCE.

Voluntary managers should be compelled to submit their scale of fees for approval to the Department, 44,381, 44,385.

The fee should be uniform throughout the school; capricious fees for individual scholars are objectionable, 44,382-44,386.

FIELDEN, Mrs.

Takes a great interest in school work. Has supported and managed a school for girls and infants at Todmorden for 26 years, in which she teaches for half the day. Is also a member of the Todmorden School Board, 25,885-25,891, 26,089.

FINCH, Mr. ALEXANDER.

Is inspector's assistant in the West Ham district, 55,680, 55,681.

FISH, Mr. JOHN.

Is schoolmaster of national school for boys in the city of Durham, 25,439-25,441, 25,443.

Has been a teacher 34 years, 25,569.

FITCH, Mr. J. G., LL.D.

Has been a chief inspector for the eastern division of England. Is now inspector of training colleges for mistresses, 41,545, 56,697.

FOX, Miss C.

Is a mistress in the infant school of St. Patrick, Manchester, 51,533.

Was trained in the training college of the convent of Mount Pleasant, Liverpool, and has had experience of all the standards in the upper schools, 51,534-51,540.

FREE EDUCATION.

Mr. H. R. WILLIAMS.

Education should be gratuitous and at the cost of the State, 53,785-53,797, 53,804-53,807, 53,826-53,842, 53,863, 53,905-53,913, 53,954-53,961, 54,002-54,011, 54,074-54,080.

It should be confined to the poorer classes, 53,835-53,862, 53,864-53,867, 53,877-53,883, 54,015-54,020, 54,066-54,075.

Poor people dislike asking for remission of fees, 54,021-54,023.

Does not wish to lessen the trust and responsibility of parents for their children, 54,080.

Believes free education is reconcileable with giving parents a choice of schools, 54,081-54,083.

If the voluntary system is continued with fees it would yet be possible to have board schools free, 54,086-54,094.

Free schools would not pauperise the parents, 54,095, 54,096.

Mr. C. TWISS.

States the fees (which are high) in his school, 54,380-54,383, 54,495.

There are some very poor children who pay 4d. without any difficulty, 54,382-54,384, 54,388, 54,389.

In a few cases fees are remitted, 54,385.

Mr. P. CUMIN.

There are no free schools; the sanction of the Department is necessary for their establishment, 58,931, 59,083, 59,084, 59,395, 59,396.

The question of free schools should be left to local option, 58,931, 58,932, 58,969, 58,992, 58,993, 59,397, 59,398, 59,692.

Explains how existing so-called free schools are not really free schools, 58,931, 58,989-58,996, 59,083, 59,084, 59,395.

The Department supports local managers against the proposal of the school board to reduce fees, 58,932, 59,399, 59,400, 59,692-59,717.

Free schools are not very attractive; no borough would establish absolutely free schools, 58,971-58,973.

Any child, irrespective of his parents' means, may attend a board school whether it is free or not, 58,998-59,901.

GILMORE, REV. JAMES.

Has been chairman of the Sheffield School Board nearly a year and a half, 34,583, 34,584.

His experience has been wholly in town schools, 34,735.

GRADING OF SCHOOLS.

Mr. E. HANCE.

There is no grading of schools in Liverpool; the practice would be injurious to education, 32,166.

Is not in favour of the system, 32,654-32,658.

Rev. J. GILMORE.

Is opposed to grading schools, 34,864-34,869.

Rev. J. NUNN.

It is desirable to have a higher grade school if a sufficient number of scholars can be got together, 36,318, 36,319, 36,517-36,521.

There is only one school in Manchester in which the upper standards from neighbouring schools are collected, 36,510-36,514.

Where the upper standard is large enough to be entitled to a teacher, it might be kept in a school, 36,524, 36,846-36,850.

It is better to avoid taking children from school to school, 36,851.

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GRADING OF SCHOOLS—(continued).

Mr. T. G. WRIGHT.

There should be three grades of schools, 37,098-37,102.

Mr. H. BIRLEY.

It is educationally and pecuniarily advantageous to grade the schools intellectually, 40,284, 40,561.

They are graded by degrees; there is only one at present, but a second is proposed, 40,285, 40,286.

Is in favour of grading also upon the principle of social standard, 40,562-40,564, 40,678-40,680.

Approves of limiting poor schools to the obligatory subjects, 40,565-40,574.

Mr. M. WILKS.

The grading of schools should take place according to the relation of one school to another, 48,790.

Would encourage the transference of children from one school to another, 48,791, 48,792.

Is opposed to the grading of schools if the fee is to rise with the standard, 48,793.

Mr. C. TWISS.

Education suffers in Warrington through the want of proper grading of schools, 54,395-54,398.

GRAHAM, REV. DR.

Has been principal of the Roman Catholic Training College, Brook Green, since 1869, 12,012, 12,013.

GRANTS FROM GOVERNMENT FROM 1832 TO 1858.

Mr. PATRICK CUMIN.

Describes the grants given and the conditions, 5-28, 74, 85-89, 114-119, 127-132, 170-175, 183-196, 212, 245, 404-406, 561, 562.

GRAVES, MR. ALFRED PERCEVAL.

Is inspector for West Somerset; has been an inspector altogether 12 years, 57,063, 57,064.

His experience extends over three districts, 57,065.

GREENING, MR. W. H.

Has been a member of the Birmingham School Board since 1874, 45,563-45,565.

GRIEVANCES OF EMPLOYERS.

Mr. T. G. WRIGHT.

The present education does not unfit children for manual labour, 37,296.

GRIEVANCES. INCREASED REQUIREMENT OF THE CODE.

Mr. H. PARKER.

The requirements on the children are greater than the utility will ever be, 47,935, 47,936.

The perpetually increasing demands of the Department are complained of, 47,944-47,946.

The requirement of an increased staff is not complained of, 47,947, 47,948.

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## GRIEVANCES OF MANAGERS.

Mr. B. H. I. PALGRAVE.

Rating schools is obviously unfair to voluntary schools, 27,574, 27,642-27,646, 27,700, 27,701.

Mr. T. G. WRIGHT.

The difficulty of raising money should be met by increased grants, or the schools transferred to the board, 37,299.

Rev. Canon McNEILE.

A school rate makes it very difficult to obtain voluntary contributions, 33,886.

More liberty and discretion should be allowed in the expenditure of the income, 33,887.

Rev. J. GILMORE.

The rating of schools presses hardly upon voluntary schools. They should be exempted. 34,680.

There is no appeal against the decision of inspectors, 34,681.

There should be some way of investigating appeals; inspectors are not infallible, 34,682.

Rev. F. SYNGE.

Frequent changes in Code are inconvenient, 58,206.

Teachers continually make mistakes when an alteration comes in, 58,207-58,210.

## GRIEVANCES OF PARENTS.

Mr. E. MORRIS.

Much is required from children when they would be better employed learning something else, 23,367.

Children are kept in school too long, 23,369.

Mr. R. H. I. PALGRAVE.

Parents of large families are under difficulties through losing the services of their children, 27,571.

There have been many complaints that compulsion was pushed too far, 27,572, 27,573.

Mr. T. G. WRIGHT.

Their complaints are, generally speaking, selfish, 37,297, 37,298.

Mr. H. PARKER.

Parents complain of losing the services of their children, 47,813.

## GRIEVANCES. RATING OF SCHOOLS.

Rev. J. GILMORE.

The scale of rating of public elementary schools in Sheffield is low, 35,001-35,004.

Mr. WESLEY LEE.

Schools in Leeds are rated, but the rates are a mere trifle, except in the Leeds Union, 37,765-37,768.

In voluntary schools the rate is assessed on the average attendance, and in board schools on the accommodation, 37,769, 37,770.

Mr. H. BIRLEY.

Both board and voluntary schools in Manchester are rated, 40,701-40,705, 40,757.

There has been no attempt by law to rid voluntary schools of rating altogether, 40,769.

Rev. J. R. DIGGLE.

The cost on the rates is estimated at 67,833*l.* for the coming year, 30,543, 30,546-30,553.

It is unjust and inequitable, 30,544, 30,545.

GRIEVANCES. RATING OF SCHOOLS—  
(continued).

Rev. J. NUNN.

The voluntary schools and board schools of Manchester are rated very unequally, 36,379-36,384.

Rev. W. ASTON.

The rating on voluntary schools in Bradford is not very high, but the principle is objected to, 46,081-46,089.

Mr. J. S. HORN.

The law as to rating presses very hardly upon the schools, 47,258-47,261.

Mr. W. S. DALGLISH.

There is no uniformity; schools should be exempt, 52,043, 52,050-52,052, 52,055-52,057, 52,069-52,074, 52,129-52,140, 52,144-52,152.

Up to 1884 board schools were not rated; gives the grounds on which it was decided to rate them, 52,044-52,047, 52,128.

The rating voluntary schools will close the majority of them, 52,048, 52,049, 52,088-52,095, 52,116, 52,117, 52,138.

Gives particulars of the assessment of schools in his district, 52,051-52,057.

It was proposed to rate the Tynemouth Priory schools upon a sum of 141*l.*, 52,061-52,065.

This was successfully opposed, 52,066.

In Newcastle the rateable value of board schools is 2,416*l.*, and voluntary schools 1,916*l.*, 52,068, 52,069.

Exempting voluntary schools from taxation by encouraging them tends to diminish the education rate, 52,075, 52,138-52,140.

Exempting them is not a rate in aid of religion, 52,077.

States the trusts of the Tynemouth Priory school, which is in union with the National Society, 52,078-52,083.

If local rating leads to the closing of schools the donor might step in and claim the site, 52,085.

There has been no decision about the rating of voluntary schools, 52,126, 52,127.

It is fair to rate schools when held in hired buildings, 52,141-52,144.

As a compromise a maximum rate of say 6*d.* per child might be agreed to, 52,145-52,152.

## GRIEVANCES OF TEACHERS.

Mr. R. WILD.

The inspectorate should be open to teachers; there should be pensions, an appeal against capricious dismissal, &c., 13,730.

Mr. J. W. GROVE.

Minutes of 1846-7 with regard to pensions have not been fulfilled, 14,690.

The Department should consent to the dismissal of teachers, 14,691-14,693.

Teachers should have the right to appeal before being dismissed, 14,693, 14,901-14,918.

There have been few dismissals, 14,911-14,914, 14,918.

Mr. D. HOLDSWORTH.

Teachers have nothing to look forward to, 17,535-17,538, 17,541.

Does not complain that the teacher is too much in the hands of the inspector, 17,539, 17,540.

Is not in any danger of capricious dismissal, 17,872.

Miss NAPPER.

Salary is too small to make proper provision for herself, 19,092.

GRIEVANCES OF TEACHERS—(continued).

Mr. E. STEVENS.

Confirms teachers' grievances as regards capricious removal, and lack of prospects and pension, 20,818-20,821.

Mr. E. MORRIS.

Teachers have to work under very difficult conditions, and some have been capriciously dismissed, 23,365, 23,366.

Mr. R. H. I. PALGRAVE.

Pensions to be provided out of grant, and appeals against capricious dismissal allowed, 27,571, 27,694, 27,751, 27,757-27,759.

Mr. T. WILKINSON.

After 35 years' service only obtained a pension of 20l. a year, 27,987, 28,133, 28,134.

A pension of two-thirds of the average salary was promised when he became a teacher, 27,988, 28,135.

Mr. A. C. ROGERS.

Assistant teachers complain that the inspectorate is not open to them, 28,311-28,313, 28,443-28,446, 28,451-28,457.

Teachers' parchments are often endorsed without due care, 28,314-28,319, 28,323, 28,495-28,508.

Sometimes a teacher has placed to his credit the apparent failure of a colleague, 28,320-28,322, 28,509-28,521.

Assistants complain that the minute respecting corporal punishment is subversive of their discipline, 28,324-28,326, 28,364, 28,368-28,377, 28,457-28,464.

The absence of corporal punishment is a false test of the discipline of a school, 28,327.

Experienced assistants should have the power of inflicting corporal punishment, 28,460-28,464.

Mr. E. HANCE.

The danger of capricious dismissal is less in the case of teachers than with other public officials, 32,197, 32,198.

Mr. T. G. WRIGHT.

Advocates an appeal against capricious dismissal of teacher by managers, 37,293-37,295.

Mr. H. PARKER.

Teachers complain that there is nothing to look forward to, 47,810.

It would be undesirable to remove the power of dismissal, 47,811, 48,001.

Voluntary managers could hardly carry on a school if there was an appeal against the dismissal of a teacher, 47,812, 48,001, 48,004.

Mr. H. E. B. HARRISON.

Safeguards to protect teachers seem to be suggested in the interests of indifferent teachers, 49,447, 49,521-49,523.

Mr. A. P. GRAVES.

Teachers should have a right of appeal to the Department against dismissal, 57,126-57,128, 57,222-57,225.

States his procedure in cases where managers report unfavourably on teachers, 57,217-57,219.

Mr. E. H. BRODIE.

Suggests safeguards to protect teachers from capricious dismissal, 58,797-58,807, 58,810-58,813.

Cases in which teachers are injudiciously retained through over-indulgence are more numerous, 58,797, 58,808, 58,814.

Intervening to protect capricious dismissal need not prevent the removal of teachers when needed, 58,809.

GRIEVANCES OF TEACHERS—(continued).

Mr. P. CUMIN.

The Department is not prepared to accept the responsibility of hearing appeals, 59,453, 59,454.

GRIFFITHS, VENERABLE JOHN, ARCHDEACON OF LLANDAFF.

Is chairman and honorary treasurer of the Society for Utilising the Welsh Language in Education, 42,851.

Has been connected with education for the last 40 years. Is chairman of the managers of two very large schools, 42,853-42,855.

He preaches in both languages with equal facility, 42,856, 42,857.

GROVE, MR. JOHN W.

Is head master of All Souls', Langham Place. Has been there since 1869, 14,579, 14,580, 14,832.

From 1856 to 1869 was a master of the Greencoat Endowed School, Hertford, 14,581, 14,694.

Has been secretary, treasurer, vice-president, and president in a large association of teachers, 14,695.

His opinions are partly those of others, but he does not commit teachers generally to them, 14,696.

HALF-TIME SCHOOLS.

Mr. P. BAXENDALE.

Half-timers have to come up to the same standard as whole-timers, which is an absurdity, 14,050-14,053, 14,073.

Working in a factory is detrimental to the intellectual activity of children, 14,054-14,056, 14,072, 14,140, 14,141, 14,186, 14,243, 14,411.

The same fee is charged for whole and half-timers, 14,058-14,060, 14,238, 14,239.

Half-timers cannot be expected to do home lessons, 14,057.

Three reading books are too many for whole-timers, 14,061, 14,062.

As a remedy suggests proper classification, and allowing two years for some to do the work of a standard, 14,063-14,066, 14,163, 14,267, 14,268, 14,484-14,490.

Factory children, after being at work a short time, are not so amenable to discipline, 14,067, 14,068, 14,150, 14,151-14,153, 14,431-14,433, 14,468.

Their moral qualities degenerate very much, and they are obstinate, 14,069, 14,152, 14,154, 14,356-14,360, 14,397, 14,398, 14,410, 14,568-14,574.

Half-timers attend morning and afternoon schools every alternate week, 14,142.

In the morning the children are fresher for school work than in the afternoon, 14,143, 14,144, 14,474, 14,475.

Classing half-timers and whole-timers together, and making them pass the same examination, is unfair, 14,147-14,149.

The language of factory children is very bad and very immoral, 14,155-14,159, 14,568-14,574.

The boys and girls do not mix during school hours, 14,160-14,162.

Half-timers should not be treated as day scholars, 14,163.

Suggests separate schools or separate departments for them, 14,164-14,166.

If separate they could be examined separately, 14,167.

Millowners assist and do all they can for the children, 14,171, 14,172.

Parents are anxious that their children should go to work as quickly as possible, 14,174, 14,494.

There are three systems of half-time in Bradford and the neighbourhood, 14,180-14,185.

The standard for partial exemption varies under different school boards, 14,187-14,191, 14,424.

No scholar if he has passed Standard IV. remains at school after 13 years, 14,212-14,224.

## HALF-TIME SCHOOLS—(continued).

Mr. P. BAXENDALE—(continued).

By the Factory Act children working in factories must attend regularly, 14,182, 14,240-14,242, 14,255.

The deterioration in the moral tone of half-timers is increasing, 14,399, 14,400.

The moral condition of half-time schools is worse than it was 13 years ago, 14,402.

It is an act of humanity to change the occupation of half-timers by giving them school work for half the day, 14,411, 14,412.

Most of the half-timers have received religious instruction as day scholars, 14,426, 14,427.

There are five half-time schools at Bradford, 14,438, 14,439, 14,463, 14,511.

Children become half-timers on account of the poverty of their parents, 14,440, 14,445-14,448.

The Factory Act permits it, 14,443.

Children suffer for it educationally, and have to be pressed forward, 14,444.

About 10 per cent. of his scholars attend school for the whole day, 14,441, 14,442.

Many children come to school in their factory clothes, 14,476, 14,477.

There is no difference between the West Riding factory schools and those in Lancashire, 14,478.

The brilliant results attained at Burnley are produced by overtime, 14,479-14,483.

More time and proper instruction would enable half-timers to pass when they reach the age limit, 14,495-14,498.

Half-time schools cannot and do not obtain high percentages, 14,502, 14,503.

A week at school and a week at the factories alternately would not be beneficial to the children, 14,530, 14,531.

Mr. JOHN W. GROVE.

Children go into factories before their moral character is formed, and the result is very demoralising, 14,826, 14,827, 14,831.

Would not allow half-time at all; it is preferable to keep children at school till they reach 13, 14,828.

The State and employers would gain by it in the long run, 14,829, 14,830.

## HALF-TIME SYSTEM, THE WORKING OF.

Rev. D. J. STEWART.

Does not approve of all English schools being half-time schools. In Saxony the half-time schools are not factory schools, 2581, 2582.

Children passing Standard IV. at 10 years left school and did not go to work, 2773-2786, 3118.

Standard IV. is too low as a standard of exemption, 2787, 2788.

The mind of the child should be capable of grasping and retaining knowledge to make it useful, 2790.

In the early days the half-time schools were not very efficient, 2989, 2990.

Half-time children should be left to the control of their parents when out of school, 3097, 3098.

Unless children go to work they should be kept at school until 13 or 14 years of age, 3119-3121, 4146-4149, 4158.

Children in purely agricultural districts might be exempt from school when their labour is really valuable, 3999, 4000, 4146-4149.

Rev. D. J. WALLER.

Half-timers are generally very regular in their attendance, 7492, 7493.

Complaints are made that half-timers are in danger of being over-pressed, 7492.

Half-timers should not be expected to come up to the standard of full-time scholars, 7494.

Mr. P. BAXENDALE.

Does not advocate the abolition of half-time labour, 14,070, 14,192.

The standards of examination are not suited to the whole-day scholars, far less to the half-timers, 14,075.

## HALF-TIME SYSTEM, THE WORKING OF—(continued).

Mr. P. BAXENDALE—(continued).

The third standard should be the lowest half-time limit for exemption, 14,235.

For full time in Bradford the standard of exemption is the fifth, 14,236, 14,237, 14,423.

Has an immoral tendency, and the children become too worldly for their age, 14,357-14,360.

It may have a bad effect on those who are physically unfit for the work, 14,361, 14,362.

If children remained at school until 13 or 14 years they would be better qualified for work, 14,363-14,370.

There is great difficulty in adapting the curriculum of a school to the wants of full and half-timers, 14,371, 14,372.

Half-timers work from 6 to 12 in the morning in the factory, or from 1.30 to 5.30 p.m. in the afternoon, 14,373-14,375, 14,469-14,473.

If half-timers could work in factories in the morning and attend school on three evenings a week, they would be much fresher, 14,376.

It would be difficult to make them attend evening school, and it is better that children should not be out at night, 14,377-14,384, 14,434.

The objection to night schools is greater for girls than for boys, 14,385, 14,386, 14,435-14,437.

Some people are in favour of children giving part of their time to manual labour in school, 14,464, 14,465.

Sees no intellectual advantage to be derived from factory work, 14,466, 14,467.

The punctuality, exactness, and promptitude required at factories is of benefit to the half-timers, 14,468.

To work full time children should attain a higher standard than that required for half-timers, 14,492, 14,493.

His half-timers attend very regularly, 14,513-14,516

Mr. J. W. GROVE.

Children should not work until they reach either the fourth or fifth standard, or the age of 13, 14,622-14,627, 14,715-14,717.

Mr. J. POWELL.

Complaints of byelaw No. 5 (b) in the Biggleswade union, 15,747, 15,863-15,883, 15,921.

It is impossible without pressure to prepare children who go to work five months of the year, 15,748, 15,863-15,883, 15,970-15,972, 16,130, 16,131.

When children leave after passing Standard IV., parents think that the children are educated, 15,750-15,752, 15,880.

Mr. D. CLARKE.

Would abolish half-timers, and make Standard V. the standard of exemption, or 13 years of age, 16,201-16,203, 16,211, 16,212, 16,257, 16,258.

Mrs. BURGWIN.

Always tries to persuade parents not to ask for half-time, 17,440-17,442.

Mr. D. HOLDSWORTH.

Is very uncommon in Newcastle; there are no half-time schools there, 17,577-17,579.

Mr. W. MUSCOTT.

Has no half-time scholars, he discourages them, 18,027, 18,028, 18,383-18,385, 18,388.

Miss NAPPER.

Boys can go to half-time work when Standard III. is passed, but they fall behind the others, 19,089, 19,238. Parents do not take much advantage of this system, 19,090, 19,091.

The system causes long absences, and the child forgets much of what he has learned, 19,201-19,205, 19,237.

# HALF-TIME SYSTEM, THE WORKING OF— (continued).

Miss CASTLE.

There are no half-time children in the school, 19,908-19,910.

Mr. S. B. TAIT.

In Huddersfield there are 700 half-timers, 20,304.  
It would be a good thing if the system were by degrees abolished, 23,305, 20,306, 20,695-20,697, 20,701.  
The presence of half-timers has an evil effect on the manners of the other scholars, 20,307, 20,698-20,700.  
The Act fixes 10 as the earliest age at which children can work in the factories, 20,398, 20,399.  
The majority of the children pass the sixth standard at age of 12; the others at 13, 20,400, 20,401.  
The Code should be amended, giving teachers liberty to vary the scale for full and half-timers, 20,426-20,429.

Mr. E. STEVENS.

Should be abolished in rural schools, 20,787.

Mr. J. NEWBOLD.

There are very few half-timers in Manchester, 21,557-21,559.

Mr. W. RIDGEWAY.

Is not in favour of the half-time system, 21,661-21,663, 41,764-21,767.

Mr. J. SCOTSON.

The present regulations might almost remain as they are, 22,809.

Sir L. STAMER.

Half-time is a necessary evil, but teachers cannot get the same results from half-timers, 24,197, 24,198.  
Employers would not allow half-timers to work one week and attend school the next, 24,199.  
Half-timers should be compelled to attend a night school up to a certain age, 24,199-24,203, 24,254-24,261.  
Recommends a separate schedule of standards for half-timers, 24,246-24,249.  
They are not over-pressed, nor are they so exhausted physically as to be unfit for mental work, 24,248.  
The number of half-timers has decreased of late, 24,508-24,510.  
It is educationally an advantage, but it means bad trade, 24,511, 24,512.  
Children of 10 having passed the third standard can be employed half-time, 24,513, 24,514, 24,530, 24,531.

Mrs. FIELDEN.

The minimum standard for half-time becomes the maximum, which is disastrous, 26,062.  
Half-timers have more zeal than full-timers, as they wish to become full-timers, 26,063.  
Half-timers sometimes come dirty, and are rather inclined to insubordination, 26,064, 26,069, 26,152.  
Half-time children attend for three hours a day, 26,150.  
The mingling of the two classes is not prejudicial from a moral point of view, 26,153.  
Children go as half-timers from 10 years of age, 26,258.

Mr. J. BRADBURY.

The school is composed of both whole and half-time scholars, 22,585, 22,704-22,706.  
650 out of 2,800 scholars in Mossley work half-time, and earn an average of 4s. 6d. a week, 22,618.  
Any interference with half-time system would be serious, 22,624.  
Half-time employment is allowed at the age of 10 if a child has passed Standard III., 22,628, 22,634.

# HALF-TIME SYSTEM, THE WORKING OF— (continued).

Mr. J. BRADBURY—(continued).

Greater liberty of classification should be allowed in the case of half-timers, 22,635, 22,716.

Explains the difficulties of the system, 22,635.

Half-timers who have attended 55 mornings and 50 afternoons are presented for examination, 22,635.

Managers should be allowed to withhold or re-present a half-timer in the same standard, 22,636-22,638.

Ten per cent. more pass in the three lower standards than in the four upper, 22,650.

Gives results of examination in English, 22,651-22,653.

In classes composed chiefly of half-timers the full grant should be given if the result is "Fair," 22,654.

English should be lightened for half-time girls, 22,655-22,658.

Easier standards in class subjects should be used for half-timers, 22,659.

The Code allows 50 per cent. to be added to all the half-time attendances, but the reservations are unjust, 22,666-22,665, 22,746, 22,747.

An exceptionally good adult teacher is necessary to a class of 40 half-timers, 22,666-22,671, 22,680, 22,681.

Half-timers are too fatigued in the afternoons to learn much, 22,635, 22,711-22,713.

The health of half-timers sometimes breaks down in the first year of work, 22,714, 22,715.

More liberty of classification would be better than separate schedule standards for half-timers, 22,716-22,717.

The hours of labour should be reduced in the first year of employment, 22,721-22,727.

It is not desirable for them to work one week and go to school the other alternately, 22,728-22,730.

One attendance of a half-time scholar should be counted as two, in consideration of the work involved, 22,744.

The half-time system is good on the whole, 22,748-22,751.

Half-timers are better fed and clothed, and able to pay their school fee, 22,752.

Rev. Canon WINGFIELD.

There is no system of half-time at Welwyn, 26,964.

Mr. R. H. I. PALGRAVE.

Standard III. is the half-time standard in Yarmouth, 27,819, 27,820.

Sir P. MAGNUS.

In some parts of France half-time is allowed, 28,626.

Mr. A. D. C. HENDERSON.

Inspectors have no familiarity with the life of the half-timer, 28,910, 28,911.

The examination is the same for a half-time scholar as for a day scholar, which is unfair, 28,912-28,914, 28,917, 29,032-29,034.

It would be fairest to choose the teachers wisely, and then give them full liberty of classification, 28,915.

The 22 weeks' attendance bear hardly upon half-timers, 28,916, 28,917.

Half-time schools have no chance of getting the "Excellent" merit grant, 28,918.

The examination is of too detailed and minute a character, 28,919, 28,920, 28,928.

The scholars average between 350 and 360 in number; there are about 476 on the roll, 28,930, 28,951-28,953.

Does not recommend separate schools for half-timers, 28,391.

It would be impracticable to prohibit children from working before breakfast in the mills, 28,932.

Would make the third standard the standard for partial exemption and raise the age to 11, 28,933.

Fifty per cent. of passes should enable a half-time school to get the highest grant for class subjects, 28,936, 29,019-29,021.

One attendance of a half-timer should count for two, 28,942.

Prefers to count by attendances rather than by weeks for half-timers, 28,943.

The school should be divided into two sections and the grant paid on the larger section, 28,944.

# HALF-TIME SYSTEM, THE WORKING OF— (continued).

Mr. A. D. C. HENDERSON—(continued).

The inspector at every point of the examination should know which are half-timers, 28,954.

Has from 140 to 150 half-timers in his school; the majority are employed in mills, 28,946, 28,947, 28,954.

They are regular in attendance; the greatest trouble is with domestic half-timers, 28,947, 28,948, 29,038.

The Chadderton standard for half-time is the second, in Oldham it is the third, 28,955–28,960.

Above the second standard at the beginning of the year nearly all are full-timers, 28,961–28,963.

From 75 to 83 is the per-centage of passes in his school, 29,016–29,018.

A factory child must attend school five half-days in the week until 13 or 14, 29,036, 22,037.

Children on becoming half-timers get very insubordinate to teachers, 29,040–29,043.

Much less work can be done in a half-day with a half-timer than in a half-day with a whole-timer, 29,044.

Teachers state there is a great deal of immorality among half-timers, 29,045–29,048.

Has known no cases of the rules of attendance imposed by the Factory Acts being evaded, 29,049.

The school attendance committee does not look properly after the attendance of domestic half-timers, 29,050–29,052.

Rev. J. R. DIGGLE.

There are very few half-timers in London, 29,806, 30,630.

Rev. J. GILMORE.

There is not much half-time in Sheffield, 34,615, 34,616, 34,847, 34,848.

Mr. J. HANSON.

Have more half-timers in Bradford than in any other town, 35,217.

There are four schools purely for half-timers, with lessons suitable to their circumstances, 35,218, 35,219, 35,616.

Under this system they are taught better, 35,220, 35,565.

The Code should be modified in their case, 35,221.

The average number of passes is 12 per cent. lower than in the case of full-timers, 35,222.

Half-time is bad educationally, and would abolish it were it not essential, 35,463–35,465, 35,627, 35,669–35,672.

Would like to see the age raised to 11 or 12, but the parents would oppose it, 35,466–35,471.

Inspectors generally expect the same work from half-timers as from the others, 35,556–35,571, 35,617–35,619.

As regards morals and diligence, they find no difference between half-timers and the others, 35,620–35,624, 35,673, 35,705–35,707.

Lately, have granted half-time easily, not confined it to factory children, 35,625, 35,626.

Has not observed that the mill work physically unfits boys for the afternoon school, 35,708, 35,709.

Mr. D. J. O'DONOGHUE.

In Hull the half-time standard could easily be abolished, 35,880, 35,881, 35,994, 35,995, 35,999, 36,000, 36,058–36,062.

Rev. J. NUNN.

Half-time is not very prevalent in Manchester, 36,810, 36,811.

Mr. WESLEY LEE.

There are about 1,000 half-timers in Leeds; there is no difficulty in getting their attendance, 37,519, 37,520, 37,832.

The same standard of examination is adopted for them as for whole-timers; this is necessary, 37,833, 37,834.

Has seen no evil effects morally result from half-timers mixing with whole-timers, 37,835, 37,836.

# HALF-TIME SYSTEM, THE WORKING OF— (continued).

Mr. W. ANDERSON.

There are a few half-timers in the district; it is a very convenient arrangement, 38,151–38,153.

Mr. H. BIRLEY.

Half-time standards should be abolished, 40,222, 40,223, 40,331–40,334, 40,481.

In 1886, 724 labour certificates for partial exemption were issued, and 755 for total exemption, 40,224.

The age for a half-time labour certificate is 10; a great many of that age cannot pass the third standard, 40,482–40,492.

Half-timers are being dispensed with at the present time, 40,770.

Half-time work is resorted to from necessity, 40,771–40,774.

Mr. R. B. WILLIAMS.

It is pernicious and unnecessary in the metropolis, 40,953.

Rev. Prebendary DEANE.

Approves of it in manufacturing districts, but not to the same extent for farm work, 42,283, 42,284.

Rev. W. ASTON.

Is in favour of it, 45,962, 46,095, 46,096, 46,176.

It is unfair to require the same standard from half-timers as from full-timers, 45,963, 46,177–46,180.

Has slightly lowered the moral tone of the schools, 45,964, 46,181–46,186.

Names points of conflict between the Education Acts and the Factory Act, 45,965, 46,033, 46,100–46,106, 46,189–46,192.

Half-timers get half the religious instruction given to other scholars, 45,966–45,970.

There are over 7,000 in Bradford, 46,095–46,097.

The standards of exemption are the third and sixth, 46,098–46,100.

Mr. J. A. BROOKE.

The Department should fix the standard for half-timers, 46,318–46,322.

The standards of half-time exemptions vary in different districts, 46,318, 46,484, 46,485.

The system is not demoralising to the other children, 46,323–46,326, 46,454.

Schools should be allowed to take up class subjects without the half-timers doing so, 46,326.

The best form of half-time is the morning of one week and the afternoon of the next, 46,450–46,453.

Mr. W. LEIGH.

It is granted as soon as a child of 10 passes the second standard. This standard is too low, 46,643–46,645.

Mr. J. ROBINSON.

Half-time is in full operation in Leek; the teachers dislike it exceedingly, 46,821, 46,822.

There should be separate classes and examinations for half-timers, 46,823–46,825, 46,979–46,981.

Total exemption is the fourth standard, 46,826, 46,827.

Rev. Canon WILLES.

Does not allow half-time before the age of 12, 47,020, 47,021.

Mr. J. S. HORN.

Partial exemption is at Standard III., 47,226, 47,227.

Mr. H. PARKER.

Half-time is entirely useless in Birkenhead, 47,785.



HALF-TIME SYSTEM, THE WORKING OF—  
(continued).

Mr. T. E. POWELL.

No certificate should be granted below 11 years and Standard III., 52,837-52,840.  
The per-centage of half-timers in London is very small, 52,939-52,941.

Rev. Prebendary ROZ.

Half-time works very badly in rural schools, 54,899.  
Half-timers should be treated as a special class; at present they lower the grant, 54,899.  
Standard II. is generally the standard of partial exemption in his district, 55,089.

Rev. S. SINGER.

There are not many half-timers in Norfolk, 58,243, 58,298-58,300.  
Farmers complain of being deprived of the children's work, 58,301-58,304.  
Believes it impossible to impose any larger restriction on child-labour in agricultural districts, 58,305-58,308.  
The half-time standard is hardly anywhere below the third standard now, 58,432.

Mr. E. H. BRODIE.

There is very little half-time in agricultural districts, because children after the fourth standard leave, 58,862, 58,863.  
Half-time is not applicable to a country parish, 58,864-58,870.

HANCE, Mr. EDWARD.

Has been clerk to the Liverpool School Board since 1870; is a graduate of London University and a member of the Northern Circuit, but does not practice, 32,083, 32,084.

HANSON, Mr. JAMES.

Is vice-chairman of the Bradford School Board, and has been 13 years chairman of the school management committee, 35,147, 35,418.  
Has been engaged for more than 50 years in teaching, or in connexion with the administration of educational institutions, 35,756-35,758.

HARRISON, Mr. H. E. B.

Has been for 11 years inspector of schools to the Liverpool district, 49,317, 49,318.

HEADDON, Miss MARY ELIZABETH.

Is a member of the Association for the Promotion of Housewifery, 50,365, 50,366.

HEALING, Mr. THOMAS.

Has been for last five years inspecting rural schools in centre and south of Essex, 59,973, 55,974.  
Has been on the staff of the Education Department 23 years, 55,975, 56,087-56,089.

HENDERSON, Mr. ADAM DAVID CHARLES.

Is a first class certificated master at St. Luke's Church of England school, Chadderton, Oldham, 28,908, 28,909.  
Is a member of the National Union, 28,950.  
He represents the opinions of teachers engaged in instructing about 42,000 half-time children, 29,011-29,015.

HIGHER ELEMENTARY SCHOOLS.

Rev. Canon DANIEL.

Does not wish to see secondary schools established by Government and chargeable upon the rates, 11,595-11,600.  
Does not consider education given in schools charging 9d. a week secondary education, 11,601, 11,602.

Mr. R. WILD.

Rural schools cannot be divided into elementary and higher elementary schools, 13,928-13,932.

Mr. P. BAXENDALE.

In Bradford are attended by the children of better class working people and clerks, 14,215-14,219.

Mr. W. B. ADAMS.

If there were three grades of schools very little would be heard of over-pressure, 14,989.  
Describes the distribution of work under his proposed system, 14,989-14,991, 15,148, 15,257-15,261, 15,278.  
The scheme would be mainly applicable in populous places, 15,338-15,340.  
Confining the grant to the three B's, and giving honour certificates for other subjects, would not grade the schools, 15,111.  
Would give the maximum grant for the subjects taught in the suggested first grade schools, 15,112, 15,257.  
The labour test would for a time be an obstacle to the proposed grading, 15,148-15,155.  
His system would probably lead up to technical instruction in the higher standards, 15,211-15,213.  
There is a thorough system of graded schools in Switzerland, 15,238.  
Would like to see the Swiss style of class-book introduced here, 15,239.  
Would not allow first grade schools the option of taking class subjects; it would lead to over-pressure, 15,258-15,261.  
The districts for each grade should be well defined, and promising boys could be passed on, 15,258, 15,259, 15,279, 15,280, 15,335.  
In the higher grade schools less grant would be given for elementary subjects and more for the superior, 15,281.  
The Education Department and the local authorities should determine the proposed grading of schools, 15,341-15,344, 15,416-15,430.  
Schools have been graded at Swansea, Bradford, and Brighton, 15,345-15,347.  
His school would be a higher grade one if Standards III. and IV. were removed, 15,348-15,353.  
Schools should be graded to meet the requirements of children as far as possible, 15,354.  
Where there are only a few children in the upper standards they could be collected into a separate school, 15,355-15,357.

Mr. D. CLARKE.

Higher elementary schools are necessary, 16,449-16,452.

Mr. C. SMITH.

It is wise to grade schools in large places; it has been done at Manchester with marked success, 16,531, 16,582.

## HIGHER ELEMENTARY SCHOOLS—(continued).

Mr. S. B. TAIT.

There is one higher elementary school in Huddersfield in which all the seventh standard children are collected, 20,392-20,397, 20,483-20,485.

Would drop the three R's in the seventh standard school, 20,586-20,589.

The seventh standard school costs 10s. 1½d. per head, 20,474, 20,475, 20,482, 20,672-20,674.

The Department ought to pay upon the ex-Standard VII. children if it is detrimental keeping up the three R's, 20,476-20,481.

Most of their male pupil-teachers come from the seventh standard school, 20,486-23,487.

The seventh standard school is not confined to boys and girls who have passed the sixth standard, 20,579-20,585.

Mr. J. SCOTSON.

They should be established in every large town, 22,803, 22,804, 22,829, 23,124-23,136.

There have been no elementary schools which correspond with his idea of higher grade schools, 23,829-22,833.

The best schools of to-day are a distinct advance upon any that existed before 1861, 22,834, 22,835.

State occupations of parents of children attending his school, 22,939, 22,940, 23,233.

His school is a higher grade under the Manchester board, 22,945-22,947.

There are three other higher grade schools at Manchester, 22,948.

Children come from all kinds of schools, but none are admitted unless in Standard V., 22,949-22,952, 22,974, 22,978-22,980, 23,029.

The literary education enables boys to matriculate, and science teaching enables them to pass in honours, 22,953, 22,954, 22,981, 23,223, 23,224.

Scholarships and exhibitions are open to promising and clever boys; gives details, 22,955-22,957, 23,221.

The subjects taught in this school fairly belong to elementary education, 22,982, 22,983.

The best education possible should be given, and at the country's cost, if necessary, 22,983, 22,984.

The term "higher grade" means a higher range of subjects, 22,999.

Sees no abuse in parents who can afford to pay educating their children at schools supported by public money, 23,000, 23,001.

Such schools do not improperly drain neighbouring schools of scholars in higher standards, 23,030-23,033.

One great reason for such schools arises from the inferiority of secondary schools, 23,093, 23,098, 23,099.

The Manchester grammar school is a very superior secondary school, 23,094, 23,117.

Good secondary schools would not afford a better way of giving higher education than higher elementary schools, 23,095-23,097, 23,121.

Pupils at his school remain till 16, at the grammar school till 18 or 20, 23,118-23,120.

There would be a difficulty in providing these schools in country places, 23,128-23,130.

The absence of high grade schools in rural districts prevents children from rising in the profession of teaching, 23,133-23,136.

The same subjects are taken in the girls' as in the boys' school, 23,147-23,150.

The girls surpass the boys in reading and in grammar, but are slower in the extra subjects, 23,151-23,154.

A great many of them become teachers, 23,155.

Does not desire any larger literary element in his school, 23,225, 23,226.

The schools should be self-supporting, but no grants can be earned for literary instruction, 23,227-23,229.

If the board remitted the fees the poorest could enter the school, 23,233-23,237.

SIR L. T. STAMER.

Sees no advantage in elementary schools giving the class of instruction afforded by the Newcastle endowed school, 24,607-24,611.

It takes higher subjects, which are not taught in the upper school or in the seventh standard schools, 24,608-24,611.

## HIGHER ELEMENTARY SCHOOLS—(continued).

Rev. Prebendary RICHARDS.

There are 35 boys in an upper department, some of whom have scholarships from the lower, 25,724, 25,725.

They are taught French, Latin, and mathematics, 25,727, 25,728, 25,824.

This department was started instead of having so many scholarships in connexion with the existing poor school, 25,823.

This method is better for his locality than drafting children up to a higher school, 25,825.

SIR P. MAGNUS.

There is a great need of these schools, 28,587, 28,664-28,666, 28,709-28,713, 28,721, 28,749, 28,750, 28,793, 28,801, 28,802, 28,815, 28,884.

There are a few such schools, but the number is altogether incommensurate with the requirements, 28,588, 28,900.

School life would be lengthened, and better and cheaper instruction provided by their establishment, 28,616, 28,617, 28,718, 28,719, 28,847.

In Sheffield the voluntary schools co-operate with the school board in carrying on their central school, 28,667, 28,668.

Sees no reason why persons of better means should not avail themselves of the instruction, 28,668-28,673.

Where endowed schools exist a system of scholarships would answer the purpose, 28,721, 28,722, 28,815.

The *École Martinière* in Lyons and the *École Professionnelle* at Rheims are samples of these schools, 28,783, 28,784, 28,789-28,792.

The programme of education is followed out in France, subject to a certain amount of latitude, 28,785-28,787.

Higher elementary schools are fairly numerous in France, 28,788.

Higher elementary schools should be supported by the State and the locality jointly, 28,794-28,798.

Ordinary elementary schools should prepare for secondary schools, 28,799, 28,800.

The instruction in higher elementary schools should have a literary as well as a scientific and practical side, 28,831-28,835.

Children should be generally admitted after passing Standard V., 28,836-28,843.

Fifth and sixth standard children would get better instruction in these schools, 28,865, 28,865a.

It is important to keep the two sets of schools in the closest relation to each other, 28,866-28,868.

The restriction imposed by the Science and Art Department on such schools should be removed, 28,869, 28,870.

Children leaving French elementary schools with *certificats d'étude* are as well equipped as English children, 28,887-28,889.

States the distinction between higher elementary and secondary schools, 28,895.

Rev. J. R. DIGGLE.

There are higher elementary schools in London; states localities and fees, 29,761-29,763.

There is no objection to them so long as they are schools simply with a higher fee and grow naturally, 29,863, 29,864.

Rev. Dr. CROSSKEY.

Are for working men's children who are going to manufactories, 30,854-30,859, 30,867, 30,918.

Secondary schools are quite distinct and are intended for a different class of scholars, 30,860, 30,862, 30,866, 30,867, 30,917.

Children might with advantage go to the secondary schools on passing the fourth standard, 30,861-30,865, 30,917.

Describes the curriculum in the higher elementary school in Birmingham, 38,868-38,880.

The subjects of instruction have reference to the various branches of local industry, 30,881.

Describes the nature and method of the workshop instruction, 30,882-30,884.

The boys undertake to remain one year at least and be presented at the science and art examination, 30,885-30,889, 30,898.

## HIGHER ELEMENTARY SCHOOLS—(continued).

Rev. Dr. CROSSKEY—(continued).

Almost all the children are from the real working classes, 30,890, 30,891.

The average attendance is 230. Not more than 300 could be accommodated, 30,892, 30,893.

The staff numbers six, and the annual cost is 1,479*l.*, 30,894–30,900.

Is satisfied with the education given, 30,902–30,906, 33,059.

Attaches great importance to the connexion of this school with the ordinary elementary schools, 30,907.

Higher elementary schools might be extended to the rural districts on the centre plan, 30,908, 30,909.

Would give the literary instruction largely in connexion with the sciences, 30,910, 30,911, 33,062.

If such schools were separated from the management of a school board they would become secondary schools, 30,912–30,915.

Advocates an extension of grants, 30,919, 30,931.

The cost might be divided between the rates and the taxes, 30,920–30,922.

Working men's children are at a great disadvantage and higher schools ought to be provided, 30,932–30,934.

If the higher school at Birmingham proves a success it is proposed to establish three or four more, 31,144–31,146.

Such schools could not be established much beyond urban populations, 31,146–31,152.

A little less than two per cent. in the higher school are the children of commercial travellers, 31,204–31,212.

Keeping scholars at the seventh standard school till they are 15 would be beneficial, 31,279–31,283.

The seventh standard school is intended only for those whose parents can afford it, 31,284–31,286.

There are about five children in the seventh standard school who have not passed the sixth standard, 32,927–32,934.

The seventh standard school was established as the best method of developing the education of the town, 33,000.

By arrangement with the Department 20 hours a week are devoted to secular subjects, 33,005–33,013.

They present their children for examination in the three R's only, 33,060, 33,061.

Mr. E. N. BUXTON.

A system of collecting the higher standards into higher elementary schools was not adopted by the board, 31,339–31,341, 31,514, 31,626, 31,627, 31,704–31,707.

It would have been possible and desirable, 31,342, 31,343, 31,628, 31,632.

The Public Day Schools Company's schools go beyond the limits of the Code, 31,495.

Secondary schools are much required; Government should not stand in their way, 31,496.

Government should intervene if voluntary machinery does not adequately provide higher elementary schools, 31,947–31,500.

Grammar schools are meant for a higher class than the higher elementary schools, 31,501–31,504.

Elementary education is anything that comes under the Code, 31,515–31,517.

Is not in favour of higher elementary schools being self-supporting, 31,708–31,710.

Rev. Canon McNEILE.

More encouragement should be given to the establishment of these schools, 33,840.

It is a better plan to teach science to the upper classes than to offer it to all children, 33,928.

Children ought to be taught that manual labour is a more dignified occupation than it is felt to be, 33,930–33,932.

Higher grade schools do not injure the schools from which children are removed, 34,050–34,060.

Some advantage might arise from sending all the scholars in a certain standard to a particular school, 34,304–34,306.

Rev. J. GILMORE.

Discourages the establishment of higher elementary schools out of the rates, 34,658–34,660, 34,801, 34,802–34,806, 34,861, 34,862, 35,036–35,038.

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## HIGHER ELEMENTARY SCHOOLS—(continued).

Rev. J. GILMORE—(continued).

Their central school is for boys and girls in sixth and seventh and ex-seventh standards, 34,693–34,695, 34,702–34,705, 34,749, 34,803, 34,804, 34,807, 34,926–34,931, 34,982, 34,983–34,988.

Admission is by a competitive examination; none are excluded because of poverty, 34,696, 34,697, 34,751, 34,752, 34,849–34,852.

There are Lancastrian scholarships in Sheffield, 34,700–34,703, 34,706.

The public elementary schools are not attended by children of the better classes, 34,701.

There is a large school under the Science and Art Department for ex-standard children, 34,707, 34,710, 34,749, 34,804, 34,984–34,988.

Ex-Standard VII children may remain on at school, but no grant is got for them, 34,708, 34,709, 34,753.

States occupations to which scholars after leaving the central school have gone, 34,750.

The central school is self-supporting in anything that is beyond the standards, 34,803–34,811, 34,853–34,860, 34,986a–34,988.

It is a very useful and popular school, 34,920–34,925.

There is no objection to having central schools in large towns on the plan of the central school, Sheffield, 34,932.

Mr. J. HANSON.

Are necessary to meet the case of the better-to-do working class people, 35,248–35,250.

There are four higher schools in Bradford, and the combined average attendance is about 1,300, 34,251–34,254, 35,610, 35,634, 35,635.

In these schools all standards are admitted, 35,255, 35,410, 35,411, 35,540, 35,611.

Describes the instruction given, 35,255, 35,256, 35,608, 35,640, 35,642–35,645.

The staff is a head teacher and one assistant to about 40 pupils, no pupil-teachers, 35,257, 35,258.

The girls' schools are almost independent of the rates; the boys' schools cost about the same as board schools, 35,267–35,271, 35,402–35,404, 35,407.

The scholars in the higher schools are the children of clerks, managers, foremen, artisans, and small tradesmen, 35,405, 35,609.

These higher schools are as much entitled to the rates as any others, 35,407–35,409.

The scholarships are two combined things; remission on account of poverty, coupled with an educational test, 35,485–35,487.

Would be glad to see every citizen of Bradford taught as far as the higher elementary schools carry them, 35,488–35,490.

Certain voluntary schools in London and elsewhere go beyond their higher schools in point of education, 35,491–35,494.

There is no infant school in connexion with the higher schools, 35,542.

Science rather displaces literature, 35,544–35,547.

The question of teaching science in connexion with the Science and Art Department is under consideration, 35,612–35,615.

The higher schools are most successful; they are not secondary schools, 35,635–35,641, 35,654, 35,655.

The girls stay till 15 or 16 years of age, 35,646, 35,647.

The educational ladder to the universities by means of scholarships is now pretty complete, 35,648–35,653.

The schools have raised the standard of education, and pupils make better use of the technical college, 35,656.

Mr. D. J. O'DONOGHUE.

There should be higher grade schools for the fifth standard and upwards, 35,937, 35,938.

Rev. J. NUNN.

There are four so-called higher grade schools in Manchester, 36,275–36,280.

Children of parents who are not ratepayers come to these schools in large numbers by train, 36,281–36,283.

States how these schools are abused, 36,322–36,328.

The grants of the Science and Art Department attract children whose parents are in receipt of over 20*l.* a year, 36,329, 36,330, 36,735

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## HIGHER ELEMENTARY SCHOOLS—(continued).

Rev. J. NUNN—(continued).

The Deansgate school is a public elementary school, 36,734.

No fees are remitted in the Deansgate school, although there is full power to do so, 36,577-36,579.

The commercial school in the Stretford Road is quite as good as the Deansgate school, 36,580-36,587.

1,060 scholars of this school have passed the science and art examination during the last 11 years, 36,588-36,590.

The higher elementary schools are not all organised in the same way; gives details, 35,792, 36,793.

The instruction at the centre higher grade school is not properly elementary instruction, 36,794.

There has been difference of opinion as to maintaining schools of this character, 36,796, 36,797.

Does not oppose the higher education of the working classes, 36,799-36,802.

Some parents send their children to the higher class school who could afford the grammar school, 37,041-37,049.

The higher grade schools are not open to the poorer classes, but it is proposed to make them accessible, 37,052, 37,053.

Mr. T. G. WRIGHT.

Higher schools should be established as an extension of the lower schools in populous districts, 37,243-37,246.

They might be extended to the poor by means of scholarships provided out of Imperial or local funds, 37,247-37,253.

A central school is being built in which Standards V., VI., and VII. will be taught together, 37,254.

Mr. W. LEE.

About 2,227 children in Leeds attend higher schools, 37,570, 37,932, 38,103-38,107.

The school board have just opened the central higher grade schools, 37,571, 37,572, 37,803-37,805, 37,955.

It provides scholarships to the grammar school and to the central higher schools, 37,586, 37,587, 37,619, 37,620, 37,956.

Children of the poorest class do not usually gain these scholarships, 37,588-37,591, 37,778.

Furnishes particulars of the employments, &c. of parents of successful children, 37,592, 37,593, 37,779, 37,780.

The central higher grade school is limited to children in Standard IV. and upwards, 37,802.

Classes are held in it in connexion with the examinations of the Science and Art Department, 37,806, 37,807.

The children are generally above the maximum age of elementary schools, 38,116g-38,116k.

Mr. LEWIS WILLIAMS.

Have one higher school in Cardiff. So far results are satisfactory, 39,397-39,400.

After passing the sixth standard the three R's should be dropped, 39,428.

The subjects earning a grant in the seventh standard come within a strictly elementary education, 39,432, 39,433.

The Cardiff people are satisfied with the instruction given in the higher school, 39,505, 39,506.

The higher school does not admit below the fourth standard, 39,507-39,510.

The parents of the children are mostly artisans, and are receiving salaries under 110l. a year, 39,634, 39,635.

Mr. J. NICKAL.

A separate school for the sixth and seventh standards works well in some cases by way of a centre, 39,808-39,810.

It is quite satisfactory to take Standards V., VI., and VII. together, 39,811-39,813.

Mr. H. BIRLEY.

Favours the establishment of higher elementary schools, 40,287, 40,288.

Higher schools above Standard V. should be separate and self-supporting, with scholarships for clever poor children, 40,339, 40,341-40,346.

## HIGHER ELEMENTARY SCHOOLS—(continued).

Mr. H. BIRLEY—(continued).

There is one in Salford which is not self-supporting at present, 49,339, 40,340, 40,495-40,498.

Gives numbers of children in the Deansgate school, 40,435-40,439.

The board's higher grade schools meet a want not supplied in any other way, 40,656-40,659.

There are four higher grade schools; boys are not advanced enough at leaving to matriculate, 40,661-40,664.

This class of school might form some charge upon the local rates, and also be supported by voluntary agency, 40,665-40,670.

It does not discourage teachers to transfer their upper scholars to higher grade schools, 40,736, 40,737.

Rev. W. ASTON.

There are four higher board schools in Bradford, but none in connexion with voluntary schools, 45,978, 45,981, 46,014-46,019, 46,187, 46,188, 46,310-46,314.

Is in favour of a system of secondary education, but not provided out of the rates, 45,979, 45,980, 45,982, 46,007-46,011, 46,020, 46,021.

Higher subjects cannot be taught so long as the three R's are insisted upon, 45,981, 45,982, 46,017.

There are many schools to which the poor who are unable to pay a high fee may send their children, 46,111, 46,112.

Artisans who can keep their children at the 9d. fee school beyond the usual age, but cannot pay the grammar school fee, should not have provision made for them, 46,113-46,116, 46,118-46,120.

Since this higher school has been established the attendance at the grammar school has increased, 46,117.

Has no objection to secondary schools supported by Imperial taxes, 46,121-46,123.

Mr. H. PARKER.

There should be no such system, 47,796, 47,847.

There are very fair secondary schools in Birkenhead, 47,797, 47,798.

Mr. M. WILKS.

Is in favour of establishing higher elementary schools, 48,794-48,796.

Mr. H. E. B. HARRISON.

States the advantages and disadvantages of grading schools, 49,247-49,230.

In large towns a higher elementary school should be established for children who have passed Standard VII., 49,431, 49,432.

Mr. C. TWISS.

Higher elementary schools should be encouraged, 54,317-54,319, 54,347.

They would be maintained by the rates, school pence, and Government grant, 54,320.

At least 6d. per week should be charged scholars, 54,321.

Such schools would be of value in keeping children longer at school, 54,343.

A higher grade school is one in which technical and scientific instruction is given, and even a language taught, 54,344, 54,346, 54,419, 54,456.

They can only be provided in large towns, 54,348-54,356, 54,446.

They can be made almost self-supporting, 54,351-54,353.

It is better to confine higher schools to higher instruction, 54,449-54,456.

Mr. W. MARTIN.

Higher elementary schools should be established or scholarships provided, 55,483-55,489, 55,555, 55,556.

## HIGHER ELEMENTARY SCHOOLS--(continued).

Lord LINGEN.

The present system of elementary education does not aim too high, 56,238.

The great want is a class of schools above the elementary schools and below grammar schools, 56,239.

The State should assist such schools, 56,240-56,242, 56,324, 56,325.

Funds and endowments left for the education of the poor should be entrusted to the ratepayers, 56,322, 56,323, 56,368, 56,421-56,425.

If large powers of discretion were given to local bodies the State would be relieved of much detail, 56,323, 56,329.

Is against bringing secondary education into the table of elementary schools, 56,406, 56,407.

Larger local areas, and the extension of powers to the local bodies, would remove the spirit of niggardliness, 56,408-56,411.

Mr. J. G. FITCH.

None of the work within the limits of the Code deserves to be called secondary instruction, 58,068-58,071.

Rev. F. SYNGE.

No grants should be made for scholars who had passed the highest standards, 58,416-58,418, 58,420, 58,421.

It is better to draft off children who had passed Standard VII. to a secondary school, 58,419.

Promising children should be moved early to secondary schools, 58,472-58,476.

Mr. E. H. BRODIE.

Higher elementary and technical schools should be encouraged by grants, 58,781, 58,782.

Prefers relegating specific subjects to higher elementary schools, 58,911, 58,916-58,918.

Mr. H. E. OAKELEY.

Schools ought to earn grants for children who have passed Standard VII., 59,231.

Children above 13 cannot earn grants from the Department, 59,232.

The schools of a class just above elementary schools are bad as a rule, 59,240, 59,300, 59,302-59,305.

Mr. Scotson's school in Manchester encroaches on secondary education, but it meets a great want, 59,240, 59,300, 59,301.

The State should take up secondary education, which should embrace higher elementary schools, 59,300, 59,306-59,308.

HOLDSWORTH, MR. DAVID.

Is master of Clarence Street Wesleyan mixed schools, Newcastle-on-Tyne, 17,454a-17,459.

Has been there 20 years; before then was a pupil-teacher five years, and spent two years at the Wesleyan College, Westminster, 17,460-17,462, 17,632.

Was formerly a member of the National Union of Elementary Teachers, 17,777.

HOLGATE, MR. WYNDHAM.

Has been an inspector of schools under the Local Government Board since 1874, 49,798.

Was previously an inspector in the Education Department under the Act of 1870, 49,799.

HONOUR CERTIFICATES.

Mr. C. SMITH.

Has never had honour certificates; the school fee precluded them, 16,607, 16,608.

HORN, MR. JOSEPH STEPHENSON

Is clerk to the guardians of the Burnley Union, and clerk to the school attendance committee, 47,175, 47,176.

Has also been head master of large elementary schools for upwards of 20 years, and has taken much interest in education, 47,177.

HORSFIELD, MR. EDWIN.

Has been for 8½ years head master of St. Saviour's Boys' School, Everton, Liverpool; was formerly an assistant master at Rochdale parish school; has been engaged in education 11 years, 22,040-22,044.

Was trained at St. Mark's College, Chelsea, 22,120.

Is a member of the National Union, 22,512.

His school has an average of 340; the number on the roll last year was 380, 22,045.

Does not feel any ill effects from his continual teaching, 22,240-22,243.

Is perfectly satisfied with the present working of the Education Acts, 22,110.

## INCOME AND EXPENDITURE

Mr. PATRICK CUMIN.

Gives the income and expenditure of all schools for the years 1860 and 1885, 1159-1192, 1205-1214, 1247, 1365, 1373.

Compares grants in 1872 and in 1885 with cost of maintenance also, 1193, 1366.

Gives fees in 1870 and 1885 in voluntary and board schools, 1234-1246.

The grants have increased much more in proportion than the fees, 1247, 1248.

The increase in the expenditure is due to the increased efficiency of schools, 1249-1251, 1263-1265.

The fixed grant would be greatest in large schools, 1278-1282.

Rent for the hire of a school is not admitted by the Department, 1327, 1328, 1472-1480.

Explains the cause of the apparent falling off in voluntary contributions. They have really increased, 1374-1383, 1403-1407.

The cost of maintenance has increased considerably since 1860, 1386-1390, 1392-1394.

The accounts of board schools are examined by a public auditor, and voluntary schools by the Department, 1465-1471.

Although voluntary subscriptions have decreased, the pence and endowments have increased, 1481-1489, 1529-1534.

The school pence in Wesleyan schools are much higher than the average of the United Kingdom, 1529-1534.

Gives the cost per scholar from 1865 to 1885, under each denomination, 1647.

Mr. T. W. ALLIES.

On the whole the fees of the Catholic schools have not been raised, 9143-9145, 9270-9272, 9430-9439.

Gives details of the voluntary contributions from 1876 to 1885 to the Catholic schools, 9440, 9560-9562.

About 10 per cent. of the fees of Catholic children are remitted, and the guardians pay for a certain number, 9461-9463.

Does not approve of the idea of abolishing all fees, 9464-9466.

Some of the Catholic schools which are recognised as sufficient and also efficient, receive no grant, 9562, 9563.

## INSPECTION.

Mr. PATRICK CUMIN.

Hands in a list of the inspectors, sub-inspectors, and inspectors' assistants, 1570, 1571.

Describes how they are selected, and the qualifications requisite for their appointment, 1572-1580, 1589.

Describes the duties of the examiners, 1581-1583, 1590, 1591.

Describes the duties of inspectors, 1592-1596, 1790-1799, 2131-2133, 2154, 2186-2192.

## INSPECTION—(continued).

## Mr. PATRICK CUMIN—(continued).

Inspectors for Wales must speak the Welsh language, 1597, 1598, 1800-1803.

Inspectors before taking over a district act under a senior inspector, 1755-1770.

In the event of a mistake by the inspector there is an appeal to the Department and a re-inspection, 1771-1774, 2156-2160.

One district, presided over by a chief inspector, has been re-inspected, 1775-1778.

It is no part of an inspector's duty to recommend or prescribe certain books for use in schools, 1779-1784.

Some inspectors have written school books, but this is undesirable, 1785-1789.

The conclusions of the committee of inspectors cannot with advantage be made public, 1790-1799.

No complaints have been received from Wales respecting inspections in English, 1800-1803.

Sub-inspectors were appointed for the sake of economy, 2092-2095.

Sub-inspectors can never rise to the rank of inspectors, 2119-2128.

Gives details of salaries of inspectors, 2142-2152.

The Department has not instructed inspectors to be more lenient with country schools than those in towns, 2152, 2153.

Inequality of treatment in any district is inquired into by chief inspectors, 2156-2160.

Complaints have been made by the London School Board as to inequalities in the merit grants, 2161, 2162.

Circulating examination papers amongst schools before inspection by teachers would be fatal to the system, 2186-2192.

Children may be taught in classes or in any way the teacher likes, but they must be examined in standards, 2200.

The proper staff for a district is one inspector, one sub-inspector, and two assistants, 2220, 2223.

It is impracticable to inspect a school for the grant on an unannounced visit, 2224-2226.

The examinations serve for the grant and the qualification of boys to go to labour, 2227-2240.

## Rev. D. J. STEWART.

Gives particulars of his district and duties, 2280-2284, 2559-2574, 2646-2655, 2726-2730.

Schoolmasters should not be appointed inspectors, 2286-2292, 2498-2503, 2855, 2858.

The Code has relieved inspectors of the religious part of instruction; the old system was better, 2293-2300, 2425, 2519-2521.

Great pains are taken by the inspectors to arrive at an uniform standard of examination, 2301-2305, 3004.

Under the old system inspectors reported on the attainments of the children in each subject, 2385-2390, 2426-2429.

The requirements of the Code make inspectors more mechanical than they used to be, 2521, 2522.

Children benefited more by the old system than under the new, 2523, 2524.

Most of the instructions to inspectors are published in the Book of Instructions, 2594-2602, 2890-2892.

There are two small schools of under 60 average attendance in his district, 2608-2610.

Class examination is preferable to individual examination, 2637-2645.

It is not desirable to relieve a chief inspector of part of his district, 2656.

Complaints as to the variability of the judgments of the inspectors are not well founded, 2702-2706.

Under payments by results the instructions to inspectors are more precise than they used to be, 2846-2850.

It is not a fact that the majority of scholars formerly were not properly educated, 2851-2853.

A good first class could not be maintained if the lower classes were not properly instructed, 2854.

Personally examines children during the inspections, and looks after the infants' department also, 2859-2861.

Gives about three hours a day to the inspection of a school, and marks the papers at home, 2862-2867.

He himself marks on the teacher's parchment his report on the school, 2868-2878.

The chief inspectors meet to compare standards and to secure uniformity. The Department communicates

## INSPECTION—(continued).

## Rev. D. J. STEWART—(continued).

the decisions of the chief inspectors to the district inspectors, 2880-2884.

It is untrue that a teacher in Greenwich has less chance of getting "Excellent" than elsewhere, 2885, 2886.

Uniformity of standard is obtained by the inspectors following their instructions, 2887-2889.

There is no danger of an inspector falling into any errors in awarding the merit grant, 2890-2895.

An inspector is not justified in interfering with the organisation of a school beyond the limits of Art. 109b, 2902.

Keeps notes of the visits made with his inspectors, and of the standard they adopt, 2903-2906.

It might be desirable that there should be a different standard of uniformity for the town and country schools, 3004-3009.

Absolute uniformity of standard would be most desirable if it could be secured, 3099-3108.

Compares the working of the Codes of 1862 and 1863 as regards inspection, 3160-3168.

The success of teachers should not be measured by the proficiency of the first class children, 3169.

Children above 10 years of age being in standards below their age may be due to their having just come to school, 3170-3175.

Instructions to inspectors have been issued on an uniform plan, 3235-3238.

Instances have occurred of children divulging the contents of the examination cards, 3240-3249.

Senior inspectors attend conferences to discuss points connected with a new Code, 3250-3260.

Inspects board and voluntary schools equally, 3266.

Endeavours to promote regularity and uniformity of proceeding throughout the district, 3277-3281.

Would check any severity of tone on the part of an inspector in the examination of children, 3282, 3283.

Attaches much importance to visits of surprise, 3368-3370.

Is able to judge the tone of the schools at surprise visits better than at times of inspection, 3371, 3372

## Rev. T. W. SHARPE.

Ascertains whether the moral tone of the school is good, and inquires how Art. 109 is fulfilled, 4204, 4205.

The moral tone of schools is quite as good as it was formerly, 4206, 4207.

Inquires whether the time-table and the time given to religious instruction are adhered to, 4208-4210, 4302, 4309, 4310.

Elementary teachers would be qualified to act as inspectors if they had a university degree, 4216-4218, 4293, 4368-4370.

The standard of uniformity is fairly kept up, and improves daily, 4219, 4476-4483, 4532.

Teachers trained at the training colleges are not suitable as inspectors for small rural schools, 4293, 4294.

The examination of a school is on a fixed day. Inspectors can pay visits of surprise when they please, 4299, 4300.

Inspectors consider the time-table, and point out any fault in the method, 4303, 4304, 4647.

Any violation of the time-table is observed, and if repeated he would recommend a deduction from the grant, 4309-4311, 4541-4544.

The assistant inspectors and sub-inspectors are taken from the ablest of the elementary teachers, 4434.

They are willing to forego a certain amount of income for the prospective rise and pension, 4435.

Is satisfied with the present arrangements, 4436.

A London inspector without a country district can devote a considerable time to procuring uniformity, 4484, 4485.

Managers can complain of the variability of inspectors if they choose, 4533-4536.

It is better that inspectors should keep to one district, and not have larger areas, 4537, 4538.

Has made no difference in his method of inspection since 1857, 4621-4625.

The general level of attainments was lower, 4626.

It is untrue that only one-fourth of the children in better schools before 1861 were properly taught, 4628, 4629.

INSPECTION—(continued).

Rev. T. W. SHARPE—(continued).

Describes the part he takes in inspections, 4630-4634.  
Some of the assistants are overworked, 4632.  
If assistants complain of overwork it would be at once rectified, 4633.  
The chief inspector always writes the report of the school, and awards the merit grant, 4635.  
A committee of inspectors meets annually to confer on the standards of instructions adopted by each, 4636-4644.  
Any change, if there had been a serious departure from what was right, should be made at once, 4645.  
Inspectors are specially ordered not to interfere with the organisation of schools, 4647-4650.  
Keeps no record of his interviews or visits to the districts not under his personal supervision, 4651-4653.  
Inspectors have certain factors upon which to base their calculations in awarding the grant, 4701-4703.  
Managers can appeal to the Department against the decision of an inspector, 4704.  
Sub-inspectors never assign a merit grant, nor sign parchments, 4705.  
Diocesan inspectors and school board inspectors are not responsible in any way to the Department, 6517-6529.

Mr. M. ARNOLD.

Familiarity with school management and work should be more considered when appointing inspectors, 5085, 5086, 5187, 5468.  
The bulk of the inspectors might be drawn from the ranks of the elementary teachers, 5087, 5088, 5189-5194.  
Abroad inspectors have to see that the law is observed, and that the school programmes are well carried out, 5089-5093, 5277, 5278.  
Some of the foreign inspectors are taken from the schoolmaster class, 5094.  
The work of an English inspector is more mechanical than it is abroad, 5095.  
Prefers the foreign system; it works better, 5096, 5097, 5649.  
Describes the German system of inspection and the inspectors, 5195-5203, 5253-5262.  
The staff of Government inspectors in France is much larger than in Germany, 5204.  
Describes their duties, 5205-5210, 5279.  
In Germany the Government inspectors are drawn from the universities and are paid by the Government, 5253-5262.  
The salaries of French inspectors are not so high as those in England, 5280-5283.  
The system of examining abroad is not by standards, 5384, 5385.  
The number of inspectors in France is greater than in England, 5414-5416.  
An English inspector might be provisionally appointed until he showed a liking for his work, 5468-5471.  
Inspectors have obtained a very fair standard of uniformity, 5472-5474.  
Experience as masters of schools would not benefit inspectors in their work, 5516, 5517.  
It is most important that the quality of the school work should be uniformly valued, 5570, 5571.  
The work in the country cannot be the same as in the towns, 5572, 5573.  
The pick of the elementary teachers could never be thoroughly qualified to become chief inspectors, 5574-5577.

Rev. D. J. WALLER.

Inspectors need some training in teaching before appointment, 7328, 7411-7413, 7465-7468.  
Only the best elementary teachers should be made inspectors, 7328, 7416, 7417, 7462, 7463.  
The standard of uniformity has improved, 7329.  
Children's attainments have been levelled up, 7418-7422, 7472.  
Putting new inspectors under the supervision of experienced inspectors is an excellent plan, 7414, 7415.  
The standard of examination is drawn up somewhat above the standards, 7422, 7478, 7479.

INSPECTION—(continued).

Rev. D. J. WALLER—(continued).

Complaints still come in of the lack of uniformity. Re-examinations have not been entirely satisfactory, 7441, 7442.  
Some teachers fear to complain of inspectors, 7443, 7444.  
Has found inspectors to be intelligent, gentlemanly, and considerate, 7464.  
Some teachers have sufficient attainments and culture to fit them for this office, 7469.  
The effect upon the professional work of selecting qualified teachers is unquestionably desirable, 7470, 7578.  
Assistants and sub-inspectors carry on the greater part of the standard examination, 7471, 7472.  
The question of uniformity is especially connected with the class subjects, 7472.  
The Wesleyan teachers selected have been suitable men, 7473.  
No sub-inspector has been appointed who had not previously been an assistant, 7476, 7477.  
Inspectors can by their examination methods raise or depress the standard, 7479.  
It would be better to send inspectors who are promoted from teachers to new districts, 7578.  
The greatest confidence is felt in Mr. Arnold and Mr. Healing, 7579.

Rev. Canon WARBURTON.

Of late, only three sub-inspectors have been appointed who were not assistants, 7785, 7786, 7791, 7882, 7902.  
Inspectors of the assistant class can do a great deal of the work as well as university men, 7786.  
Does not advocate the promotion of teachers to head or chief inspectorships, 7787-7790, 7848, 7849, 8054, 8055, 8158.  
It is a grievance with the profession that after 35 none can be made sub-inspectors, 7790.  
Uniformity of standard is nearer than formerly, but there is still much to be desired, 7792, 8070, 8194, 8195.  
The present arrangements for securing uniformity should be strictly kept up and carried out, 7793, 8194, 8195.  
Conferences of district inspectors to consider uniformity under the chief inspector are most valuable, 7794, 8194, 8195.  
Under Mr. Mundella, a small committee considered the annual Codes and issued "instructions," 7846, 7847-7849, 7997-8003, 8158.  
In advocating men of high attainments for inspectors he is considering simply working class education, 7878, 7879, 8155-8158.  
The old district inspectors were appointed by the Lord President, 7882, 7883.  
Inspectors are not generally drawn from the class of assistant inspectors, 7883.  
The sub-inspectors have been the only inspectors appointed for some years with three exceptions, 7882, 7992-7996, 8244-8246.  
A sub-inspector now generally fills up a vacancy, but chiefs still come out of the old body, 7884, 8246.  
Gives the number of inspectors, &c., 7886, 7898, 7899, 8170.  
Raising assistants to sub-inspectors is only an experiment which is yet in its infancy, 7902.  
In considering the appointment of inspectors, some weight should still be attached to social standing, 7903, 7904.  
The Code was drawn up by the Department, the inspectors had only to advise and suggest, 7999-8003.  
The great change in the Code was the merit grant, 8003.  
Familiarity with school management is now sufficiently considered in appointing inspectors, 8049-8053.  
The best results may be expected from placing new inspectors under an experienced inspector, 8052, 8053, 8070.  
Would not bar the career to an exceptional teacher, both systems of appointment are useful, 8054, 8055, 8070, 8170, 8177.  
In districts with many small schools, assistant inspectors are best, 8056-8061.  
Inspectors at first do not examine orally so well as the assistants, 8062-8065.  
The inspector's assistant is a model of industry, 8066, 8067.



## INSPECTION—(continued).

Rev. Canon WARBURTON—(continued).

Opinions coming from assistant inspectors have more weight than if expressed by inspectors' assistants, 8068.

Each chief inspector reviews the per-centage of merit grant, 8071-8073

It is difficult to give more summary powers to the chief inspector, 8073, 8074.

The chief inspector in case of necessity can take the inspection in the district of the suffragan inspector, 8075-8077.

The chief inspector has no power over the suffragan inspector, except through the Department, 8078.

The chief and district inspectors should be of the university class, 8155-8158, 8168, 8169.

An inspector rarely examines in the elementary work except to test his assistant's accuracy, 8159.

Excepting class subjects, the instruction and examination have no reference to children's future careers, 8160-8162.

No actual profession of teaching existed when inspectors were first appointed, 8163-8167.

Experience was not much considered in old times in appointing inspectors, 8164-8166, 8241

Never had any practical experience, 8164-8166, 8238-8240.

Inspectors might fairly be required to show knowledge of educational theories and practical experience, 8171-8173.

The inspector's report determines largely the success and reputation of a teacher, 8172.

Has noticed a tendency in assistants to work in a narrow, technical spirit, 8175.

Teachers do not always like examination by ex-teachers, 8176, 8290.

Practical teachers can at present rise to assistants and sub-inspectors, 8178-8180.

Has not known a sub-inspector appointed direct from the ranks, 8181-8183.

In appointing an assistant he always recommended three, and left the Department to choose, 8184, 8188, 8189.

Many of those nominated assistants failed to pass the limited examination, 8185-8188.

The salary of assistants begins at 150*l.* a year, 8190-8192, 8323, 8328.

This arrangement has not secured the best candidate, 8191-8193.

The efforts to secure uniformity have not resulted in uniformity of tests, 8194, 8195.

30 or 35 is the upper limit of age, and 25 the lower for inspectors, 8235-8237.

Inspectors are not now more inexperienced on appointment than formerly, 8242-8244.

Ex-teachers, accepting as assistants a lower salary, have a pension to look forward to, 8293.

Inspectors' assistants were appointed immediately after the Revised Code, 8321, 8322.

At that date certificated schoolmasters got less than inspectors' assistants, 8324-8327.

Many teachers now get double the salary of an assistant, 8328.

Would be glad if the assistants' salary and upper limit of age were both raised, 8329-8332.

An inspector could spend his time in inspecting as distinct from examination, 8350.

Mr. T. W. ALLIES.

The Catholic Poor Schools Committee have inspectors for religious, but not for secular, instruction, 9028-9030.

Uniformity is fairly arrived at, 9125-9127, 9146-9148.

The Catholic schools have not suffered from the change from denominational inspection to the present system, 9128-9130.

The committee has a system of diocesan inspection, which increases the efficiency of religious instruction, 9230-9233.

Rev. Canon CROMWELL.

Good service performed in training colleges should be a recommendation for a Government inspectorship, 12,591.

## INSPECTION—(continued).

Mr. R. WILD.

Inspectors when first appointed have no acquaintance with elementary schools as a rule, 13,743-13,745.

Sees no advantage arising from university training in the performance of the inspectors' duties, 13,746, 13,747.

The bulk of the examination work is done by the assistants and sub-inspectors, 13,748, 13,749.

The inspection would be more effective and thorough if inspectors were recruited from the ranks of elementary teachers, 13,750, 13,751.

The best elementary teachers will not become inspectors' assistants, 13,752-13,754.

Inspectors frequently set arithmetical puzzles which are not fair, 13,805.

Approves of Government inspection, but objects to the present system of appraising results, 13,899.

In the case of an inefficient school, would inquire thoroughly where the fault lay, 13,900-13,902.

Inspectors' assistants should be selected by the Government, and not by the inspectors, 13,944-13,947.

Under his proposed system would retain surprise visits, 14,046.

Mr. P. BAKENDALE.

It is impossible to give time to intellectual results, 14,120, 14,305.

The chief inspector takes no part in the standard examination, except writing the report on the certificate, 14,121-14,131, 14,306-14,309, 14,312.

Inspectors have no sympathy with the teachers. If difficulties are pointed out they are not weighed, 14,168-14,170, 14,173, 14,327.

A school is not in its ordinary state on the day of inspection, 14,204, 14,205, 14,328-14,331.

Inspectors make no allowance for half-timers in the standards or class subjects, 14,074, 14,193, 14,297-14,302, 14,512.

The present system produces mere mechanical results, 14,303, 14,304.

The chief inspector takes part in the class examination, 14,310, 14,321.

Children should be classified according to their attainments, and not go from standard to standard whether qualified or not, 14,313-14,316.

The work of the standards is rather more than the average child can do, 14,317-14,321.

The clever children are reduced by the system of examining by standard, 14,322.

By abolishing this system of examining, the children would do better educationally, 14,323-14,325.

The absence of sympathy on the part of the inspectors is a real hindrance to teachers, 14,326, 14,327.

Only two surprise visits have been made to his school in 10 years by the inspectors, 14,544-14,552.

The clauses as to surprise visits and moral training of children have been removed from the instructions to inspectors, 14,553-14,556.

If the inspectors had time to look after the moral condition of children it would be a great support to teachers, 14,557, 14,558.

Does not know how inspectors satisfy themselves on this point; they ask no questions, 14,559, 14,561-14,566, 14,575-14,577.

If inspectors detect any copying they regard the moral tone of the whole school as bad, 14,560.

Mr. W. B. ADAMS.

Inspectors have too much to do, 15,071.

Reading in the lower standards cannot be tested by sample, 15,078, 15,079.

Mr. J. W. GROVE.

The chief objection to the mode of appointing inspectors is their want of practical experience in schools, 14,582, 14,583, 14,836.

The inspectorate and some of the departmental posts should be open to capable and experienced teachers, 14,584-14,587, 14,589, 14,833-14,836.

The present plan of appointing schoolmasters as inspectors' assistants is very unsatisfactory, 14,584, 14,746, 14,747, 14,834.

The standard of examination varies greatly, and causes great anxiety amongst teachers and managers, 14,584, 14,837, 14,838.



## INSPECTION—(continued).

Mr. J. W. GROVE—(continued).

Inspection is more mechanical and a matter of routine than it should be, 14,680, 14,681.

It is not regarded as helping schoolmasters in the schools, 14,681.

Surprise visits to his school have not averaged one a year, 14,726–14,729.

These visits used to be of an encouraging nature; now they are made to detect any shortcomings, 14,730–14,733, 14,938.

Would like the old method of the inspector selecting assistants restored, 14,747–14,749.

The salary of assistants is not high enough, 14,748.

The time for instruction is never interfered with in his school before the visit of the inspector, 14,775.

Personally he has no objection to surprise visits, 14,938.

The school is got up for the annual inspection, but an experienced inspector soon detects anything that is sham, 14,939, 14,940.

Miss WHITTENBURY.

Has not found very much difference between inspectors, 15,579, 15,580.

Mr. J. POWELL.

Inspectors formerly paid surprise visits, but have not done so for several years, 15,808–15,813, 15,991, 15,992.

Would like these occasional visits if they were "a lesson day for teachers," 15,813–15,815.

Has no fault to find with the way in which inspection is carried out, 16,049, 16,050.

The arithmetic test is rather more severe than it was two or three years ago, 16,050–16,054.

There should be greater consideration for local circumstances, 16,055.

There is a sub-inspector in his district, 16,058.

No report is written on his school; his certificate is "First-Class," 16,061.

Mr. D. CLARKE.

Schools should be inspected by the same men every year, 16,418–16,420.

Inspectors have not sufficient practical acquaintance with school work, 16,460, 16,461.

The chief inspector confines his work chiefly to the class subjects, 16,490–16,492.

His school is visited about twice a year; surprise visits would be more frequent if there were more inspectors, 16,505–16,508.

Mrs. BURGWIN.

The career of teachers is too much in the hands of inspectors, 17,134, 17,135, 17,266–17,270, 17,272, 17,273.

Is well satisfied with the inspector, 17,271.

Assistant inspectors take the three R's and class subjects up to Standard III. inclusive, 17,317–17,319.

The inspector scarcely ever pays a surprise visit now, 17,340.

Inspectors should visit more frequently; it would encourage and support teachers, 17,341, 17,342.

Mr. C. SMITH.

University men are not efficient unless they have had practical experience in teaching and organising, 16,538, 16,545.

The mechanical requirements of the Code have hitherto screened the ignorance of inspectors, 16,539.

Schoolmasters no longer get any sympathy or encouragement from inspectors, 16,540, 16,541, 16,599, 16,600.

Inspectors apparently never inquire into the moral tone of schools, 16,542–16,544.

They pay no surprise visits, 16,546, 16,547, 16,601.

All inspectorships could be thrown open to teachers, 16,548, 16,611.

A great number of secondary schools get their supply of teachers from the ranks, 16,549.

Has been under five or six head inspectors during his life as a school teacher, 16,597–16,599.

An inspector should have 40 or 50 schools, and spend two or three days in each several times a year, 16,714–16,717, 16,783.

## INSPECTION—(continued).

Mr. C. SMITH—(continued).

It is most objectionable sending two or three inspectors to the same school, 16,718, 16,719, 16,816–16,828.

The chief inspector, who writes the report, knows nothing personally of the school's work, 16,720, 16,721, 16,724–16,726, 16,827, 16,856–16,858.

The only part of the grant that has depended upon his judgment has been the "Excellent" merit grant, 16,722, 16,723.

The questions put in specific subjects are unreasonable, otherwise the inspection is kept within the Code limits, 16,727–16,734, 16,927, 16,928.

Teachers and managers are afraid to complain for fear of suffering subsequently, 16,803.

Has not found that inspection in class subjects is less carefully made than in individual subjects, 16,854, 16,855.

Mr. D. HOLDSWORTH.

District inspectors should be drawn from schoolmasters, 17,463–17,467, 17,799, 17,800, 87,816, 17,819–17,821.

The class feeling against schoolmasters is losing its force rapidly, 17,468, 17,469.

The professional prospects of teachers are in the hands of the inspectors, but they rarely abuse their power, 17,605–17,607.

The inspector has paid him only three surprise visits in 20 years, 17,671–17,676, 17,774, 17,908.

Inspectors could better estimate the merits of schools if they paid more surprise or friendly visits, 17,677–17,679, 17,683, 17,771–17,776.

To do so the inspecting staff must be increased or the work on the examination day decreased, 17,680, 17,682.

Individual examination takes up too much time, 17,681.

The inspector sees the school each alternate year, he takes the class subjects, 17,765–17,769.

A large part of the inspectors' work is done by the assistants, who are ex-schoolmasters, teachers prefer them, 17,816–17,818.

Mr. W. MUSCOTT.

Surprise visits are rare; if inspectors came, unexpectedly they would see the school in its ordinary state, 18,070–18,079, 18,212.

Prefers the fixed annual examination to unexpected visits, 18,126, 18,127, 18,210, 18,211.

Children are excited and do not do themselves justice on the examination day, 18,197–18,199, 18,213, 18,214.

The inspector takes notice of the moral tone of the school, 18,334–18,336.

Mrs. KNOWLES.

The examinations are fair, but the methods used increase in difficulty every year, 18,791, 18,792.

The last examination was on a seven months' preparation, through the alteration of date of school year, 18,793–18,796, 18,802.

The result was not good, as the same standard was adopted as for a 12 months' preparation, 18,797–18,801, 18,960–18,966.

Several schools were placed in a similar position, 18,803.

The school is visited by the head inspector and his assistant, 18,946, 18,947.

The head inspector this year took no part in the examination, but has examined English once, 18,948–18,957.

The sub-inspector examined the standards, 18,958, 18,959.

Miss NAPPER.

Has not had a surprise visit; the annual visit is an encouragement, 19,075, 19,076, 19,214.

The inspector and his assistant visit; the inspector sometimes comes alone, 19,186–19,192.

They always inspect the premises and sanitary arrangements, 19,193, 19,194.

Surprise visits would not make inspectors more just in judging the work, 19,214–19,218.

## INSPECTION—(continued).

Miss NEATH.

Has a yearly visit, but has had only three surprise visits in 10 years, 19,465-19,470.  
Inspector looks over needlework or hears the reading, but not both in one year, 19,538-19,540.

Miss E. M. CASTLE.

Inspectors should be taken from the ranks of teachers in elementary schools, 19,608.

It is ridiculous for a gentleman to examine needlework, competent ladies should do it, 19,609, 19,610, 20,141-20,143.

Inspectors should come occasionally to small schools to watch their difficulties, 19,633, 19,654-19,657, 20,043.

Two surprise visits have been paid in six years, 19,634, 20,044.

No special preparations are made in her school for the inspector's visit, 19,658, 19,659.

The inspector took two highest classes in reading on his last visit, but took very little part in the examination, 19,827, 19,828, 20,144-20,147.

The assistant inspector practically conducted the examination, 19,830-19,833, 20,145-20,147.

He has seen to the sanitary arrangements and looked at the log-book, 19,834, 19,837.

Explains some of the "dodges" of the examination day on the part of teachers and children, 19,838-19,840.

Has known questions in arithmetic to be passed from one school to another, 19,841.

The diocesan inspector visits the school once a year, 20,046.

Has no complaints to make against the inspector, 20,139, 20,140.

A woman would be fitter, for many reasons, to inspect the school, 20,148, 20,149.

Miss RANDAL.

Had a yearly visit from the inspector, a surprise visit once or twice, 20,254, 20,255.

Has no objection to his coming, 20,256.

Does not know managers are required to satisfy the inspector as to the moral teaching, 20,257-20,259.

Mr. S. B. TAIT.

His examination is precisely similar to the Government inspector's, 20,367-20,369, 20,430.

Reports annually on the general conduct of the school, 20,370-20,372, 20,431, 20,432.

Would do away with annual examinations entirely, and have the examination spread over several unannounced visits, 20,433-20,436, 20,616-20,627, 20,708, 20,709, 20,741, 20,742.

The danger of exciting jealousy, &c. cannot be avoided in assessing the grant, but it can be limited, 20,347.

There is little hardship in varying the amount of work in appraising the quality, 20,438, 20,439.

Surprise visits average one a year, 20,740.

Mr. E. STEVENS.

Surprise visits are rare, 20,804-20,806.

The system would be improved by recruiting the staff from experienced teachers, 20,807, 21,033, 21,196-21,198.

Annual examination is not an evil, prefers it to casual visits, 20,822-20,827, 20,995.

The inspector is indifferent to the moral condition of the school, 20,839, 20,840.

The present mode of electing teachers to the lower inspectorate does not secure the best men, 21,033-21,036.

At the examination the inspector takes his fair share of the work, 21,178-21,183.

Would prefer examination by classes, 21,184-21,186.

The reputation of a teacher is too much in the hands of the inspector, 21,199, 21,200.

## INSPECTION—(continued).

Mr. J. NEWBOLD.

Inspectors adhere generally to the Code, but not so accurately as is desirable, 21,341, 21,446, 21,447.

There is not uniformity of standard, but it is less important than having stability of inspection, 21,342-21,344, 21,516, 21,517.

Dictation is not always satisfactory; teachers should read the passage, 21,345-21,347, 21,443-21,447.

Sufficient time is not always allowed for the arithmetic test, 21,348.

Children are sometimes kept too long under examination, 21,349.

Visits without notice should supplement, not supersede, the annual inspection, 21,514, 21,515.

The head inspector in his time took quite sufficient part in the inspection to form an adequate opinion, 21,518-21,520.

Mr. W. RIDGEWAY.

Inspectors are not now properly selected, 21,612.

They should be university men, and have a practical knowledge of elementary schools, 21,613-21,619.

Is quite satisfied with the inspector's examination, 21,730-21,732, 21,944-21,946.

His inspector is a man of great experience, 21,947, 21,948.

Mr. E. HORSFIELD.

The inspectorate should be open to elementary teachers, 22,046-22,049, 22,245-22,249, 22,361-22,366.

Inspectors do not like many names to occur in the exemption schedule, 22,251, 22,252, 23,263.

Has had two or three surprise visits, but no good results from them, 22,253-22,262.

The inspector takes a considerable part in the work of the examination, 22,312-22,314.

Has had four different inspectors in 8½ years, 22,364.

Inspector spends about six hours in school on the day of the examination, 22,391.

Mr. J. BRADBURY.

Surprise visits have been paid by assistant inspectors, but not by the inspector, 22,647.

Mr. J. SCOTSON.

Familiarity with school work is not sufficiently considered; gives examples, 22,771-22,773, 22,867, 22,995.

All inspectors should be drawn from the ranks of experienced teachers, 22,772, 22,773, 22,868, 22,989-22,991, 22,998, 23,053.

There should be only inspectors and chief inspectors, and the endorsement of teachers' certificates should be abolished, 22,773, 22,869-22,872, 22,876, 22,877, 22,889.

An inspector should have a university training, and at least 15 years' training as a teacher, 22,867, 22,868, 22,992, 23,087-23,089.

Most of the work, except that of endorsing certificates, is done by sub-inspectors, 22,872-22,876.

Has had three inspectors at his school at the same time, and in the same examination, 22,892, 22,893.

The absence of standards before 1862 caused no difficulty in conducting the inspection, 23,035, 23,036.

Explains Dr. Morrell's system of inspection, 23,037.

Some such plan as his should be adopted, 23,038, 23,039, 23,173.

Examining by classes, not by standards, would be an obstacle to the labour certificate, making attendance the sole qualification, 23,041-23,044.

Inspectors should not examine beyond the Code requirements, 23,165-23,183.

The old system tested the capabilities of the teachers rather than those of the learners, 23,243, 23,244.

Mr. E. MORRIS.

The instructions to inspectors should be published, 23,246.

Inspectors have too much power, 23,260-23,263.

## INSPECTION—(continued).

Mr. E. MORRIS—(continued).

Inspectors should be recruited from teachers, but should possess a university degree, 23,272-23,278.

Under Mr. Lowe's Code the school was examined in classes, mostly orally, 23,537-23,539

This system would be an improvement on the present one, 23,542, 23,543

Mr. J. H. DEVONSHIRE.

Inspectors lacked sufficient familiarity with school work and management, 23,647, 23,828, 23,829, 23,830-23,840.

The inspectors' duties at present simply amount to assessing the grant, 23,648, 23,649, 23,747, 23,748.

The inspectorate should consist of one class only, selected from experienced and properly qualified teachers, 23,650, 23,756, 23,982-23,986.

Inspection on fixed days does not show the normal state of a school; surprise visits are better, 23,766-23,769.

The inspector gives questions which are beyond the comprehension of children, 23,647, 23,651-23,657, 23,830-23,840, 23,934-23,942

The examination in class subjects is practically an individual examination with a class payment, 23,924-23,933.

All inspector's work can be equally well or better done by a teacher, 23,650, 23,943-23,945.

Teachers require culture more than inspectors, 23,946, 23,947.

The examination is now too hurried, 23,948-23,951

An inspector cannot fully grasp the professional points and methods unless he has had school training, 24,084-24,086.

The best teachers regard inspectors as amateurs in school matters, 24,087.

The intrusion of money considerations is responsible for nine-tenths of the present difficulties, 24,090, 24,091.

Sir L. T. STAMER.

Inspectors should first become assistants under experienced inspectors, 24,113-24,115, 24,271-24,274, 24,565-24,569.

Head inspectors should not be selected from the ranks of teachers, 24,116, 24,272-24,274, 24,564, 24,566-24,569.

The inspection is not satisfactory, it is too much hurried, and insufficient time is given, 24,117-24,120, 24,164, 24,165, 24,169, 24,245, 24,323, 24,351-24,354, 24,569.

The work is not always properly arranged between the inspectors and their assistants, 24,121, 24,239.

Nothing is done to ascertain the moral character of the school, 24,122, 24,123, 24,150, 24,25, 24,276.

Used to attend the examinations much more frequently than now, 24,125, 24,237, 24,277-24,279.

Inspectors have only to see if certain results in the subjects taught are attained, 24,126, 24,127.

Formerly inspectors had a much better gauge of the character and proper working of the school, 24,127, 24,315-24,323, 24,334.

Assistants are always at the inspection at 9.30; the head inspector confines this inspection to the morning, 24,238, 24,239

There is uniformity of standard within the district, but inequality as between different districts, 24,295-24,297.

Would not enlarge the inspectors' area; prefers one inspector to pay repeated visits, 24,296, 24,297.

- Adopting class examination in the three R's would give more time for inspection, 24,324-24,327, 24,335-24,338.

Before 1862 too much freedom was allowed teachers at inspections, 24,332, 24,333.

The head inspector takes a fair share of the work, 24,364-24,372.

The right of appeal from an inspector's award is a very difficult one to prosecute, 24,569.

Assistants should take the small rural schools, and the superior inspectors the larger town schools, 24,602.

Rev. W. D. PARISH.

Chief inspectors should be university men, but they need training as assistant inspectors, 25,055-25,057, 25,080-25,062.

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## INSPECTION—(continued)

Rev. W. D. PARISH—(continued).

Assistants may be drawn from the ranks of teachers, but are not suitable for chief inspectors, 25,058, 25,059

Complaints of the wording of the arithmetic questions, 25,385-25,387

Is satisfied with the way in which the inspection has been conducted, 25,397, 25,398.

Managers nor teachers would not like the school dependent on the report of an assistant, 25,410, 25,411.

Mr. J. FISH.

Before the Revised Code the inspector used to examine class by class, according to the time-table, 25,579-25,581

The inspection was not done hurriedly, 25,582, 25,583.

Would like to revert to the old system. The report was quite as valuable, 25,584-25,586.

Individual examination causes over-pressure, 25,587.

Mrs FIELDEN.

Inspectors are not properly selected, as they have no experience. They should not be schoolmasters, 22,892-22,902, 25,970, 25,978, 25,979, 26,101-26,106.

Inspectors are slow in sending in their reports, 25,945, 25,946, 26,251, 26,252.

It is impossible at the inspection to form a proper judgment on the work or morals of a school, 25,947-25,952, 26,059.

Has never appealed against the inspector's report, it would be useless, 25,953

Inspectors have no fixed standard to work on; they frequently ask questions quite outside the Code, 25,971-25,977, 25,107-26,110

Teachers as a rule look upon the inspectors as their friends, 26,057, 26,058.

The inspectors' assistants are not capable of filling the post of chief inspector, 26,103-26,106.

Lady STEVENSON.

Inspectors are more lenient in voluntary schools, especially when understated and underpaid, 26,468-26,473.

Rev. W. J. B. RICHARDS.

There are many complaints that the questions are too exacting, and the geography too minute, 26,528, 26,529, 26,792.

Arithmetic puzzles are given instead of simple sums, 26,551.

Problems ought not to be given to the lower standards, 26,613-26,615.

Inspectors make the examination more stringent than either the Code or instructions require, 26,793.

Rev. Canon WINGFIELD.

The inspector inquires thoroughly into the moral condition of the Welwyn schools, 27,237-27,253.

Inspectors have not enough time to discharge their duties thoroughly, 27,261, 27,262.

Inspectors do not judge the results in voluntary and board schools by different standards, 27,263-27,269.

Rev. R. G. MAUL.

Teachers make good assistant inspectors, but their curriculum is too narrow for head inspector, 27,277-27,281, 27,420, 27,421, 27,515.

Chief inspectors should have a practical knowledge of school work; they soon acquire it, 27,422-27,425.

It is a great advantage to have two inspectors, even in a small school, 27,516.

Mr. T. WILKINSON.

His school was examined both before it was under the board and after, 28,164.

In some cases the inspection was severer under the first period, 28,165-28,167.

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## INSPECTION—(continued).

Mr. A. C. ROGERS.

Experience in teaching should be considered in appointing inspectors, 28,185, 28,193.

University training does not specially fit men for the highest posts in the inspectorate, 28,186.

Knows only one inspector who has previously been a trained teacher, 28,194, 28,195.

Sub-inspectors could judge of the tone of schools and the methods and efficiency of the staff, 28,195.

Sub-inspectors have no prospect of promotion to chief inspectorships, although well qualified for the post, 28,196-28,198, 28,452.

Under the present system, inspectors' assistants have not had sufficient experience in school management, 28,199-28,202.

Would not revert to the old system of nomination, 28,203, 28,204, 28,214, 28,485.

Assistants should be employed in the work of inspection, and not as clerks, 28,205-28,210.

The position and work does not tempt the best head teachers to become assistants, 28,211, 28,217-28,223, 28,425, 28,428, 28,429, 28,490-28,494.

Objects to the requirement that the applicant must be in charge of a public elementary school, 28,215, 28,216, 28,311-28,313, 28,473, 28,474, 28,476-28,484.

Inspectors cannot in the time satisfy themselves as to the moral training in schools, 28,398, 28,399.

To do so more than one visit in the year is necessary, 28,400.

Surprise visits appear to be detective visits, and not to inquire into moral training, 28,401, 28,402.

The majority of inspectors do not come as friends to the teachers, 28,403.

Every inspector should have passed some years in practical work in an elementary school, 28,423, 28,424.

Approves of the idea of having only inspectors and head inspectors, 28,426, 28,427.

Subordinate inspectors give the greatest amount of time to examination of a school, 28,430, 28,431.

Prior to 1884 assistant teachers were eligible for, and were appointed, inspectors' assistants, 28,473-28,476.

The new system will secure better men, 28,486-28,489.

Mr. A. D. C. HENDERSON.

In geography the failing or passing of children lays with inspectors; the examination is too hurried, 28,949.

Rev. J. R. DIGGLE.

It is undesirable for chief inspectors to be drawn from ranks of elementary teachers, 29,604, 30,136-30,142, 30,358-30,362, 30,364.

Inspectors cannot judge the general conduct of a school without individual examination, 29,870.

Would not place much confidence in the result of unexpected visits paid by inspectors, 29,871.

The London School Board has an inspection of its own, 29,872.

The report as regards the general aptitude of teachers, &c. is more general than that of H.M.'s inspector, 29,873-29,875, 29,878-29,881.

The inspectors do not give reports on the individual examination of scholars, 29,877, 29,975.

H.M.'s inspectors very often call specific attention to the tone and general character of the school, 29,881-29,888.

Teachers with special aptitude might be eligible for chief inspectorships, 30,140, 30,141, 30,363.

Individual examination absorbs a large portion of the inspectors' time, 30,174, 30,176.

Inspectors have not very much time to hear the lessons of teachers, 30,177-30,179.

In most cases they have time to inspect the premises and sanitary conditions, 30,180.

If individual examination were relaxed duller children would pass without receiving any real education, 30,181-30,184.

Inspectors should have an intimate acquaintance with the actual method of teaching, 30,355, 30,356.

Inspectors with whom he has come in contact possess this knowledge, 30,357.

Service as a sub-inspector would not supply the training necessary for chief inspectors, 30,365.

## INSPECTION—(continued).

Rev. J. R. DIGGLE—(continued).

H.M.'s inspectors are superior to the board's inspectors in their exterior manner and bearing, 30,366-30,368.

Not many schools are visited without notice by inspectors, 30,767-30,769, 30,775.

Such visits, if made to encourage and help teachers, would be valuable, 30,771-30,774.

Rev. Dr. CROSSKEY.

Individual examination, except in specific subjects, is unnecessary, 32,992, 32,993.

Science ought to be examined by a special inspector. The present inspection is unsatisfactory, 33,042-33,045.

Their board's inspection is in the way of management, which gives more knowledge of the actual character of the school, 33,096-33,103.

Inspectors are more lenient to voluntary schools; this ought to be denied if not true, 41,338-41,347, 41,953, 41,954, 41,961.

Advocates the revival of the system of publishing "Tabulated Reports," 41,438-41,451.

Mr. E. HANCE.

The staff of Government inspectors is not strong enough for Liverpool, 32,109, 32,110.

Explains the arrangements of the Liverpool School Board for inspection, 32,111.

On the inspector's report not more than one teacher has been dismissed for inefficiency, 32,213, 32,214.

States the necessity of the double inspection of their schools by the board and by the Government inspector, 32,215-32,220.

Visits without notice are very uncommon in Liverpool; they should be more frequent, 32,457-32,461, 32,535-32,545.

Her Majesty's inspector seldom sees a school in its teaching condition, 32,546-32,548.

Rev. E. F. M. MCCARTHY.

The board inspectors are certificated and trained teachers of higher attainments, 33,376, 33,377.

A board of three inspectors would not necessarily add to the number of inspectors required, 33,416, 33,419.

This plan of inspection is a great convenience in Germany, 33,686.

The board would meet monthly and clear off the reports of schools for that month, 33,687-33,692, 33,694, 33,695.

The suspense would not be so severe under this system, 33,693.

Any divergence of opinion between the three would not cause any ultimate mischief to anybody, 33,697.

The oldest and most experienced of the three would act as chairman, 33,698-33,700.

The present system of having a chief inspector does not work well, the triumvirate would work better, 33,701-33,703.

The verdict of one man is looked upon with distrust, and spoils the efficiency of schools, 33,704.

Rev. Canon McNEIL.

Inspectors seldom make chance visits in Liverpool, rather less than one a year, 33,852-33,855, 34,470, 34,471.

More visits without notice would be beneficial to the school, 34,223-34,225.

The head inspector always takes his fair share in the work of an examination, 34,226-34,229.

Inspectors are not more lenient to voluntary than to the board schools, 34,249, 34,250.

Her Majesty's inspectors care only for the intellectual training, 34,472.

Rev. J. GILMORE.

Is not thoroughly satisfied with the inspection, 34,599.

Inspectors should know something about teaching, 34,600, 34,601.

## INSPECTION—(continued).

Rev. J. GILMORE—(continued)

They should not be drawn wholly from the ranks of elementary teachers, 34,601.

An appeal to the Department against inspectors' decisions is useless, 34,681, 34,736-34,739.

The head inspector exercises vigilant inspection over the examination, and is well acquainted with the work of the schools, 35,092-35,097.

Mr. J. HANSON

Examination by sample and more inspection would remove some of the evils of payment on results, 35,377-35,379.

A fixed capitation grant might then be substituted for payment by results, 35,380, 35,381, 35,515, 35,516.

Inspection by a trained and practical teacher would improve the quality and condition of voluntary schools, 35,505-35,514.

The chief inspector takes a fair share of the work, 35,572, 35,573.

Recommends placing the administration in the hands of local authorities, 35,574-35,577.

Mr. D. J. O'DONOGHUE.

Inspectors should be drawn from the ranks of experienced elementary teachers, 35,865, 35,866, 36,011, 36,012.

There are no board inspectors in Hull, 36,001.

There is only one Government inspector, but the senior inspector of Sheffield comes occasionally, 36,109.

Some of the best schools might be inspected only once in two or three years, and receive a grant on account, 36,157-36,159, 36,243.

Rev. J. NUNN.

The mode of inspection by the inspectors of the school board is very similar to that of Her Majesty's inspector, 36,435-36,441.

The double inspection produces a certain technical proficiency, 36,442.

The voluntary schools also have their inspector, 36,443-36,447.

Mr. T. G. WRIGHT.

The majority of inspectors should be appointed from the ranks of teachers, 37,085, 37,089-37,094.

The appointment of sub-inspectors has worked well, 37,086.

The office of inspector carries more weight than simple personal influence, 37,087.

Examines on the same lines as Her Majesty's inspectors, but makes allowance for school difficulties, 37,313-37,315, 37,325-37,327.

The results differ because his examination takes place earlier, 37,316-37,320, 37,324.

His inspection has the advantage of freedom from pecuniary relations, 37,321-37,323.

A university degree might be an advantage for chief inspectors, but it should not be compulsory, 37,328-37,330.

He pays surprise visits, and reports anything seriously wrong to the board, 37,331-37,335.

Mr. W. LEE.

Visits without notice in Leeds are considered as check visits, and are no help to managers or teachers, 37,916-37,920.

The annual visit of the inspector should be very helpful to the school, but is not always so, 37,921.

Anything like a conference between inspectors and managers is very rare, 37,922-37,926.

An inspector appointed by voluntary managers, but partly paid by Government, would be advantageous, 38,075-38,081.

The Government inspector cannot take the place of the board's inspector, 38,116d-38,116f.

## INSPECTION—(continued,

Mr. W. ANDERSON

Inspectors have no time to inquire whether a child is dull or bright, 38,215, 38,216, 38,281-38,291.

Teachers try to fall in with the idiosyncrasies of the inspection, which is bad, 38,275-38,280.

The inspectors have no time to judge the merits and demerits of the school, 38,292-38,296.

There should be more inspectors, so that they could give more time to the inspection, and pay surprise visits, 38,341.

Rev. J. MENET.

Inspectors should be familiar with school work and possess higher attainments than elementary teachers, 38,691-38,694, 38,764, 38,765, 38,782.

The inspection is not so good as under the Minutes of 1846, 38,695-38,697, 38,763, 39,150-39,152, 38,897-38,899.

Describes the system of inspection by the inspector of training colleges, 38,718-38,720, 39,117, 39,119, 39,120.

Inspectors now have too much power, 38,758, 38,759.

Assistant inspectors should be trained into uniformity under senior inspectors before taking districts, 38,760-38,762.

The inspectors should examine in classes instead of standards, 38,783, 38,784, 38,911, 38,912.

Would place more power in the hands of the inspector, and revert to the system existing under the Minutes of 1846, 38,865, 38,866, 38,916-38,918.

There is no time left for inspection proper or surprise visits, 38,899-38,905, 38,914.

The inspection prior to 1862 is better than the present system, 38,906-38,910, 38,913.

There were fewer complaints under the old system than now, 38,915, 38,919-38,921.

Mr. L. WILLIAMS.

The inspectorate should be open to teachers; some of the present staff are unacquainted with school work, 39,424-39,426.

Mr. J. NICKAL.

Describes his duties, 39,856-39,869.

If the three R's were examined in the same manner as class subjects there would be less pressure, 40,085-40,092.

The old method of examination was not so satisfactory, 40,093-40,098.

There is no disadvantage in having two inspectors (the board's and Her Majesty's inspector), 40,103-40,106.

Mr. R. B. WILLIAMS

Visits to schools without notice are not often made by the inspector, 40,847.

Visits of encouragement would be welcomed, 40,849, 40,850.

Mr. H. E. OAKELEY.

Sub-inspectors do not perform all the duties of the inspector, 41,498-41,502.

Mr. T. G. ROOPER.

The chief inspector takes part in the minutiae of the examination, 41,533, 41,534.

Visits most schools a second time during the year, and has a good idea of what goes on on ordinary days, 41,535, 41,544.

Allowance is made for half-time schools in judging of the merits of the school as a whole. Takes part in the work of examining, 41,538, 41,539.

Mr. J. G. FITCH.

Inspectors are not grant distributors, they are purely educational officers, 41,551.

## INSPECTORS.

Rev. R. BRUCE.

Inspectors having little experience conduct examinations well, 43,811, 44,207, 44,208, 44,378.

The inspector has too much control over the grants, 43,813, 43,814.

Should thoroughly look into exemption cases, 43,815, 43,816, 44,215-44,217, 44,387-44,391.

Are not partial, but the standard varies, 44,201-44,206.

Should gain experience, 44,209.

Assistant inspectors do the drudgery, 44,110, 44,211.

The board has an admirable inspector, 44,212, 44,213, 44,214.

Should not be moved about, 44,379, 44,380.

Rev. R. B. BURGESS.

Adopt the same standard for voluntary and board schools, 45,365-45,367.

Rev. W. ASTON.

Inspectors' assistants should not be drawn from ranks of teachers, 45,952, 46,226-44,229

System of examination objectionable, 46,160-46,167, 46,232.

Adopt same standard for voluntary and board schools, 46,078-46,080.

Requirements too high, 46,156-46,159.

Each assistant has his own method, 46,230-46,233.

Describes work done by inspectors and assistants, 46,234.

Ven. J. P. NORRIS, D.D.

Inspectors have not so much time to give to inspection as formerly, 47,361-47,366.

Teachers to be made inspectors if they graduate at university, 47,398-47,402.

Rev. J. J. SCOTT

Adopt same standard for voluntary and board schools, 48,125

Mr. M. WILKS.

A schoolmaster is the fittest man to become inspector, 48,672-48,674, 49,179, 49,184.

The number of teachers qualified to become inspectors is increasing, 46,875-46,877, 49,282-49,289.

Throwing open the inspectorate would raise the tone of teachers, 48,678, 48,679, 49,187-49,189.

Inspectors have not time to judge of the merits of a school, 48,991-48,995, 48,998, 48,999.

Should take more time in schools, 48,997-49,000, 49,269.

Inspectors cannot judge of honesty and cleanliness on the day of inspection, 49,015, 49,016

Visits without notice are valuable, 49,017.

The annual grant should not depend solely on the visit on the examination day, 49,018.

Employing female inspectors for infant schools and the lower standards is found satisfactory, 49,046.

Female inspectors are employed for needlework, but they cause friction, 49,047-49,050, 49,290-49,295.

University graduates should have some practical experience first, 49,179-49,182.

In London senior inspectors do very little responsible work of examination, 49,266-49,272.

Mistresses prefer inspection by gentlemen, 49,295-49,297.

Mr. H. E. B. HARRISON.

In some districts the present staff is insufficient, 49,436.

Is in favour of surprise visits, 49,436-49,439.

Advocates an occasional interchange of schools with the divisional chief, 49,441.

Objects to districts being grouped together, 49,441.

Every inspector should for three years serve as assistant to a head inspector, 49,442.

Elementary schoolmasters should not be appointed to posts higher than that of inspector's assistant, 49,443.

Women might be employed in the examination of infants, junior scholars, needlework, domestic economy, and cookery, 49,443, 49,444.

## INSPECTORS—(continued).

Mr. W. HOLGATE.

Endeavours to keep the Code before him as a guide, 50,039, 50,040.

Would prefer himself to be under the Education Department, 50,088.

Is not able to make any visits without notice, 50,089.

Mr. J. MURRAY.

Inspectors should be drawn from elementary teachers, 50,130-50,137.

Mr. L. CONWAY.

The inspection in January and February is hard upon the ill-fed and ill-dressed children, 50,264, 50,330-50,335.

Medical certificates have to be produced for those for whom exemption is claimed, 50,266, 50,283, 50,340-50,344.

Adopt same standard for all schools, 50,318-50,326, 50,349, 50,350.

Would not allow a board to carry on its school in such a poor building as his own school, 50,347, 50,318.

Mr. H. H. S. CUNYNGHAME.

Mentions the difference between the functions of a French and an English inspector, 51,367-51,372.

Mr. T. SMYTH.

Children are not properly taught, they are crammed, 52,479.

The system is to blame for this, 52,480-52,481, 52,541.

Sir P. KEENAN.

Irish inspectors are appointed by competitive examinations, 53,153, 53,245-53,250.

The promotion of an inspector to head inspector is a rare event, 53,153.

Each school is fully examined annually, visits without notice are encouraged, 53,153, 53,417-53,419.

There are 63 inspectors and 10 or 11 head inspectors, 53,153, 53,407.

States the steps taken to secure uniformity of standard and fairness of inspection, 53,153, 53,408-53,413.

The standard of examination has been raised of late years, 53,220.

Many teachers have been successful competitors, 53,251, 53,252, 53,414, 53,448.

Inspectors after appointment are regularly trained, 53,450, 53,451.

Mr. C. TWISS

Practical experience is not sufficiently considered in appointing inspectors, 54,225.

Head inspectors should be university candidates, 54,226-54,228, 54,433, 54,434.

Some teachers might be appointed sub-inspectors without first becoming inspectors' assistants, 54,229-54,231

Teachers with a university education might become head inspectors, 54,423, 54,424, 54,432-54,434.

Inspectors need not have a technical knowledge before appointment, 54,425-54,430.

Mr. E. B. SARGENT.

Inspectors, generally speaking, neglect to stimulate and advise teachers, 54,730-54,733.

The limit of age for promotion should be rescinded, and the initial salary increased, 54,737.

Inspectors should be instructed to take counsel with and to stimulate teachers, 54,737.

Rev. Prebendary ROE

Most schools get a surprise visit once in two or three years, 55,047-55,049.

## INSPECTORS—(continued).

## Mr. W. MARTIN

Inspectors should be men of practical experience, 55,378.

Reports any grave defect he may observe in the administration of schools, 55,379–55,383.

Examination has crowded out inspection to a considerable extent of late years, 55,633–55,643.

Is not able to make many visits without notice during the year, 55,644, 55,645.

## Mr. A. FINCH.

Assistants' work is responsible, 55,682–55,687.

There are about 150 assistants; they wish to lay their case before the Commission, 55,688–55,690.

Gives particulars of salary, hours, &c., and suggests improvements, 55,691–55,719, 55,727–55,739, 55,756, 55,767, 55,798, 55,799.

The present initial salary does not secure the best men, 55,703–55,705.

It is a growing practice only to inspect during the morning, 55,721–55,726.

Assistants have 35 days' holiday during the year, 55,735, 55,736.

Does not often look over papers for the scholarship examination, has not time, 55,740, 55,743.

Looks over the pupil-teachers' yearly papers; these make extra stress of work, 55,741, 55,744.

Presumes assistants are entitled to pensions, 55,745–55,750.

Assistants would prefer being called sub-inspectors of the second class, 55,751, 55,752, 55,808.

Assistants in visiting schools are treated with less consideration because they have an inferior position, 55,753, 55,754.

Suggests that they should have the privilege of riding first class, 55,755.

Would like to have a more definite rule governing promotion, 55,757, 55,758, 55,793–55,797.

Quotes passages from the Blue Books testifying to the responsibility of their work, 55,759–55,763.

A great deal of their work is very confidential, and the integrity of the grant depends very much on them, 55,764–55,767.

The Department now nominates assistants, but the old plan was better, 55,768–55,772.

Many of the present assistants made sacrifices in becoming assistants, 55,773–55,777.

There is a long list of applicants even at the present salary, 55,778–55,782.

Assistants occupy a very honourable position, 55,783–55,789.

Salaries might be graduated according to the cost of living in different localities, 55,790–55,792.

Promotion should go by seniority combined with efficiency, 55,797, 55,802–55,808.

An increase in the initial salary with improved prospect of promotion would suit the assistants, 55,800, 55,801.

His chief inspector does his full share of the work, 55,808.

## Mr. T. HEALING.

Explains the work of sub-inspection as carried on by him, 56,090–56,095, 56,128–56,130, 56,200–56,206.

Sub-inspectors have been drawn from inspectors' assistants, who were formerly teachers, 56,096, 56,097.

A wider employment of sub-inspectors in the inspection of schools would be a gain, 56,098, 56,104.

It is not economical to send both inspector and assistant to visit small schools, 56,103.

A re-adjustment of inspectors' districts would effect a saving of staff and facilitate inspection, 56,105–56,107.

His reports are seldom altered by the head inspector, 56,131–56,134.

## Lord LINGEN.

Would give inspectors very much the same status and position that they had before the Revised Code, 56,302.

Would place inspectors under the local authorities to initiate a local system of examination, 56,305.

## INSPECTORS—(continued).

## Lord LINGEN—(continued).

There should be no system of examination prescribed by law, 56,306.

Great liberty should be left to the local people in dealing with the schools, 56,307–56,309.

Compares the inspection as practised before 1862 with that of the present time, 56,389–56,394, 56,455–56,457.

Making the three R's by Act of Parliament the minimum would avoid the annual alterations in the Code, 56,458–56,461.

## Mr. W. WILLIAMS.

In parts of his division the inspector's work is extremely hard, 56,567.

Would like more uniformity in the standard of examination, 56,568.

Explains the duties of chief inspector. Is perfectly satisfied with the inspectors in his district, 56,609–56,628.

Inspectors and their assistants frequently examine schools both morning and afternoon, 56,667–56,677.

Visits without notice are paid as often as possible, sometimes more than one in a year, 56,692–56,694.

Inspectors are not more lenient to voluntary schools, except in regard to buildings, 56,695, 56,696.

## Mr. J. G. FITCH

States his views upon inspection generally, with special reference to visits without notice, 56,702–56,707, 57,710–57,724.

Inspectors should undergo some probation and subsequent examination, similar to that in Ireland, 56,708–56,710, 57,610, 57,611, 57,922–57,931.

Would not exclude elementary teachers, but prefers men of more liberal education, 56,711, 57,617–57,622, 57,932–57,938.

The value of an inspector's help would not be increased if surprise visits were insisted upon, 56,855, 57,866, 56,930–56,932, 57,028–57,032.

A great many urban inspectors work very hard, 56,861–56,867.

Chief inspectors should have a district of their own, 56,911–56,914.

Explains the duties of a chief inspector, 56,915–56,923.

States the change which has been made in the manner of reporting, 56,924–56,929.

After a year's experience an inspector should be able to give very useful hints to teachers, 56,935, 56,936, 57,611, 57,613–57,615.

There are difficulties in the way of employing females as sub-inspectors, 57,034–57,040.

Inspectors are not grant-distributors, 57,602, 57,603.

Inspectors should be graduated in point of dignity and influence and authority, 57,607–57,609.

Training inspectors under chiefs has reduced the chances of misjudgment and injustice, 57,612.

States how an inspector's qualifications should be tested at the end of his probation, 57,616.

All desirable publicity is obtained when the report on a school is communicated to the school authority, 57,610–57,612.

Prefers to nominate his own assistant; this arrangement is practicable now, 57,907–57,915.

The function of advising and stimulating the teachers is not neglected by the inspectors, 57,920, 57,921.

## Mr. J. MCKENZIE.

The work of inspection is too heavy, and more than can be done in a reasonable time, 57,381, 57,382, 57,501, 57,502.

The chief cause of inefficiency is because inspectors do not receive proper technical training, 57,382–57,385, 57,388.

Friendly visits from a man well up in school matters would be of the utmost benefit to schools, 57,386.

Inspectors cannot find time to pay frequent visits, 57,387.

Inspectors do not enforce any methods of teaching upon schools, 57,490–57,501, 57,566, 57,567.

## INSPECTORS—(continued).

Rev. F. SYNGE

The staff is fairly sufficient in the eastern division, 58,126

There is hardly enough time to pay visits without notice, 58,127, 58,197-58,499

Such visits are very useful, 58,128-58,130, 58,500-58,504

It is a great gain for inspectors to inspect the same area continuously, 58,131.

Inspectors might serve as second inspectors before taking charge of a district, 58,132.

It is best to retain the old class of university men for inspectors, 58,133, 58,134, 58,229

There should not be a separate class of inspectors for needlework, co king, technical science, &c., 58,135-58,137, 58,426, 58,427

Inspectors should have more practical training before taking up their work, 58,229-58,231

In his district the work is fairly distributed between the different grades, 58,345-58,349

The greater part of the standard work is taken by his assistant, 58,350-58,352.

Has never delegated drafting or writing the report upon schools to his assistant, 58,353-58,361.

The instructions printed after the conferences of chief inspectors embody what is necessary, 58,364-58,373.

Does not advocate employing female inspectors, 58,425-58,427.

Does his work as chief inspector by arranging with other inspectors to take his work, 58,432.

It is an advantage for chief inspectors to have districts of their own, 58,433, 58,484, 58,492-58,494.

Has visited most of the district inspectors under him, 58,490, 58,491.

Is satisfied with the work of the district inspectors, 58,495, 58,496.

It is a disadvantage that examination has tended to crowd out inspection, 58,505-58,507

Inspectors must work both morning and afternoon frequently without a much stronger staff, 58,572-58,576

Some chief inspectors act also as district inspectors in other districts, 58,577-58,583.

Cannot emphasise too strongly the primacy of chief inspectors, 58,579-58,583.

Mr. E. H. BRODIE.

The staff is sufficient, but badly distributed; inspectors should have more power to use assistants, 58,789

Inspection tests results, but fails for want of time to inquire into methods of instruction and teaching, 58,790.

Pays a few surprise visits himself, 58,791

Too many surprise visits should not be paid, 58,792.

Separate inspections should be organised for needlework and cooking, 58,793.

Inspectors do not favour voluntary schools at the expense of board schools, 58,848-58,850.

Mr. P. CUMIN.

There should be a general inspector of music and one for cookery for the whole country, 58,950, 59,468.

The present inspector only inspects the music in training colleges, 59,423.

Suggests he should also visit schools both as inspector and adviser as to music, 59,423, 59,424.

Every inspector cannot examine in specific subjects thoroughly, 59,458

An expert might be called in in cases where the inspector did not understand the subject, 59,459.

The examination should be first rate, and the examiners thoroughly understand the subject, 59,469.

The questions for the scholarship and certificate examination are framed by the committee of inspectors, 59,470.

The written answers are distributed among the various inspectors, 59,471-59,476

The inspector of the district should know of all endowments for elementary school boys, 59,554-6

States how inspectors would carry out their functions under county boards 59,574-59,582

Payment is now made between three and four weeks after the inspection, 59,630-59,632, 59,634-59,637.

## INSPECTORS—(continued).

Mr. P. CUMIN—(continued).

Some assistants may work longer than seven hours a day, 59,643, 59,644

Gives the yearly growth of the staff and of the attendance in elementary schools from 1871 inclusive, 59,645.

The attendance does not represent the additional work thrown upon the staff, 59,645-59,647.

Inspectors' districts are larger of late years; no additional inspector has been appointed since 1871, 59,648, 59,649.

Until the staff of a district is reduced to an inspector, sub-inspector, and two assistants, no more will be appointed, 59,649.

The chief inspector is responsible for the conduct of all the inspectors in his district, 59,654.

Describes the annual conferences now held in the various districts, 59,655, 59,656.

The chief inspector has a district of his own, but also inspects in the districts of his suffragan, 59,656-59,661.

The power to pay "Excellent" schools the "Excellent" grant for the second year without inspection is given in the Code, 59,661.

Inspectors should not be examined before confirming their appointment, 59,808, 59,809.

Mr. H. E. OAKELEY

In many districts the staff is overworked, 59,242.

"Excellent" schools do not need inspection every year; this would save time, 59,242-59,244.

Inspectors should continuously inspect the same area, 59,246

Every inspector should assist the head inspector for a time before taking charge of a district, 59,247.

Men of higher culture and university training are most suitable for inspectors, 59,248-59,250.

Schoolmistresses would make useful assistants in infant schools; the experiment might be tried in towns, 59,251.

Is averse to having separate inspectors in specific subjects, 59,252.

## INSTRUCTIONS IN HOUSEWIFERY.

Miss HEADDON.

Explains the object of the Association for the Promotion of Housewifery, 50,368, 50,375, 50,381.

The system is being tried in Leeds and elsewhere with good results, 50,369, 50,373-50,375, 50,411, 50,412.

Explains the system of instruction, 50,370-50,372, 50,375, 50,377, 50,378, 50,382, 50,385.

These subjects would be welcomed by schoolmistresses, 50,376, 50,384, 50,400-50,402, 50,413.

Believes it to be a want of this age, 50,380, 50,406-50,410.

The advanced lessons should be taken up by cooking centres, 50,381, 50,398, 50,399.

Music is employed as an adjunct; hands in a manual of songs, 50,383, 50,384.

Teachers soon learn to teach the system, 50,386

This system provides better servants, and better wives and mothers, 50,387.

It makes them more intelligent, 50,388-50,391.

Would like to extend the course, 50,392-50,397.

The cost of the plant for the first course would be 2l. 10s., 50,405.

Would like it to be compulsory, 50,414-50,419.

Has only tried the system with elder girls for a short time, 50,426-50,430.

## IRISH BOARD OF COMMISSIONERS.

Sir P. KEENAN.

The national system was established in 1831, and Commissioners appointed, 53,133.

Gives constitution and powers of board, 53,134, 53,135, 53,174, 53,175, 53,350.

The grants are now made direct to the Commissioners, 53,135.

The Commissioners' authority is derived from royal charters, 53,136, 53,184.



## IRISH BOARD OF COMMISSIONERS—(continued).

Sir P. KEENAN—(continued).

Describes the progress of board, its work and duties, 53,154-53,189, 53,233, 53,230, 53,214, 53,297, 53,346, 53,347.

No collision has ever occurred between the board and the Irish Executive, 53,190.

The board can fine, reprimand, and dismiss teachers, and all appointments require their approval, 53,192.

Teachers have the right of appeal from the board's decisions, 53,193, 53,194, 53,373, 53,374.

The board is not affected by political changes, 53,209-53,212, 53,234, 53,235, 53,289.

It has the entire confidence of the Irish people, 53,216, 53,217.

The Chief Secretary does not interfere in internal administration, but does in the working policy, 53,287, 53,288.

Gives list of present Commissioners, 53,294.

There is a separate department for the management of the pension system, 53,298, 53,299.

The Chief Secretary is not an *ex officio* member of the board, 53,342-53,345.

The Lord Lieutenant appoints the resident Commissioner, 53,349.

Presbyterians held aloof from the board till satisfied that priests had no right to go into schools to give religious instruction, 53,351, 53,489, 53,490, 53,503-53,506.

Very little detail work comes before the board, 53,452, 53,453.

Any reasonable appeal against the settlement of points of detail would be referred to the board, 53,455, 53,457.

## IRISH LANGUAGE.

Sir P. KEENAN

The Irish language is an extra branch, and receives double fee, 53,375, 53,378, 53,379.

The examination is held in English; states the subjects comprised, 53,376, 53,377, 53,382, 53,383.

Children in national schools are fairly acquainted with English, 53,380, 53,383.

Teachers who know Irish are encouraged to use it in any Irish-speaking district, 53,381.

## JONES, HENRY, Esq

Is professor of philosophy and political economy in the University College of Bangor, 50,753.

Was educated in a Welsh elementary school, and for two years taught in one, 50,814, 50,815.

KEENAN, THE RIGHT HON. SIR PATRICK,  
K.C.M.G., C.B

Is Resident Commissioner of Education for Ireland, 53,132.

Has had official experience in the West Indies and Malta, and is generally acquainted with the English system, 53,338-53,340.

## KELLY, Rev. CHARLES HENRY.

Is secretary of the Wesleyan Methodist Sunday School Union, 45,838.

Gives statistics as regards numbers; &c. of schools, scholars, teachers, and officers for the years 1874 and 1886, noting the several cases of increase, 45,839-45,846.

## KNOWLER, Mrs. SARAH.

Has been head mistress of Dibden school, Hampshire, 22 years, 18,562, 18,567, 18,742, 18,743.

## LABOUR CERTIFICATES.

Rev. D. J. STEWART.

Examinations gauge the merit of education and test qualifications for labour certificates, 2676-2690.

In the midland counties the conditions of agricultural labour are interfered with by compulsion, 2985, 2986.

The district inspectors have dealt with this subject in their reports, 2987, 2988.

In the Greenwich district applications for labour certificates are very rare, 3088.

Rev T W. SHARPE.

Children pass the same examination for standards as for labour certificates, 4512-4517.

Parents ought to have the right to send their children to labour as soon possible, 4514.

The age for obligatory school attendance is determined in England by the conditions of labour, 4728-4731.

When children pass the required standard a large proportion go to work, 4734.

The education system should be assimilated to what is possible for the labouring classes, 4735, 4736.

The education of children over 11 years might be continued by a more attractive form of evening schools, 4737-4741.

The half-time system is diminishing in England, 6703, 6904.

Mr. M. ARNOLD

There is no system in England corresponding with the *fortbildung-schule*, 5181-5184, 5263-5267, 5544.

This education is gratuitous, 5184.

Children in Germany who go to labour for part of the day are not exempted from examination, 5493, 5494.

In Switzerland schools are closed during certain months to allow the children to go to work, 5545-5547.

Longer holidays might be granted, and the age for attending school extended, 5548-5553.

The tendency in Switzerland is to keep children at school longer than was the case formerly, 5554-5556.

The general impression in Germany is that children benefit by the longer school course, 5650.

Rev J DUNCAN.

There would be advantages in transferring these examinations to some other body than inspectors, 11,318-11,319.

Mr. E. STEVENS.

Suggests an age test as a provision for passing children to labour, 21,187, 21,188.

Mr J A. NEWBOLD.

Recommends regularity of attendance as the ground of qualification, 21,360.

Mr. J. SCOTSON.

Attendance alone should qualify for labour, 22,788, 22,799, 22,809-22,823, 22,878-22,880, 23,041-23,044.

This plan would not lead to children in country districts being neglected, 22,887, 22,888.

Some might not reach Standard II., but such cases would be few, 22,908-22,910.

Rev. Canon WINGFIELD.

Have assisted regular attendance, and induced parents to take an interest in children's progress, 27,206, 27,207.

Children should have opportunities of passing the exemption standard twice a year, 27,217-27,219.

Mr. W. LEE.

The half-time certificate in Leeds is the fourth standard, and full time Standard VI., 37,536.

1,640 labour certificates were issued in 1885, and 2,309 in 1886, 37,537-37,538.

862 half-time certificates were issued in 1885, and 1,059 in 1886, 37,539, 37,540.

## LABOUR CERTIFICATES—(continued).

Mr. H. BIRLEY.

Half-time employment should entitle a child to a labour certificate if the prescribed standard were passed, 40,217, 40,331, 40,332

There should be no standard required; attendance at school is better, 40,585–40,590.

Mr. J. ROBINSON.

The earnings of the children working half-time in the urban district amount to 50*l.* a week, 46,810.

Would like the Factory Acts, the Education Acts, and the Code assimilated, 46,811, 46,812

Mr. T. E. POWELL.

Would prohibit children leaving school before 13, and a certain number of attendances to qualify, 52,930–52,935.

Mr. C. TWISS.

To be given for attendance coupled with examination, 54,276, 54,277.

Rev. F. SINGE

Should be obtained either by proficiency or by very regular attendance, 53,125.

## LADY TEACHERS.

Rev. D. J. STEWART.

Are not able to keep discipline as much as professional teachers, 2657–2661, 3014, 3015

Bishop Otter's training college is a beneficial means of supplying women teachers, 3014–3016.

It is desirable to obtain a supply of trained teachers of a higher social class, 3017

## LAMBERT, Miss AGNES

Is the daughter of Sir John Lambert; takes a great interest in the subject of school banks, 31.

## LEE, Mr. WESLEY

Has been clerk to the Leeds School Board since December 1870, 37,497–37,499.

## LEIGH, Mr. W.

Is chairman of the Stockport school attendance committee, 46,615.

Was also a member of the school board, 46,660

## LEWIS, Rev. DANIEL.

Is rector of Merthyr Tydvil; has always lived in Wales; was brought up as a Welshman, 42,759–42,762

Has been a school managers for 18 years, 42,766.

## LORD LINGEN, THE RIGHT HON. THE, K.C.B.

His official experience, so far as education is concerned, extended from July 1847 to the end of 1869, 56,207.

## LOCAL SUPPORT IN IRELAND.

Sir P. KEENAN.

When a grant is made towards erecting a new school a third of the cost must be provided locally, 53,144.

In 1866 the local support, on the average, for schools was 11*l.* 9*s.* 4*d.* and in 1886 it became 23*l.* 13*s.* 9*d.*, 53,144.

States the sources of local contributions, 53,145.

## McCARTHY, Rev. E. F. M.

Is head master of King Edward's Grammar School, Fiveways, Birmingham, 33,120, 33,284, 33,288, 33,289.

Has been a member of the Birmingham School Board since 1875, 33,121, 33,122

Was chairman of the education and school management committee from November 1876 to November 1879, and since then chairman of the education committee, and has been vice-president of the board since December 1880, 33,123, 33,744, 33,745.

Explains the functions of the education and school management committees, 33,124.

Had formerly 250, but has now 350 scholars under his care, 33,284, 33,285

## McKENZIE, Mr. JAMES.

Is now attached to the Education Office, and goes out upon emergencies, 57,337.

Hands in map, showing where his work has been for the last three years, 57,337–57,339, 57,535.

His evidence mostly refers to small schools, 57,480, 57,556.

## McNEILE, Rev. Canon E. H.

Is chairman of the Liverpool school managers' committee and honorary secretary of the Liverpool board of education, 33,792.

Has been manager of one large school since 1867, and of another for the last six years, 33,794.

## MAGISTRATES, ATTITUDE OF.

Mr. R. W. WILLIAMS.

The best affected do not yield the support rightfully anticipated, 40,898.

His board are allowed 15 summonses a week for 60,000 children, 40,899–40,904.

His visitors agree that the magistrates' attitude is the greatest obstacle, 40,940–40,942.

Explains the difficulties experienced before the magistrates, 40,943–40,945.

Suggests having a special magistrate for school board cases, 40,944, 40,945.

Would increase the maximum penalty for repeated offences, but leave the minimum to the magistrate's discretion, 40,946, 40,947.

Mr. R. BALCHIN.

Is unfavourable to the proper carrying out of the Education Acts, 51,706–51,709, 51,842–51,845, 51,851–51,858.

The Government solicitor instead of the board's solicitor to deal with summonses, 51,715.

Magistrates should not let sympathy enter into the question, 51,846.

## MAGNUS, Sir PHILIP.

Is organising director and secretary of the City and Guilds of London Institute. Was a member of the Commission on Technical Instruction, 28,575, 28,576.

On the whole, his evidence only applies to towns, 28,739.

## MANAGEMENT OF SCHOOLS.

Mr. P. CUMIN.

Board schools are managed by persons elected by the ratepayers; the Department has control over them, 1567–1569.

Every public elementary school in receipt of a grant must have a committee of management, 1738–1745, 1942

MANAGEMENT OF SCHOOLS—(continued).

Mr. P. CUMIN—(continued).

The accounts are examined by the inspector, who has power to inquire into any irregularity, 1746-1751

Section 15 of the Act provides that school boards may appoint managers, 1844-1850, 1941, 2008.

In Scotland, masters of parochial schools used to be appointed by the landed proprietors, 1943-1945.

The practice of appointing managers varies amongst school boards, 2008-2010.

Delay in paying the grant is generally due to managers, 2199.

Rev. D. J. STEWART.

Managers of voluntary schools generally take an interest in them, 2274-2277, 3225, 3226.

Board schools appear to have too much management in London, which causes confusion, 2278, 2279, 2711, 3227-3229.

School boards have inspectors of their own to look after the schools, 2605-2607.

The voluntary schools in his district are efficiently managed by one or two persons, 2707-2710.

Managers to be efficient should have a liking for the special duties of their office, 2712-2718.

Voluntary school managers are selected, in the first instance, by the originator of the schools, 2723-2725, 3064-3066.

Schools if efficiently managed by only one or two persons should receive the Government grant, 2835-2841.

Some teachers in his district have a share in the grant, but this is not advisable, 2842-2844

The relations between managers and teachers are generally more friendly than with board schools, 3067.

Seldom sees any representative of the school board when inspecting, 3154-3159.

Prefers voluntary to paid superintendence, 3230-3232.

The interest of managers decreases as the area of their work increases, 3233, 3234.

Local committees visit board schools in the same way that managers visit voluntary schools, 3269-3271

The influence of a voluntary school manager is greater than that of a board school manager, 3272-3276.

Rev. T. W. SHARPE.

Managers of board schools have too much routine work to undertake much supervision of schools, 4245-4247, 4611, 4744-4745.

Detail work for managers and teachers has much increased and should be simplified, 4248, 4255, 4383-4385, 4522-4525.

The system of payment by results does not impose much detailed work on teachers, 4297, 4297.

The managers of board and voluntary schools are of much the same class, 4518, 4988.

Local managers of board schools are an advantage, 4519-4521.

Managers are sometimes not aware of the state of the health of the children to be exempted, 4608-4609.

No change should be made in the system of paying the grants to single managers; it has worked well, 4612-4616.

Inspectors see that the accounts are audited, and make inquiries as to any excessive charges, 4617-4620.

Small schools should receive more help than they do at present, 4679.

Prefers management to be local if the managers would take sufficient interest in the children, 4746.

Ministers of religion should not be excluded from the management of board schools, 4741-4750.

In London the management of a few board and voluntary schools is thoroughly good, 4211-4213, 4610.

Personal sympathy is necessary for successful management, 4989-4991.

The difficulty of obtaining adequate managers in towns, and especially in London, has increased, 4994-4998.

Mr. M. ARNOLD.

In Germany every country regulates its own schools, 5301-5306.

The schools in Prussia are distinctly denominational, and there is no exemption from religious instruction, 5309-5317.

▲ 53748.

MANAGEMENT OF SCHOOLS—(continued).

Mr. M. ARNOLD—(continued).

Primary instruction in Prussia is, under the Constitution, compulsory and free, 5318-5320, 5351-5356.

Schools are generally supported by the municipalities, 5321-5325, 5434-5438.

Country schools in Prussia are not so good as English country schools, 5332-5335, 5342-5350.

In France education is absolutely free, but the cost of education has increased enormously, 5366-5371, 5409-5412.

There is a strong feeling in France against the extravagance of the educational system, 5375, 5376, 5413.

Schools in Prussia are under municipal management, 5379-5382.

Does not approve of a general tax to support education instead of the present system, 5439

Committees are appointed by the London School Board who nominate, but do not appoint, teachers, 5440-5443.

In Germany the power that appoints a teacher can dismiss him for inefficiency, 5444-5448.

Fees can be recovered by law abroad. No child is sent away for non-payment, 5455-5458.

The absence of fees in Berlin is due to the trouble of collecting them, 5495-5497, 5958.

There has been much party spirit connected with the educational movement in France, 5608-5610, 5989, 5990

All schools in Switzerland are free by the Constitution, 5959-5961.

The time given to teaching in English schools is about the same as in Germany, but the school hours differ, 5995, 5996, 6003, 6004.

There should be a break at the end of each hour's work, as a relief to both teachers and children, 6005.

In Germany and France the main manager is the parson, and the legal manager is a member of the municipality, 6275-6279.

In Berlin the school hours last up to 1 o'clock, but in the country there is afternoon school, 6284, 6285.

In France there is both morning and afternoon school, 6286.

The abolition of school fees in Nuremberg is due to the difficulty of collecting them, 6301.

Rev. D. J. WALLER.

Each school is managed by a local committee, 7497.

More Wesleyan schools have been transferred to school boards than appear in the Blue Book, 7554, 7555.

Mr. T. ALLIES.

With the exception of the correspondents there are no boards of managers for the Catholic schools, 9313-9317.

Miss MANLEY.

The kindergarten system helps to attach the children very much to the teacher, 13,191.

Miss TREVOR.

The students find moral influence sufficient to maintain discipline in schools, 13,550, 13,551, 13,595.

If a teacher cannot do so without the cane it is evidence of inefficiency, 13,552.

The rougher the child, the more amenable it is to gentle discipline, 13,595.

Considers ladies are qualified for maintaining discipline in town schools, 13,623-13,628.

Mr. R. WILD.

The local management of elementary schools is unsatisfactory. No school should be managed by one person, 13,740-13,742.

Managers and teachers should have greater freedom, 13,897, 13,898.

"Farmed" schools should have an efficient body of managers, 13,939-13,943.

Many schools are managed by one person only. Practically his own is under the clergyman, 13,986-13,989.

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## MANAGEMENT OF SCHOOLS—(continued).

Mr. J. W. GROVE.

There is not sufficient play and elasticity in the system. Departmental control is too stringent, 14,900.

Mr. W. B. ADAMS.

Has 12 managers, who take a personal interest in the schools, 15,485-15,487, 15,489-15,491, 15,494.

A medical man should be on the managing committee if possible, 15,487, 15,488.

Teachers who are not supported by managers labour under very great disadvantages, 15,492.

The personal management by some school boards is not so strong as it should be, 15,493.

Mr. J. POWELL.

His managers do not interfere, they occasionally visit the school, 15,819, 16,001-16,003.

Such visits, if made as a matter of recognition, are beneficial, 15,821.

Mr. D. CLARKE.

Frequent visits by managers would be as serviceable as those paid by inspectors, 16,508-16,512.

Mr. C. SMITH.

The managers visit constantly, and he gets most useful help from them, 16,707-16,709.

Mrs. BURGWIN.

Managers visit generally once a month, and show an interest in the school, 17,343-14,348, 17,397, 17,398.

Has found no difficulty in enforcing the new school board regulations as to payment of school fees, 17,394, 17,395.

Has more foreign than English visitors to the school, 17,396.

Mr. D. HOLDSWORTH.

There is a committee of about 12, who meet quarterly, 17,620-17,622.

A Sunday school is held in the buildings under a different committee, 17,623, 17,624.

The building belongs to the Wesleyan Methodist Society, 17,625-17,631, 17,859, 17,944, 17,945.

The schools cost about 2,900*l* to build, and there have been expensive repairs since, 17,946-17,949.

Mr W. MUSCOTT

The rector, who is the working manager, takes a personal interest in the school, 18,338-18,340.

Mrs. KNOWLER.

Three managers take an active interest in the school, but take no steps to secure regular attendance, 18,621-18,629.

Was appointed by the clergymen, 18,782, 18,783.

Meetings of managers are infrequent, 18,784-18,787.

There is a Sunday school, attended by about the same number, 18,788-18,790, 18,985-18,988.

Miss NAPPER.

Some school managers take an interest in and visit the school, but have not appointed visitors, 19,058-19,061, 19,122-19,126, 19,299, 19,300.

There is no night school, 19,128, 19,310.

Night schools are desirable, but the boys are too tired to attend them, 19,311.

Miss CASTLE.

Managers are best able to judge of the children's moral character, and inspectors should believe them, 19,751.

The clergymen, who is the manager, takes great interest in the school, 19,752.

The churchwardens never come near the school, 19,755.

## MANAGEMENT OF SCHOOLS—(continued).

Miss E. RANDAL.

Had five managers, but only one took any interest in the school, 20,227, 20,228, 20,229.

Children paid one penny each, 20,230.

Mr. S. B. TAIT.

His board manages the schools, many of its members taking an active interest in the work, 20,457, 20,458, 20,642-20,644.

His advice is taken as to educational methods and organisation, 20,459, 20,460.

The schools have at times been let for educational purposes, 20,524-20,528.

Mr. E. STEVENS.

There are four managers, of whom those resident in the parish visit the school, 20,752-20,758.

Has almost every child in the parish at his school, 20,876-20,879.

Geography and English are his class subjects; has no time for specific subjects. Teaches singing by ear, 20,880-20,882.

His assistant teaches needlework to the infants, 20,883-20,886.

The cost per head is 3*l*. 7*s*. 6*d.*, 20,887, 20,888.

States salaries of staff, and how the balance is spent, 20,889-20,892.

A duly qualified schoolmistress would conduct the school as efficiently and more economically, 20,893.

Could not claim larger grants, 20,894.

The managers only subscribe occasionally; one gives 10*l*. annually, having his son at the school, 21,261.

Managers are appointed by the Charity Commissioners, and must be resident landowners, 21,262-21,264.

Mr. W. RIDGEWAY.

His school is managed by the colliery and foundry authorities, who also contribute to the night school, 21,847-21,854.

Mr. E. HORSFIELD.

The managers look well after the school, 22,218, 22,328, 22,329.

It would be an advantage to have parents as managers, 22,553-22,562.

Mr. E. MORRIS.

Teachers' salaries should not depend upon the grant, 23,257-23,259, 23,372, 23,373, 23,473, 23,474.

There are nine managers who often visit the school, 23,330, 23,331.

The managers provide everything except the staff, 23,475.

Mr. J. H. DEVONSHIRE.

Have active managers who meet once a month. They do not teach, 23,909, 23,910.

Sir L. T. STAMER.

Objects to the frequent changes in the Code; something like finality should be achieved 24,111, 24,112.

The voluntary schools accommodate 2,200; only one school has been transferred to the school board, 24,167, 24,168, 24,382.

There are no local managers; members of the board are drawn from different townships, 24,234-24,236.

Rev. W. D. FARISH.

The committee consists of himself and two churchwardens, all active members, 25,402-25,406.

Mr. J. FISH.

There are five managers. Only one visits the school frequently, 25,473, 25,474.

## MANAGEMENT OF SCHOOLS—(continued).

Mrs. FIELDEN.

Manages the school with her husband and another person, 26,100.

Lady STEVENSON

Would not extend the powers of the present board school managers, 26,306, 26,321, 26,322.

Managers should be nominated by a committee of the London School Board, 26,307, 26,317-26,320, 26,420-26,429.

Only four of 20 managers for each school do any work, 26,309, 26,479-26,483.

Each school should be visited every fortnight, 26,310-26,316.

The difficulty of obtaining capable managers should be met by importing them from other parts of the metropolis, 26,484-26,501.

The penny dinners have not been so well attended recently, 26,355-26,373.

Is not in favour of feeding the children gratuitously, 26,475-26,478.

Parents in poor neighbourhoods have a prejudice against the mixing of boys and girls together, 26,394-26,397.

Rev. Canon WINGFIELD.

The Welwyn schools are managed by a committee, some of whom are parents of children in the schools, 27,185-27,189.

Higher fees are not charged for tradesmen's children, 27,190, 27,191.

Mr. A. C. ROGERS.

Many of the school board managers are appointed because they are prominent persons in the locality, 28,180, 28,181, 28,334-28,336, 28,418-28,421.

They are not, as a rule, fit persons for managing board schools, 28,182.

In appointing managers there are many interests to be considered, 28,183, 28,184, 28,447, 28,448, 28,523, 28,524.

Some of the managers take an interest in the children, 28,328-28,332.

The position of manager is not sought after by the general public, 28,333, 28,449.

Managers' duties are to visit the schools, look after the registers, and consult with the teachers, 28,337.

They seldom visit the schools, 28,338.

Managers recommend teachers for promotion, 28,339.

They are superior to the general body of managers, 28,413-28,417, 28,548, 28,549.

The local managers are very regular in their attendance at the meetings, 28,450.

Mr. A. D. C. HENDERSON.

There are no subscriptions; has a fixed salary and part of the Government grant and fees, 28,981, 28,984, 28,985, 28,994-28,996, 29,001.

The managers fix the salaries of the assistants, 28,982, 28,983, 28,991, 28,992.

The school is maintained by the fees and the grant, but there is always a deficit of about 20l., 28,986-28,990, 28,997-29,000.

The managers visit the school from time to time, 29,006-29,009.

Rev. J. R. DIGGLE

Local managers are nominated by the members for the division, 29,584, 30,070-30,072, 30,229-30,244, 30,348-30,350.

They agree to discharge the usual duties, 29,585.

The ground of their selection varies according to the ideas of the divisional members, 29,586, 29,601-29,603, 30,066, 30,229-30,244, 30,347.

The powers of local managers have been largely increased of late years, 29,587-29,590, 29,597-29,600, 30,065-30,067, 30,073, 30,074, 30,235, 30,298, 30,299, 30,695.

The school management committee have a veto upon the appointment of teachers, 29,591, 30,298.

The power given to local managers is a very real one, 29,952, 30,236.

## MANAGEMENT OF SCHOOLS—(continued).

Rev. J. R. DIGGLE—(continued).

They can recommend remission of fees, but cannot remit more than a fortnight's fees, 29,593-29,596.

Local managers could not work with the board if they were independently elected, 29,849.

A Code is drawn up for the direction of their managers and teachers, 29,891-29,894.

For a single school not less than eight nor more than 12 managers can be appointed, 30,063.

The duties, &c of local managers are about to be again inquired into by a committee, 30,074, 30,075, 30,236.

Care is taken that all managers possess the necessary qualifications, 30,076-30,078.

Absence from a certain number of meetings disqualifies a manager, 30,077.

The ratepayers have no public notification of the persons nominated as local managers, 30,078-30,080.

When practicable, divisional members consult the wishes of local managers in nominating managers, 30,229, 30,230, 30,237-30,244.

The ultimate decision rests with the board, 30,231-30,234, 30,237-30,244, 30,298, 30,302.

The board would be glad if the press reported the proceedings at the managers' meetings, &c, 30,294.

The work could not be done in London if it were not for the help of the local managers, 30,300.

The present system is the best way of selecting managers for schools, 30,301.

If unsuitable persons are elected it is the fault of the electorate, 30,303.

There is no objection to making managers as widely known to the public as possible, 30,304.

The local management of board schools is not quite as efficient as that in voluntary schools, 30,345, 30,346.

As a voluntary school manager has never been asked by the inspector for the vouchers of all the accounts, 30,597-30,599.

Rev. Dr. H. W. CROSSKEY.

Have no voluntary managers at Birmingham, 31,238-31,243, 32,787-32,789.

Inspectors examine the schools child by child precisely on the lines of H. M. inspectors, 31,243.

The chief inspector inquires into all complaints, visiting the school concerned, 31,251, 31,252.

They endeavour to cherish co-operation between the parents and teachers, 31,244-31,247, 32,787-32,789.

The halfpenny, farthing, and free dinner system is largely on the increase, 32,790-32,793.

The working expenses are supplied by subscriptions. There is no charge upon the rates, 32,794-32,796.

With direct popular control the interference of the Department in the curriculum might be relaxed, 33,003, 33,004.

The management of a school can only be secured by a board which never dies, 41,087, 41,311-41,316, 41,384-41,387.

The denominational system acts injuriously by excluding Nonconformists from the management of a school, 41,102-41,106.

Elected bodies, subject to the Education Department, should have complete control over what should be taught in a school, 41,555-41,558.

Mr. E. N. BUXTON.

Would like to see representative management of voluntary schools, 31,335, 31,336, 31,518, 31,699-31,703.

Would leave the religious instruction to the present denominational managers, 31,337, 31,338, 31,519-31,521.

Election by the ratepayers is the best process of arriving at representation of interests, 31,522, 31,700.

Does not desire control over voluntary schools beyond one representative manager and a public audit of accounts, 31,568, 31,569.

The character, social condition, and attainments of board school children are low, but are improving, 31,570, 31,571, 31,575.

The board inspectors have done their work well, 31,787, 31,788.

Rev. Canon McNELLY.

States the objects of the association of the voluntary and school board managers, 34,175-34,177.

## MANAGEMENT OF SCHOOLS—(continued).

Mr. E. HANCE.

The Liverpool School Board have availed themselves of the Act of 1870 as to the selection of managers, 32,099–32,101.

Managers are assisted by a technical adviser in the presence of the board's inspector, 32,102–32,106.

The management committee fixes the school fees, 32,107–32,109.

Mr. D. J. O'DONOGHUE.

The school management committee have always been the managers under the Act of 1870, 35,863, 35,864.

It would be very disadvantageous to transfer the management to the town council, 35,974–35,976.

The Free Libraries Act has not been adopted in Hull, 36,162–36,164.

Rev. J. NUNN.

Each manager is at liberty to visit a school and examine a class, 36,915–36,917.

Mr. W. ANDERSON.

The grant does not influence managers very much; the interest shown by managers stimulates the teachers, 38,229–38,232

Mr. H. BIRLEY.

One committee manages the whole of the board schools in Salford, 40,184–40,186.

Voluntary schools are managed by school managers, 40,187–40,189.

The general inspector looks after the whole of the voluntary schools, 40,190, 40,401–40,410.

A sort of limited farming of voluntary schools is carried on in Manchester, 40,633–40,635.

Mr. R. CLOUGH.

School board managers must meet frequently, 43,706–43,709.

Management is not left to one or two members, 43,711.

Rev. C. WILLIAMS.

Some managers have nothing to do with the day school, 44,904, 44,905.

Wherever a school is farmed, it should be the teachers' and not the managers' school, 44,906, 44,907.

The accounts, &c. of the voluntary schools are published, 44,908–44,911.

An annual meeting of parents and subscribers is held, 44,912–44,914.

Parents should have all the facts set before them by the inspector, 44,915, 44,916.

The full report of the inspector, &c. should be made public, 44,917.

Mr. W. H. GREENING.

The board are their own managers, 45,737, 45,738.

Mr. J. ROBINSON.

More interest is taken by the managers of voluntary schools than by managers of board schools, 46,935–46,939.

The Department should insist on responsible managers, 46,940–46,943.

Ratepayers and parents should be represented on the management of voluntary schools, 47,002–47,004.

Rev. Canon WILLES.

Ratepayers might be admitted to the management of voluntary schools, 47,060–47,064, 47,108, 47,117.

Objects to parents electing a representative upon the committee of a voluntary school, 47,115, 47,116, 47,174.

A voluntary school should be managed by its contributors, 47,171–47,173.

## MANAGEMENT OF SCHOOLS—(continued).

Mr. J. S. HORN.

The management of voluntary schools is distributed amongst the members of the congregation, 47,327.

Venerable Archdeacon NORRIS.

There is much in favour of the voluntary system, 47,389, 47,474.

Board managers cannot give the time to their schools that voluntary managers do, 47,390–47,397.

In Cheshire and Staffordshire the wealthy classes took great interest in education, 47,437–47,445, 47,612, 47,613.

The lay managers now take an active part in the management of voluntary schools, 47,463.

Parents, under certain conditions, might become managers of voluntary schools, 47,509, 47,614–47,617, 47,545–47,547.

The payment of fees is desirable, 47,510.

Mr. H. H. S. CUNYNGHAME.

The government of the schools in Paris really rests with the town council, 51,411, 51,497.

The inspector reports anything irregular, and the prefet has the power of dismissing inefficient teachers, 51,412–51,419.

Mr. T. SMYTH.

Board school management corresponds very much with management by an elective body, 52,757, 52,758.

Rev. Prebendary ROE.

Sometimes there are active managers in addition to the clergymen, 55,002, 55,005, 55,085, 55,086.

Now and then they look up the attendance, or vi it the schools, 55,003, 55,004.

Sees no objection to parents being on the managing committee, 55,257–55,260.

Would not entrust the whole management to farmers, 55,261, 55,262.

Mr. J. G. FITCH.

The local authorities should be made cognisant of the official report of every school in their districts, 56,852–56,854, 58,054–58,059.

Managers of voluntary schools take more interest than the managers of board schools do, 56,857–56,860, 57,751, 57,752, 58,063.

More people would join in the management if they knew that the Government desired it, 57,033, 57,753.

Does not recommend any fundamental change in the way of administering education, 57,767, 57,768.

Voluntary school managers have motives for economy which board school managers have not, 57,822–57,825.

The London School Board print the reports of their schools every half year, 58,049–58,053.

The managers of board schools have very substantial powers, 58,060–58,062.

Mr. A. P. GRAVES.

Attaches much importance to local management by persons responsible for the conduct of the school, 57,189, 57,190.

In country places one or more persons are found who give time and thought to the school, 57,191, 57,192.

More personal local interest is taken in the schools in Somerset than in Yorkshire, 57,264.

Inspectors have become too much examiners, 57,110, 57,111, 57,211.

Schools should be visited by the inspector on the occasion of every change of inspectors, 57,118.

Inspectors in north of England are overworked, 57,119, 57,120.

Inspecting schools biennially which had gained "Excellent" or "Very Good" for three years would relieve inspectors, 57,121, 57,212, 57,213.

A good deal of conference takes place between himself and the leading teachers of the district, 57,226.

These periodical meetings should be extended, they are very helpful, 57,227, 57,228.

MANAGEMENT OF SCHOOLS—(continued).

Mr. A. P. GRAVES—(continued).

If inspectors made visits of a friendly or of an organising character it would have a good effect, 57,252-57,255.

Approves of female inspectors for cookery and needlework, 57,256-57,258.

Rev. F. SYNGE.

Knows no case where parents are managers of denominational schools, 58,171.

It would be disadvantageous to have parents as managers of voluntary schools, 58,172-58,174, 58,633-58,635.

A great many of the clergy take an interest in the schools, 58,264, 58,265.

Mr. E. H. BRODIE.

Managers take interest in the schools, but are not always familiar with the Code and instructions, 58,718, 58,719.

Town school boards manage their schools as carefully as voluntary managers, 58,720.

County board schools are the worst managed schools known, 58,720-58,724, 58,825, 58,850, 58,851, 58,854-58,857.

Mr. P. CUMIN.

All schools that took rates would come under the proposed county boards, 59,425.

If the county board refused rates to a particular school, it would retain its present position, 59,425.

The county board would be the managers of the board schools, 59,426, 59,533, 59,793.

Managers of voluntary schools would remain as now with the addition of the officer of the county board, 59,427-59,430, 59,487, 59,488.

Under county boards the schools would be bigger, the staff larger, and the money better distributed, 59,534.

Managers, whether board or voluntary, must be left free to select any certificated teacher they like, 59,784.

MANAGEMENT IN IRELAND.

Sir P. KEENAN.

States qualifications and duties of managers, 53,150, 53,528.

There are no school committees, 53,150.

The Commissioners can refuse to recognise a manager, 53,150.

Each manager must report on his school quarterly, 53,150, 53,420, 53,421.

The board can withdraw grants from inefficient schools, 53,152.

The development of education in Ireland is due to having a board which represents all opinions, 53,201.

A mere Government department would not have done so well, 53,202.

MANAGERS UNDER BOARDS.

Rev. R. BRUCE.

Some schools in Huddersfield have visitors assisting the managers, but they have no legal power, 44,369-44,371.

Most of the voluntary schools have no *bond fide* managers, 44,372, 44,373.

MANLEY, Miss LYDIA.

Is mistress of method and head teacher at Stockwell Training College, 13,031.

This is her third year there, 13,090.

Has had experience of higher teaching at the Bishopsgate Training College, 13,091, 13,092, 13,328-13,332.

Is more competent to speak of the effects of the kindergarten system upon teachers than upon children, 13,185.

Has not been a pupil-teacher, but for more than two years was a teacher in the Bishopsgate practising schools, 13,331, 13,332.

MANSFORD, Mr. C.

Has been five years vice-principal of the Wesleyan Training College, Westminster, 12,861, 12,862.

Has been on the certificated staff of the college for 33 years, 12,862.

His evidence is strictly confined to Westminster College, 13,022, 13,023.

MARTIN, Mr. WILLIAM.

Is sub-inspector for Marylebone; was formerly inspector's assistant, 55,283-55,287.

Gives details of his experience of elementary education, 55,288, 55,289.

MAUL, Rev. RICHARD GRAHAM.

Now vicar of Hopesay, Aston-on-Clun, when curate of St. John's, Drury Lane, was for 26 years secretary of the St. Martin's Northern Schools. Still takes a great interest in elementary education, 27,270-27,274.

MENET, Rev. JOHN.

Is vicar of Hockerill, in Hertfordshire, and was chaplain of the Hockerill Female Training College from its opening to 1863, but resumed his position for 8 months in 1871, 38,685, 38,686, 38,689, 38,690, 38,704.

Has always taken an interest in education, and has written pamphlets upon the subject, 38,687, 38,688.

MERIT GRANTS.

Mr. P. CUMIN

Gives particulars of how the grant has been awarded in 1884 and 1885, 1197, 1198, 1335-1339, 1342-1347, 1366-1370.

The smaller the school the more difficult it is to obtain grants, 1252-1258, 1274-1277.

There is no limit to the number of schools that can earn the "Excellent" grant, 1340, 1341.

The board schools receive a larger number of "Excellents" than voluntary schools, 1495-1497.

Rev D. J. STEWART.

Teachers connect the merit grant with the percentage of passes instead of upon the school's whole character and work, 3331-3333, 3548-3553, 4007, 4008, 4171-4174.

Less money should be paid for examination, and the fixed grant larger, 3334-3337, 3437-3440, 3515-3518, 3808.

The present method concentrates education on the special performances of individuals, 3338.

Teachers as a rule are satisfied with the minimum amount of work necessary to obtain a pass, 3339.

The quality of the education has declined under the system of payment by results, 3342-3348.

An increased fixed grant to country schools would be a great help, 3437-3440, 4183, 4186.

The merit grant has not been in force long enough to judge its effect, 3485-3488.

Cannot say what the misunderstanding as to the real meaning of the merit grant is due to, 3548-3553.

It would be fairer to give the merit grant to general intelligence in instruction in schools, 3567, 3568, 3634.

Does not approve of the merit grant being divided amongst the different subjects, 3634-3636.

Suggests two additional divisions in the grant, 3637-3639.

An increase in the attendance grant might adversely affect poorer schools, 3809.

A larger proportion of the grant should be given to the tone and character of the school, 3810, 3811.

The whole of the grant, except for individual examination, depends on the personal opinion of the inspector, 3812-3817.

The amount of the grant is disproportionately small, 3913.

The average earnings per head scarcely exceed the amount of a class subject, 3914, 3915.

It is possible to increase it, 3916, 3917.

## MERIT GRANTS—(continued).

Rev. D. J. STEWART—(continued).

Teachers regard it as an honour rather than as a means of supporting the school, 3918.

If managers and teachers are in earnest the grant is not likely to fail, 3941.

Frequently the merit of a teacher shows more distinctly in poor than in better class schools, 3942-3946.

Managers complain of the uncertainty of the proportion of the grant received for maintenance of schools, 3947.

In the country, bad weather, new schools, or a change of teacher may damage the grant, 3948.

The uncertainty of the amount managers have to find is quite as great a grievance as the amount they have to pay, 3949, 3950.

Poor schools might have larger grants, provided the grant went for educational purposes, 4113-4115.

The cost per head in small schools is greater than in large ones, 4113, 4116, 4117.

With fixed salaries and the abolition of payment by results, inspections could be made without notice, 4151-4157.

Rev. T. W. SHARPE.

Has largely helped poor deserving schools, but not the very poorest, 5051, 5053, 6658, 6807.

Any inequalities in awarding it are gradually disappearing, 5052.

Is guided by the general character of a school in awarding the grant, 5054-5056.

The merit grant encourages the cultivation of intelligence, and intelligent results are obtained, 5071, 5072.

Is distributed quite minutely enough at present, 6393, 6663-6666.

Is determined by the per-centage of good passes, 6491-6494, 6659-6662.

Would have liked to see it increased for other children, 6652.

Teachers regard the honour of obtaining the grant quite as much as the money grant, 6653-6657.

The awarding of the grant should be kept in the hands of the inspectors, 6667-6669.

The terms of the merit grant are not misleading, 6744-6746.

A higher grant might be made to a school composed of very poor children under certain conditions, 6659-6662, 6747, 6748.

It is administered without regard to the funds, staff, premises, apparatus, &c., of the school, 6776-6778.

The merit grant should not be the sole source of annual maintenance of a school as it is variable, 6808-6814.

Mr. M. ARNOLD.

Disapproves of the system, 5696.

Rev. D. J. WALLER.

Has signally failed to help poor schools, 6928-6931, 7002, 7003, 7016, 7177, 7300-7303.

Gives particulars of the awards in Wesleyan schools, 6930.

The average attendance in small schools which received no merit grant is not known, 6931, 7002.

A larger amount of the grant should depend upon average attendance, 6932, 6944.

Has intensified the nervous strain felt by teachers, 6939, 7040, 7161.

Teachers regard the "Excellent" grant more than any monetary advantage, 6939, 6940, 7035, 7127.

Affects teachers' reputation, and has, therefore, a market value, 6940, 7127.

The Wesleyan Education Committee is decidedly in favour of the principle, 6944, 7014-7016, 7160, 7161-7165.

Does not recommend a larger proportion being given for the general tone of schools, 6944.

Some schools get 98 per cent. of passes, and only obtain the "Good" merit grant, 6999, 7163.

Inspectors have to consider too many things in assessing the grant, 7001.

One small school passed 96 per cent. and received the award "Good," 7003, 7163.

## MERIT GRANTS—(continued).

Rev. D. J. WALLER—(continued).

It seems almost impossible for small schools to get the award "Excellent," 7003, 7174, 7177.

The results achieved by the teachers are good for their opportunities, 7004.

Has failed to reward the most excellent things that are missed by the standard examination, 7015, 7016.

The majority of teachers would do away with the merit grant, 7036.

Seems to depend too much upon the per-centages obtained, 7040.

Should depend more upon the general circumstances of a school, 7041, 7042, 7166-7172.

A few teachers are unwilling to make exemption claims for fear of prejudicing their merit grant, 7070.

Puts schools too much in the hands of individual inspectors, 7162, 7164.

Should depend upon the inspector's judgment at the annual inspection and surprise visits, 7166-7172.

Would be glad if the award "Excellent" could be dispensed with, 7173.

Compares the awards given at Louth and Farnsfield, 7182.

Award was intended for well-taught poor schools; inspectors may have misapplied it so far, 7300-7303.

Inspectors consider the school appointments in making their award, 7303.

Rev. Canon WARBURTON.

The merit grant works well, but a great deal is left to individual inspectors, 8392, 8395.

Inspectors may have different standards, 8393, 8395.

Suggests the addition of a "Very Fair" class, 8394.

The moral element is one of the most important factors in assessing the grant, 8540-8542.

The ratio of bad and good passes forms an important element in considering the grant, 8587.

Has produced a great deal of rivalry, ambition, envy, bitterness, and emulation between teachers, 8614.

Was introduced to get rid of the great prominence of the per-centage element, 8615-8620.

The quality of the passes is the principal factor in determining the award, 8616-8620.

Has never received any private instructions from the Department as to the award, 8622.

Inspectors are consulted as to the award, but the Department does not always act upon their views, 8623-8625.

Depends upon the tone of the school, methods and appliances, &c., as well as upon passes, 8663.

Rev. J. DUNCAN.

Has not heard any very widespread opinions expressed either for or against, 11,403, 11,404.

Mr. R. WILD.

Was intended to aid poor schools, and to encourage rational teaching, 13,723, 13,739.

Believes that "Excellent" is never given unless three out of four sums given are correctly worked, 13,723, 13,724.

Has not fulfilled the intention for which it was founded, 13,936-13,938.

Mr. P. BAXENDALE.

Has had a disastrous effect in half-time schools, 14,113, 14,114, 14,177.

In Bradford only one "Excellent" has been awarded to the half-time schools against 17 in other schools, 14,114-14,116, 14,295, 14,296, 14,451-14,454.

Explains the bad effects upon children, 14,178, 14,179.

Inspectors interpret it in a narrower sense than was intended, 14,202, 14,203.

In one visit inspectors cannot gauge higher results at all, 14,206, 14,207.

Obtained the "Excellent" grant last year, 14,230, 14,231.

It is disastrous to all schools, 14,294.

Is awarded by inspectors on the number of passes, 14,415-14,418, 14,451-14,454, 14,504-14,510.

The merit grant goes to the managers, not to the teachers, 14,450.



## MERIT GRANTS—(continued)

## Mr. J. W. GROVE.

The Department can, at a short notice, bring the grant within any desired limits, 14,648.

It was devised to encourage intelligence in scholars and the good conduct of schools, 14,649, 14,650, 14,668, 14,936, 14,937.

It has increased over-pressure; an increased grant on the average attendance might be substituted for it, 14,651, 14,668.

There should be individual examination; but unless the school were inefficient it should not effect the grant, 14,668, 14,817, 14,873.

## Mr. W. B. ADAMS.

Is not sufficient protection against over-pressure in poor schools, 14,989, 15,041, 15,337.

Should be given to a very large extent for moral excellence and training, 15,040, 15,335, 15,337.

It has reduced the craze for high per-centage, 15,334–15,336.

Its unequal application is unavoidable until there is a proper grading of schools, 15,336.

## Mr. J. POWELL.

Has not helped small schools, 15,769, 15,770, 15,890, 16,013.

Would like it abolished; it depends to an immense extent on individual passes, 15,771, 15,884–15,890, 16,133, 16,134.

## Mr. D. CLARKE.

The grant is an unmitigated abomination, 16,233, 16,234, 16,273–16,278.

Individual examination must be maintained, a modification of the present system is all that is required, 16,235, 16,236, 16,335–16,337, 16,407.

## Mr. C. SMITH

Demoralises and discourages teachers, causes much over-pressure, and fails in its object, 16,583–16,585, 16,646–16,649, 16,805, 16,806, 16,885–16,895, 16,997–17,006.

The defect is that it classifies teachers rather than schools, 16,807, 16,808.

Some of the objections would be abolished if inspectors adhered to their instructions, 16,889–16,892.

Teachers generally would not consider that the withholding of the grant was unfair, 16,894–16,896.

## Mrs. BURGWIN.

Is opposed to it, 17,116–17,118.

Has never obtained "Excellent," but has got very good reports, 17,119–17,122.

The "Excellent" award depends upon circumstances not within the teacher's control, 17,121, 17,122.

The grant intensifies over-pressure, and it cannot be impartially administered with payment on results, 17,122.

The administration of the grant has failed, 17,162–17,164, 17,425–17,428.

It might be given upon the inspector's report on the general efficient conduct of a school, 17,178, 17,179.

Considering the report on the school, it should be classed as "Excellent," 17,215–17,219, 17,236–17,239.

## Mr. D. HOLDSWORTH.

Approves of the object for which it was established, but it has failed, 17,608–17,610, 17,941, 17,942.

It depends upon the per-centage of passes, and induces teachers to keep children back, 17,611–17,614, 17,751–17,758.

Has no complaint to make of its administration, 17,615, 17,616.

Hesitates to express approval of it, 17,943.

## MERIT GRANTS—(continued).

## Mrs. KNOWLER

Last year the grant was "Fair," the year before it was "Good," 18,718–18,722, 18,750, 18,751–18,753.

Eighty per cent must be passed to obtain a "Good" merit grant, 18,753, 18,804–18,807.

The inspector does not consider the time in which children were prepared in awarding the grant, 18,752–18,755.

## Miss NAPPER.

Gained "Excellent" this year, but only "Very Good" last, 19,271–19,273.

Has some children who barely pass; uses special methods with them, 19,274–19,279.

## Miss NEATH.

Cannot obtain an "Excellent" merit grant, 19,384.

Obtained a "Good" merit grant last time, 19,562.

## Miss CASTLE.

It does not test the cultivation of order and discipline, 19,652, 19,653.

Has obtained a "Good" merit grant every year except the first, 19,727, 19,728, 19,988, 19,989.

## Mr. S. B. TAIT.

Has improved the quality of the work, but increased the anxiety of teachers, 20,337, 20,375.

In his schools the grant is given for quality of work not quantity of passes, 20,373, 20,374.

It should be given for each subject, and not upon the whole school, 20,375–20,381.

The difference between the grant earned by board and other schools in Huddersfield is 1s. 7d. per head, 20,546–20,558.

## Mr. W. MUSCOTT.

Approves of the object of the grant, but it depends too much on circumstances beyond the teacher's control, 18,058–18,063, 18,200.

Gained "Excellent" one year and only "Good" the following, owing to change of inspector, 18,201–18,209, 18,549–18,556.

Regularity should be one of the conditions of the grant, 18,557.

The conditions of the grant should be fixed mainly with consideration for the teacher, 18,558–18,561.

## Mr. E. STEVENS.

Has not worked well. Causes much jealousy and competition among teachers, 20,799, 20,800, 20,803.

Has obtained "Excellent" each year, 20,801, 20,802.

If the verbal distinctions were abolished would still cause jealousy if the amounts varied, 21,189–21,195.

General opinion condemns its working, 20,915, 21,256–21,259.

Under certain conditions would not object to the three items of the present grant being combined and called a merit grant, 20,912–20,914, 20,916, 20,917.

In general the merit grant of "Excellent" depends upon higher per-centages, 20,949–20,952, 21,255.

Would not object to the grant if it were distributed for proficiency in certain subjects, 21,056, 21,057.

## Mr. J. NEWBOLD.

Its conception was excellent, but its purpose has been defeated in administration, 21,337, 21,338, 21,500, 21,501.

The inspectors should award the grant in the spirit of their instructions, 21,339, 21,340, 21,505.

Does not advocate increasing the grant; it is rather a source of over-pressure now, 21,502, 21,507.

## MERIT GRANTS—(continued).

Mr. J. NEWBOLD—(continued).

Prefers to have more on the average attendance, 21,508, 21,509, 21,588.

It is preferable to make the class the unit of the grant, instead of the individual child, 21,510-21,513.

Mr. W. RIDGEWAY.

Is in favour of the merit grant, 21,784-21,787.

Mr. E. HORSFIELD.

The grant is fairly assessed, and will lead to schools being more efficient, 22,096, 22,097.

Does not think it tends to over-pressure, 22,293-22,296.

Mr. J. BRADBURY.

The grant was "Good," has never had an "Excellent," 22,678, 22,679.

Mr. J. SCOTSON.

The grant intended to reward true merit, but it has intensified the evils it was intended to lessen, 22,763, 22,769, 22,864, 22,915-22,917, 23,160-23,183.

It should be abolished, 22,769, 22,864, 23,086, 23,189.

Does not propose any special grant in its place, 22,770.

Would revert to the old method in vogue before 1860, 22,864, 22,866, 23,084-23,086.

The inspector should point out faults, but only in extreme cases should damaging facts appear in his report, 22,865.

The original intention of the grant can never be carried out so long as a money grant is attached to it, 22,988.

Mr. J. H. DEVONSHIRE.

Has not effected its object, 23,723, 23,724, 23,794, 23,797, 24,038-24,041.

His school was last year classed as "Good." Up to that time it had gained "Excellent," 23,790-23,793.

In Hackney the grant is not awarded on account of high per-centages of passes, 23,795-23,799.

More importance is attached to children's attainments for their age, 23,795-23,799, 23,987, 23,988.

The merit grant tends to keep children at a dead level, 23,800.

Attainments for age should not be considered in awarding the grant, 23,989-23,991.

It has been awarded too much on the principle of the ordinary grant, 24,040-24,042.

The inspector should have no discretion at all in awarding the grant, 24,044-24,047.

The lower classes in his school were more intelligently taught previous to 1862 than now, 24,048-24,052.

Sir L. T. STAMER.

The merit grant, after taking account of the quality of passes, acts against the brighter children, 24,176, 24,177, 24,359-24,363.

Rev. W. D. PARISH.

A large amount of the grant should depend upon attendance, 25,087, 25,088, 25,263-25,266.

Has been disappointing to managers and teachers alike, 25,201, 25,202.

His school was classed "Good" last year; has never got the "Excellent," 25,395, 25,396.

Mr. J. FISH.

The merit grant does not fulfil its object, 25,471, 25,472, 25,508.

The tabulated reports formerly used did not appeal so forcibly to the emulation of teachers as the merit grant, 25,509-25,517, 25,532-25,542.

Would not interfere with the inspector's discretion in awarding the grant, 25,596-25,604.

## MERIT GRANTS—(continued).

Mr. J. FISH—(continued).

A new mode of awarding it is wanted, 25,598, 25,599. Has no complaint as to the inspector's report, but it is sometimes capriciously awarded, 25,600-25,604, 25,608-25,610.

The children's intelligence was more fully developed under the system in force before 1862, 25,605-25,607.

The standard of examination is more uniform than a few years ago, 25,617.

The inspection was more general before 1862, and the report was expressed in more general terms than now, 25,618-25,621.

The fact that no money depended on the award formerly is one of the principal objections to the merit grant, 25,622-25,625.

Rev. Prebendary RICHARDS.

Teachers do not like the individious distinction made by the merit grant, 25,710.

Mrs. FIELDEN.

Would do away with the merit grant altogether, 25,936.

Understands that an "Excellent" merit grant was intended for real excellence, 25,937.

Would pay for nothing under an "Excellent" merit grant, 25,996-25,999.

There should be a 10s. grant for fair work all round, general good conduct coming first, 26,250.

Rev. W. J. B. RICHARDS.

There are many complaints as to the way it is awarded, and it depends so much on the inspectors, 26,535, 26,920.

The limited number of "Excellent" allowed by the Department prevents many hardworking teachers from obtaining it, 26,535.

It is unfair to poor schools whose apparatus and furniture is below the required standard, 26,536, 26,537.

The managers of 400 schools have made complaints on this point, 26,537, 26,538.

The principle of merit is destroyed if only a certain proportion of schools are allowed to earn the grant, 26,798, 26,799.

Would abolish the system altogether, and increase the amount paid for average attendance, 26,878, 26,879.

Inspectors feel the difficulty of administering it quite as much as the teachers, 26,920.

It would be a good principle to award it for general good conduct alone, 26,921.

Rev. Canon WINGFIELD.

Should not be dependent on the result of one day's examination by the inspector, 26,970, 26,971, 26,992.

The object of the merit grant has failed to a certain extent, and it is not fair to the teachers, 26,972-26,974.

Suggests a return to the old system of reduction, 26,992, 26,993.

Hands in a table showing the variations of the "Excellent" merit grant, 27,103-27,105.

Limiting the excellent award to a certain number per cent. would produce a more uniform result, 27,106-27,110.

Rev. R. G. MAUL.

Is in favour of it provided the grant be larger and subject to greater sub-division, 27,304.

Mr. A. D. C. HENDERSON.

Is one of the greatest causes of over-pressure, and has failed in its purpose; it should be abolished, 28,941, 29,022-29,030, 29,035.

States amount of grant received, 29,031.

Rev. J. R. DIGGLE.

Submits table showing remarkable differences in the award of "Excellent," 29,764, 29,765, 29,868, 29,869, 29,993-29,996.

## MERIT GRANTS—(continued).

Rev. J. E. DIGGLE—(continued).

The results are very uniform as regards "Fair" and "Good," 29,766-29,771.

The principle of the grant is good, and suggests how the want of uniformity might be remedied, 29,772, 29,773, 30,155-30,159.

It obviates the rigid mechanical system induced by payment on results, 29,866, 29,867.

In Marylebone the merit grant for boys was 33 per cent., and for girls 4 per cent., 30,149-30,154.

The board understood that "Excellent" was to be awarded only for excellence, 30,159.

Rev. Dr. H. W. CROSSKEY.

The principle on which the awards are now given are unfair and deceptive, 31,006-31,011.

In making the award the character of the education, the buildings, and the appliances alone should be considered, 31,008-31,012.

In scantily populated districts the Exchequer should make special grants to keep a good school in existence, 31,012, 31,013.

Complains of the general working of the system and its conditions, 31,167, 31,168, 31,228-31,230, 32,838-32,840, 32,968-32,971.

Disagrees with the inspector that voluntary schools by the extra exertions of their head masters make up for the deficiency of their surroundings, 31,169-31,174.

In making his awards the inspector pays no attention to overcrowding, sanitary arrangements, &c., 31,228-31,230, 32,837, 32,968-32,971.

A school taking little beyond the three R's should be classed "Fair," 31,231-31,237.

The object of the grant is good, but the method in which it is worked is extremely imperfect, 32,961.

Complains that a school not taking needlework as a class subject might be pronounced "Excellent," 32,962-32,967.

The board should see that all schools are properly equipped, 32,792-32,799.

The inferior schools which have been kept alive by the grant are chiefly denominational, 32,980-32,991.

Gives statistics of awards and results of examinations, 33,031, 33,032.

Mr. E. HANCE.

Merit grant should not be retained, or if it is, it should be subdivided, 32,169-32,171, 32,221-32,224, 32,447-32,450, 32,532.

Rev. E. F. M. MCCARTHY.

The inspectors have misinterpreted its intentions, 33,280, 33,281.

Teachers object to unfair labelling, 33,613, 33,614.

Rev. Canon McNEILE.

Suggests further divisions in the grant, 33,841-33,843, 33,934.

The merit grant has had some good effect in the schools, 33,933.

Rev. J. GILMORE.

The responsibility in deciding the grant is disproportionate to their knowledge of the school's efficiency, 34,585, 34,828.

Schools in consequence sometimes wrongly get "Good" or "Excellent," or fail to obtain it, 34,586.

More should depend on the average attendance and less on the merit grant, 34,587.

Gives comparative statement of the proportion of grant earned in each grade in 1885 and 1886, 34,730.

Voluntary schools got much better grants last year than the year before, and appear nearly equal to board schools, 34,731.

There would be no objection to the grant if the judges were always infallible, and administered it uniformly, 34,829-34,832.

▲ 53748.

## MERIT GRANTS—(continued).

Mr. J. HANSON.

The idea is good, but its working capricious, 35,164-35,167, 35,385, 35,775, 35,776.

Payment rather for the efficiency of a school than a scale of graded merit would be desirable, 35,386-35,388.

In some cases the "Excellent" grant is given undeservedly, 35,550-35,554.

Mr. D. J. O'DONOGHUE.

It should be done away with, 35,939-35,943, 36,237, 36,238.

Rev. J. NUNN.

The merit grant does not deserve commendation, 36,331, 36,332.

States how it works in Manchester, 36,333-36,339.

The method of administering it needs revision, 36,340.

Mr. T. G. WRIGHT.

Rewards the rich and favoured. The grant should depend more on attendance, 37,255-37,257.

In 1885, eight of their schools out of 35 were classed "Excellent," 37,381-37,383.

Mr. W. LEE.

It does not give general satisfaction as awarded, 37,726, 37,727.

It should be modified so that both managers and teachers may understand upon what lines it is awarded, 37,728-37,730.

It would be very desirable if the personal element in it could be eliminated, 37,731.

Distributing it over certain subjects would obviate some of the difficulties, 37,732.

It must be given for the excellence of the school, irrespective of the difficulties which the managers have to contend with, 37,786-37,790.

Rev. J. MENET.

The tendency of the merit grant and of the instructions is to follow the per-centages, 38,752-38,757, 38,793-38,795, 38,808-38,814, 38,977, 38,978.

Would make this grant chiefly depend upon the way in which the school had been worked, 38,946-38,952, 38,979.

Mr. J. NICKAL.

Has led to increased anxiety and tension on the part of teachers, 39,814-39,822, 39,833, 40,061-40,065, 40,107-40,109.

Agrees with the inspector in giving the "Excellent" grant to poor schools in his district, 39,823-39,828.

Seldom a school gets "Good" that merited "Excellent," or "Good" instead of "Fair," 39,829, 39,830.

Would give a fixed capitation grant, based on average attendance, and a small merit grant, 39,831, 39,832, 39,854, 39,855, 40,071-40,084.

Awarding the grant on the three R's separately might obviate some of the pressure on teachers, 39,850-39,853.

Gaining high merit grants does not necessarily show the best teaching, 40,110-40,112.

Religious instruction is recognised as a test for efficiency by the board, 40,116-40,118.

Would prefer the merit grant not being graded at all, but given as a recognition of an efficient school, 40,119.

Mr. H. BIRLEY.

The awards cause much dissatisfaction; there appears to be no definite rule for assessing them, 40,289, 40,347-40,353, 40,626-40,629.

Giving more on attendance and less on examination would lower the quality and extent of the instruction, 40,290.

Has little objection to the 1s. per head for the older children, it is the 2s. per head in infant schools that is the serious matter, 40,744.

It would make the grant more intelligible if the items that make it up were split into several elements, 40,745-40,747.

## MERIT GRANTS—(continued.)

Mr. H. E. OAKELEY.

In March, 1886, 23 schools in very poor neighbourhoods obtained "Excellent," 41,486-41,491.

Mr. T. G. ROOPER.

The "Excellent" award depends in a large measure on the ability of the teacher, 41,528.

Considerable allowance was made in awarding the "Excellent" merit grant to Eastbrook Mill schools, 41,529.

Mr J. G. FITCH.

The merit grant does not intensify the mechanical results, 41,552, 41,553.

Gives his views on the merit grant and its practical working, 56,793-56,795.

Mr. M. WILKS.

Is dissatisfied with the merit grant, 48,787.

At present there is no inspection of efficiency, 48,788, 48,789, 48,990-48,995.

Mr. H. E. B. HARRISON.

Objects to it; gives reasons, 49,382, 49,383.

Suggests a scheme of payment in place of it, 49,384, 49,385.

Mr R. BALCHIN.

The grant was splendid in its intention, but has not been carried out, 51,587, 51,759-51,762.

Approves of it, subject to some slight modification, 51,760, 51,761.

Mr. T. E. POWELL.

Is the most satisfactory way of meeting the inequalities of various schools, 52,815.

Mr. C. TWISS.

Is not assessed satisfactorily, 54,322, 54,364, 54,444-54,446.

Is unpopular with teachers, but on the whole it works for the good of education, 54,365-54,368.

The per-centage of passes is not a complete test of the merit of the education given in schools, 54,444.

Ninety per cent. should secure the highest award, 54,447.

Mr. J. ROBINSON.

Is satisfied with it, 46,794.

Rev. Prebendary ROE.

Many object to the merit grant because it is very unequally administered, 54,886, 54,887, 54,936-54,938.

Suggests raising the fixed grant to 10s. per head, the merit grant, &c. being retained as at present, 54,887.

The excellence of a school, taken as a whole, does not entirely depend on the per-centage of passes, 54,939.

Mr. W. MARTIN.

Gives per-centage of merit grant awarded, 55,324-55,329.

Mr. A. P. GRAVES.

The principle is good, and, on the whole, the grant has worked well. Suggests five degrees of merit, 57,114, 57,115.

Schools that obtained "Excellent" three years running might be examined only triennially, 57,116.

This would enable inspectors to devote their time to inspection, 57,117.

Mr. J. MCKENZIE.

The principle of the grant is very reasonable, but it has proved a great mistake, 57,391.

A school without any pretensions, that does its work thoroughly, is more commendable than an ambitious one that fails, 57,392, 57,393.

The standard of instruction has gone down, 57,394, 57,395, 57,503, 57,504.

Would like the grant abolished, 57,505, 57,506.

## MERIT GRANTS—(continued).

Rev. F. SYNGE.

Perfect uniformity in the giving of the grant is not yet arrived at, 58,119.

Mentions difficulties in assessing it, 58,120, 58,220-58,223, 58,508-58,511, 58,515-58,518, 58,540-58,542.

If retained, prefers having two grades only, viz., "Good" and "Fair," 58,121-58,123, 58,380, 58,512.

No instructions are given as to the proportion of "Excellents," "Goods," and "Fairs" to be awarded, 58,373-58,375.

No complaints have reached him about the merit grant, 15,485-15,489.

More than half of the schools in his district are really good schools, 58,646, 58,647.

Mr. E. H. BRODIE.

The present methods of testing and assessing are rough-and-ready, 58,750, 58,751.

Is inclined to give up the merit grant, but if continued would give it for every separate item, 58,766.

Mr. P. CUMIN.

It is an excellent idea, and, on the whole, has been successful, 59,431.

There is no vital difference between the instructions previous to and since 1882 as to the method of awarding the grant, 59,432-59,436.

The Department has always opposed the mere number of passes being a crucial test of merit, 59,436.

Hands in a comparative return of the passes in the three R's and of the awards of the merit grant, 59,455-59,457.

Mr. H. E. OAKELEY.

Agrees with the principle of the grant, but teachers generally dislike it, 59,214.

Would not reduce it for infant schools, although the leaps might be made less extreme, 59,216.

MITCHELL, Mr. CHARLES T.

Is a barrister and a member of the committee of the National Vigilance Association, 50,640, 50,641.

## MORAL TRAINING.

Mr. D. CLARKE.

The inspector takes pains to find out if the moral tone is good or not, 16,217-16,221.

Mrs. BURGWIN.

There are not many immoral characters in her district; in 13 years has only placed away nine children, 17,386, 17,387.

Inspectors do not appear to take any steps to ascertain the moral tone of schools, 17,450-17,453.

No change would be noticed if the instructions on this point were swept away, 17,454.

Mrs. KNOWLER.

Is satisfied with support given by State to moral teaching, 18,637.

The inspector does not lay stress on the importance of moral teaching, 18,638-18,641, 18,644-18,647.

The school is examined in the Scriptures by the diocesan inspector, 18,639, 18,640.

Miss S. NAPPER.

Moral tone is higher; it is due to greater regularity in attendance, and interest shown by parents, 19,078, 19,079.

Children in London were of a higher class, and had better home influences, 19,261, 19,262.

Has as much opportunity as formerly for moral training, 19,264, 19,265.

MORAL TRAINING—(continued).

MISS CASTLE.

Can maintain discipline without chastisement, 19,781-19,784, 20,049.

If boys in mixed schools are troublesome they should be sent to another school, 19,787, 20,050-20,055.

Country children are better morally than town children, 19,903.

Moral qualities should be as much considered as scholastic attainments, 19,904-19,907.

MR. S. B. TAIT.

The teacher can not appeal to religious sanctions in teaching morals without infringing his instructions, 20,656-20,662.

There are no purely secular schools in Huddersfield, 20,663.

The inspectors do not allude to the subject, 20,735-20,739.

MR. E. HORSFIELD.

Parents attach great importance to the moral and religious instruction of their children, 22,563-22,572.

Parents are too much occupied to give religious teaching, 22,573-22,575.

Inspectors do not seem to trouble about the moral condition of the school, 22,576-22,579.

SIR L. T. STAMER.

If religious teaching is disregarded, the moral tone of the school cannot be tested, 24,150.

When inspectors examined in religious knowledge they could judge better of the school's tone and character, 24,152.

MRS. FIELDEN.

The present system does not tend to improve the moral tone of schools, 20,053-20,056, 26,195.

MR. R. H. I. PALGRAVE.

Inspection apparently has no reference to the moral training of children, 27,606-27,612.

MR. A. C. ROGERS.

The tendency of the present system is to neglect moral training, 28,272, 28,273, 28,396, 28,397.

REV. J. R. DIGGLE.

The high moral tone which characterised the older teachers' instruction is generally maintained by the new ones, 30,780.

REV. DR. CROSSKEY.

Moral training is not in a precarious condition in board schools, 41,114, 41,115.

There is a class book for morals used in the schools, 41,116.

Natural morality cannot be taught without a direct appeal to religious sanctions, 41,117-41,121, 41,191-41,193, 41,705, 41,706.

Religion is not a principle of morality; duty and religion can be separately pursued, 41,849-41,854.

For a grievous offence a teacher might appeal to a child's better feeling on religious grounds, 41,857.

REV. E. F. M. MCCARTHY.

Would not take religion as the basis of moral training, 33,514-33,519.

REV. CANON E. H. MCNEILE.

Inspectors seldom take notice of the moral tone of a school, 33,826, 33,827, 34,291-34,293.

Inspectors do not encourage managers and teachers by commenting favourably on the moral tone, 33,989-33,996.

MORAL TRAINING—(continued).

REV CANON E. H. MCNEILE—(continued).

Inspectors have no opportunity during the examination to judge the moral tone of the school, 33,997-34,008, 34,043, 34,044.

Corporal punishment is only inflicted for moral offences, 34,067-34,071.

Inspectors may be able to judge a school's moral tone by the papers which they carry away, 34,210-34,217.

MR. J. HANSON.

The Government inspector does not institute any examination in morals, 35,228, 35,229.

MR. T. G. WRIGHT.

Makes no inquiries as to moral training, but teachers are expected to inculcate lessons in morals, 37,343-37,345.

MR. W. LEE.

Visits without notice are made by inspectors, who lay great stress upon the moral condition of schools, 37,607-37,610, 37,915.

MR. H. BIRLEY.

Has heard of immoral practices prevailing among girls sometimes, but never among the boys, 40,796-40,799.

Is satisfied with the moral condition of schools, 40,848.

REV. PREBENDARY DEANE.

The inspector reports on the general tone of the school, but it is not his duty to examine as to religion and morals, 42,019, 42,020.

MR. T. SNAPE.

Does not require the aid of sectarian training, 43,416-43,420.

REV. R. BRUCE.

The moral tone in board schools is equal to that in other schools, 43,830-43,833, 44,224, 44,225.

Juvenile crime has greatly decreased in Huddersfield, 43,834, 44,226-44,228.

The majority of those sent to industrial schools came from denominational schools, 43,835.

No distinctively moral training is given to pupil-teachers in Huddersfield board schools, 44,129-44,139.

Moral duties are taught without any text book, 44,170, 44,175-44,178.

The inspector has always been satisfied in this respect, 44,171-44,174.

It is not wise to enforce moral duties by reference to religious sanctions, 44,327-44,338.

REV. R. B. BURGESS.

The instructions to inspectors about morals are illusory, 45,378-45,382.

Moral teaching in the Birmingham School Board does not rest on a Christian basis, 45,361-45,364, 45,532.

MR. W. H. GREENING.

The moral lessons are given in school hours, 45,610.

Moral lessons exercise a religious influence, 45,749-45,751.

Teachers do not complain of difficulties in enforcing moral teaching, 45,768-45,771.

REV. W. ASTON.

Moral training without any religious basis can never be adopted in Bradford, 46,065-46,067.

Board teachers make no religious profession, 46,068, 46,073.

**MORAL TRAINING—(continued).****Ven. Archdeacon NORRIS.**

The inspection of morality is crowded out by the duties of examination, 47,354-47,359, 47,446, 47,447.

**Mr. J. F. SEABROOK.**

Moral training suffers through preparations for examination, 48,429-48,432.

An inspector can inquire into the moral condition of children if he likes, 48,433, 48,434.

**Mr. M. WILKS.**

Would teach children anything that would civilise and moralise them, 48,822-48,832.

Defines the moral teaching given in board school, 48,860-48,899, 49,230-49,245.

Morals can be taught without appealing to divine sanctions, 48,956-48,960, 49,009-49,041, 49,230-49,245.

The tone of a school is one of the influences at work in forming character, 49,217.

**Mr. H. H. S. CUNYNGHAME.**

In the Paris schools there is no teaching of any religious or even semi-religious kind, 51,239, 51,240.

In Paris a large number of the masters are professed materialists, 51,241, 51,242, 51,424-51,429.

The Paris artisan is gradually, but decidedly, losing Christianity, and becoming materialistic, 51,243, 51,244, 51,246-51,248, 51,430, 51,431, 51,480, 51,481.

No religious instruction is allowed to be given in a State or other school, 51,245-51,251.

People who value their religious instruction send their children to non-public schools, 51,249, 51,250.

The French schools have been completely laicised as regards subjects of instruction, 51,423.

Explains how far the moral teaching is based upon religious ideas, 51,429-51,431.

Many teachers, including materialists, look with alarm to the future of France, 51,466-51,470.

The present system has been in existence five years, 51,471-51,474, 51,476-51,478.

In Paris there is a great deal of infidelity amongst the men; but the women are as a rule Christians, 51,480, 51,481.

**Mr. T. SMYTH.**

Special dogmas should be left alone in schools, 52,306-52,308, 52,333.

Morality can be taught without the aid of religious sanctions, 52,308-52,311, 52,446, 52,598.

The influence of the teachers, so far as it reaches, has a good effect on the scholars, 52,602, 52,602a.

**Lord LINGEN.**

The managers of the school should be responsible for the moral character of it, 56,514.

Her Majesty's inspectors should still continue to report on the moral tone of the schools, 56,515-56,520.

**Mr. W. WILLIAMS.**

States how inspectors satisfy themselves that this subject is properly attended to, 56,687-56,691.

**Mr. J. G. FITCH.**

The personal influence of the teachers has an enormous effect upon the school, 56,752.

The managers are the only persons who can be properly entrusted with moral discipline, 56,753-56,756.

**Rev. F. STREE.**

In some schools the moral tone is soon ascertained, 58,441.

The moral tone varies very much, 58,442-58,444.

**MORRIS, Mr. EBENEZER.**

Is master of the British mixed school at Menai Bridge, Anglesea, 23,245.

**MORRISON, Mr. THOMAS, LL.D.**

Has been rector of the Free Church Normal Training College, Glasgow, 35 years, 38,394, 38,395.

**MURRAY, Mr. JAMES.**

Has been 10 years head master of Saint Francis Xavier's Roman Catholic Schools, Liverpool; the average attendance is 420 out of 500 on the rolls, 50,090, 50,091, 50,094.

Was previously head master of the schools of the Holy Name, Manchester, and was trained at St. Mary's College, Hammersmith, 50,092, 50,093.

The children of the school are drawn from a very poor class, 50,095, 50,096.

**MUSCOTT, Mr. WILLIAM.**

Has been master of Garsington church mixed school, near Oxford, nine years, 18,008.

Has been a teacher 12 years, and has been at schools at Leicester, Devizes, and Marylebone, 18,009, 18,010, 18,196.

**NAPPER, Miss SARAH.**

Has been mistress of church mixed school at Rochford, near Tenbury, eight years; there are 68 children on the rolls, with an average attendance of 59, 19,008-19,012, 19,228.

Rochford is a small agricultural village, 19,009.

Was mistress at a school in Somersetshire for 2½ years, and head mistress at St. John's School, Red Lion Square, London, 19,014-19,017.

Her health has improved since living in the country, 19,224, 19,225.

Was pupil-teacher in St. Mark's National School, North Audley Street, 19,282.

Was not trained at a college, but obtained her certificate at one, 19,280, 19,281.

Could obtain a higher position in a town school, but not in the country, 19,332.

**NEATH, Miss CHARLOTTE.**

Has for 10 years been head mistress of a national school near Maidstone, 19,336, 19,337, 19,471.

Was previously at a school near Winchester; has been engaged in education since 1867, 19,338, 19,339, 19,410, 19,472, 19,580, 19,581, 19,590, 19,591.

It is a mixed school of 96 children, including infants; the last yearly average attendance was 58 on a roll of 72, 19,340-19,346, 19,411, 19,412.

**NEEDLEWORK.****Mrs. BURGWIN.**

The present requirements in needlework are too much for the younger children, and injures their sight, 17,097-17,099, 17,182, 17,416.

Marking should be left out altogether, 17,100, 17,101.

The number of garments required from Standard IV. should be reduced by one-half, 17,102.

Cutting, as at present taught, is useless to children under the sixth standard, 17,103, 17,104.

The thorough teaching of ordinary needlework is one of the most important things in girls' schools, 17,183.

The needlework of the girls who go to service is not so good as it was 21 years ago, 17,185-17,187.

Five of the mistresses spend an hour daily out of school in needlework, 17,220-17,223.

NEEDLEWORK—(continued).

Mrs. BURGWIN—(continued).

It would be a great relief if the number of garments were lessened, 17,224-17,226.  
Other influences besides those of needlework contribute towards defective vision, 17,416-17,420.

Mr. C. TWISS.

The needlework for girls is rather stiff, 54,522.

NEWBOLD, MR. JAS. A.

Was formerly head teacher of a Wesleyan school in Manchester; is now engaged in private tuition, 21,291, 21,292, 21,294, 21,422, 21,593.

Has been a member of the Manchester School Board 12 months, 21,293, 21,295, 21,522, 21,594.

Is on six out of seven committees; has not yet devoted any time to meeting inspectors in the schools, 21,442.

Has been under the Revised Code some years, 21,462, 21,463.

NEWCASTLE'S, THE DUKE OF, COMMISSION OF 1858.

Mr. P. CUMIN.

Appointed in 1858 to inquire into the whole subject of education, 30, 31.

Briefly quotes the decision of the Commission, 32-47, 80-82, 226-232.

Payment on results was considered a remedy for old system of paying the grant or not paying it, 48, 49.

The reports of the inspectors were too vague, and did not thoroughly examine the children, 39, 100-104.

But little importance can be attached to the returns of the number of children attending schools, 223-225.

NICKAL, MR. JOHN.

Was educated in a national school; was a trained teacher, and has risen by stages to his present post of inspector under the London School Board, 39,700-39,712.

NORRIS, J. P., D.D., THE VENERABLE, ARCHDEACON OF BRISTOL.

Was a Government inspector of church schools from 1849 to 1864, and from 1870 to 1875 was inspector of the church training colleges in religious knowledge, 47,344, 47,345.

Has been manager of several schools in Bristol. Has had considerable experience of the Government system, 47,347, 47,348, 47,369, 47,370, 47,697, 47,698.

NUMBER OF SCHOLARS.

Mr. P. CUMIN.

Gives statistics of numbers on the roll in 1859, 1860, and 1885, with average attendance, 105-109, 143-145, 153, 155, 182, 1130-1133, 1147-1156, 1510-1515, 1546-1549.

Mr. C. SMITH.

His school accommodates 850 boys; at present there are 355 on the roll, 16,532, 16,533, 16,536, 16,537, 16,592, 16,593, 16,653-16,655, 16,923, 16,924, 17,040.

About 40 per cent. pay the higher fees, 16,534, 16,535.

The scholars nearly all belong to the lower middle class, but about 70 come from the "costers" of St. Luke's, 16,586-16,590, 16,650-16,652, 16,656.

Boys of a better class were got before the importation of the "coster" class, 16,591.

NUMBER OF SCHOLARS—(continued).

Mr. W. MARTIN.

Gives the attendance in Marylebone in 1873 and 1886, 55,293-55,300.

Last year about 42 per cent. were in Standard IV. and above, 55,301-55,303.

Last year 5,516 were examined in specific subjects, and 4,374 passed, 55,304-55,313.

NUNN, Rev. JOSEPH.

Has been chairman of the Manchester School Board since November 1885, 36,246, 36,247.

Was a member of the board before that time, 36,248.

Has had great experience as a school manager for many years, 36,522.

OAKELEY, MR. HENRY EVELYN

Was one of the chief inspectors of schools in the North-western division of England, 41,482, 41,488, 59,168, 59,169.

OBSTACLES TO SCHOOL ATTENDANCE

Rev. J. D. STEWART.

The neglect of school is due in a great measure to the indifference of parents, and not to the fees, 2739-2740.

Very few scholars in the Greenwich district fail to attend in consequence of poverty, 2978.

There is a great deal of migration from school to school in the district, due to change of residence, 2979-2982.

Rev. Canon WARBURTON.

The items of inquiry under this head are all obstacles to school attendance, 7844.

Parents have a great tendency to keep their younger children at home, 7845.

Magistrates are not strict enough now, 8121, 8122.

Mr. R. WILD.

The refusal of magistrates to convict, and the unwillingness of managers to prosecute, are two hindrances, 13,792.

Mr. J. W. GROVE.

They are chiefly owing to neglect and want of control on the parents' side, 14,621.

It is no use taking out a summons where seven attendances in the week have been made, 14,750, 14,751.

Mr. D. HOLDSWORTH.

Indifference on part of parents and love of play on part of children are the great obstacles, 17,496, 17,497.

There is less capricious migration from school to school; parents find their children lose a standard through it, 17,501-17,503.

Mr. E. STEVENS.

Distance from school in bad weather is one cause, 20,773, 20,774.

Mr. E. HANCE.

There is no difficulty in Liverpool about the non-enforcement of fines, 32,741-32,745.

Rev. J. GILMORE.

They arise from poverty, and the migratory, drunken, and neglectful habits of parents, 34,614, 34,989.

Tickets for penny dinners were sold last year, 34,989-34,992.

## OBSTACLES TO ATTENDANCE—(continued).

Mr. J. HANSON.

The two chief obstacles are the poverty and indifference of the parents, 35,211–35,213.

Mr. D. J. O'DONOGHUE.

The chief obstacle to attendance is neglect on the part of the parents, 35,877–35,879.

Mr. T. G. WRIGHT.

The many dame and private schools in Bristol form a great stumbling block, 37,157, 37,167.

Can summon children for not being under efficient instruction, 37,153–37,161.

Mr. W. LEE.

Poverty is not the obstacle in Leeds, but the great indifference on the part of parents, 37,541, 37,670, 37,684.

Migration from school to school used to cause great difficulty, but it has been nearly stopped, 37,555, 37,556.

The Summary Jurisdiction Act at first caused inconvenience, but no trouble arises from it now, 37,557.

Magistrates act very fairly by the board, and by the children also, 37,558.

There have been no cases of distraint, there have been two imprisonments for non-payment of fines, 37,559.

One of the most troublesome things is to obtain the arrears of fees for the day industrial school, 37,560–37,562.

The stipendiary magistrate takes cases twice a month, and the other magistrates make up weekly hearings, 37,563.

The indirect compulsion brought in by the Act of 1876 quickened the interest of parents in regular attendance, 37,684, 37,685.

Mr. H. BIRLEY.

They appear almost wholly due to poverty or neglect on the part of parents, 40,218.

The cases of alleged capricious migration are very few, and, when tested, scarcely bear examination, 40,219.

Proceedings under the Summary Jurisdiction Act increases the costs to the defendants, 40,220, 40,221.

The old system of summary imprisonment when the fine was not paid worked better, 40,542.

The fines were nearly always paid, while under the present Act fines are not paid, and costs ensue, 40,543–40,546.

One result, however, is that fewer people go to prison than went there formerly, 40,547–40,551.

Mr. R. B. WILLIAMS

The Summary Jurisdiction Act is a troublesome and vexatious obstacle, 40,905.

The chief obstacles to attendance are neglect and drink, and then poverty, 40,933–40,935.

Capricious migration from school to school is not now nearly so prevalent. Migration, not capricious, exists, 40,936–40,939.

Private adventure schools should be open to inspection, 40,971–40,977.

Rev. Prebendary DEANE.

The obstacles to attendance are sickness, migration, and, in the country, bad weather, 41,997, 42,039–42,044.

Migration affects the attendance very largely in rural parishes, 41,998.

Mr. J. ROBINSON.

Poverty and migration are the chief obstacles, 46,814–46,817.

Rev. Canon WILLES.

Are not very great, 47,033–47,038.

## OBSTACLES TO ATTENDANCE—(continued).

Mr. J. S. HORN.

Indifference on the part of parents is the chief obstacle, 47,238–47,241.

Mr. H. PARKER.

The fees are not an obstacle, 47,774, 47,855.

Neglect is the great cause of non-attendance, 47,775.

Miss FOX.

Poverty is one of the chief obstacles, 51,563, 51,580. Parents employ the children during the day. Fines are paid out of earnings, 51,564–51,566.

Children are not allowed to sell articles late at night by Corporation Act, 51,567, 51,568.

Not many have been fined under this Act, 51,568–51,578.

The fines imposed should be heavier, 51,579, 51,617. Gives the average attendance at three schools of children without fees, 51,581–51,584.

The very poorest children are mostly Irish, 51,611, 51,612.

The greatest offenders are not the very poorest classes, 51,613, 51,617.

Great indulgence is shown as regards the fees, 51,614.

There is more difficulty in getting fees in the Roman Catholic schools from the dissipated parents than in other schools, 51,615, 51,616, 51,618–51,620, 51,623.

A charge is made for some of the cheaper books, 51,658, 51,659.

Has always obtained the "Excellent" merit grant, 51,660.

Mr. R. BALCHIN.

The obstacles are neglect and poverty, truancy, and the attitude of magistrates, 51,705.

Mr. T. E. POWELL.

The obstacles arise from poverty, intemperance, and neglect, and sometimes from the fees, 52,841, 52,842.

Mr. H. R. WILLIAMS.

The migratory character of the parents is an obstacle, 53,756, 53,928.

Mr. C. TWISS.

The indifference of parents is the principal obstacle, 54,279, 54,281.

The laxity of school authorities has something to do with the irregular attendance, 54,282.

Rev. Prebendary ROZ.

Migrating from school to school is a common habit, 54,890–54,892, 54,966–54,972, 54,994–55,001, 55,103.

Points out the obstacles to attendance in rural schools owing to distance, bad weather, &c., 54,984–54,986, 55,217–55,222.

Rev. F. SYNGE.

There has been no special difficulty to attendance, 58,316.

When labour is scarce, the regularity of attendance diminishes, 58,317.

O'DONOGHUE, MR DENIS JOHN.

Has been 16 years clerk of the Kingston-on-Hull School Board, and appears as their representative, but any opinions he may express as his own are not necessarily those of the board, 35,858, 35,860, 35,862.

Has been a teacher and the manager of a timber business; but was acquainted with educational matters before becoming clerk, 35,968, 35,969.



ORGANISATION OF SCHOOLS.

Rev. D. J. STEWART

The Code does not interfere with the organisation of schools, 3328, 3733-3736.

Gives teachers greater opportunities for exercising their capacities, 3620, 3621.

Teachers should not be kept to particular classes, 3621, 3622.

Organisation means the division of children into classes, 3724.

Finds a marked difference of attainments among children of the same class, 3725-3728.

Occasionally some children, say, in Class 2, would be more on a level with those in Class 3, 3729, 3730.

The requirements of the standards and classes are, as far as possible, coincident, 3731-3740, 4017.

The advantage of treating children in this way is pointed out by Sir F. Sandford, 3737.

It is desirable but difficult to introduce the *fortbildungsschulen* into England, 4010-4015.

Would give every encouragement to night schools, 4016.

There is great similarity between the books used in schools in different parts of the country, 4067, 4068.

Is adverse to large schools, 4070-4077, 4160-4162.

It would be quite possible to have large buildings subdivided into rooms, 4078-4082.

Large class-rooms are quite unsuitable for efficient teaching, 4083.

A large school broken up into groups under duly qualified masters would be suitable, 4084-4087.

The existing style of school furniture is extremely unsuitable, 4088, 4089.

The subjects of instruction taught at Bishopswearmouth in 1854 would be very valuable in some localities now, 4101-4105.

The fluctuation of attendance is the great difficulty in instruction, 4106, 4107.

Evening schools have diminished of late years, 4145.

The largest voluntary schools in his district contain about 500 to 600 children in each, 4163-4167.

The tendency of the board school system is to multiply large schools, 4168, 4169.

The tendency of board school system, and of the Act of 1870 is to create inefficient and large schools, which are difficult to manage, 4170.

Rev. T. W. SHARPE.

Inspectors may not interfere with the organisation of a school, 6355-6358, 6782-6784.

An eighth standard would be trenching on secondary examination, 6482-6484, 6718.

Children have obtained sufficient education at the end of the seventh standard to fit them for their work in life, 6719-6722.

Would be glad to see those children who gain exhibitions promoted to secondary schools, 6829.

Mr. M. ARNOLD.

Is not in favour of grading schools, and higher elementary schools are not required, 5659, 5700.

Approves of State-aided secondary schools, 5701, 5702.

The secondary schools should be placed under the same system of support as elementary schools, 5777-5781.

Specific subjects include something that ought to belong to secondary education, viz, Latin, 5782-5784.

Is in favour of a fairly developed programme for elementary schools not restricted to elementary teaching, 5787.

The higher elementary schools should correspond to the *Bürger-schule* or the *École Turgot*, 5880-5885.

The nation should provide the classical and literary schools, and the localities the modern schools, 5886, 5957.

Rev. D. J. WALLER.

Is interfered with by having to prepare children for the standards, 6924.

All school books are prepared with a view to the standards, 6924.

Classification interferes with it, 6924.

If one class subject is taken it must be English, 6924.

ORGANISATION OF SCHOOLS—(continued).

Rev. D. J. WALLER—(continued).

The establishment of higher grade schools should be encouraged, 6925.

Higher grade schools have met a local want, 6926.

The interference of the present system might be very much diminished, 6978.

Complete liberty of classification should be given to the teachers, 7101.

Scholars of the higher grade schools come from better homes than those in elementary schools, 7248.

Rev. Canon WARBURTON

Higher elementary schools are the great want of the day, the Government should aid them by exhibitions, 8390, 8424, 8843-8845.

These schools would be limited to those who showed themselves specially apt, 8391.

Secondary education should be a separate movement, 8424, 8425, 8456-8458, 8467, 8509-8512, 8579, 8650, 8706, 8843.

The class subjects and the specific subjects ought not to be in the Code, 8454-8456.

It is almost necessary to give those subjects some attention in elementary schools at present, 8456, 8460-8462, 8465, 8706.

There should be central schools for children of ability and industry, 8463, 8475.

A child could finish its elementary education if confined to the three R's on reaching 10, 8464-8466, 8706.

Such higher schools as exist in Bradford, &c. are of much use in towns where they can be managed, 8468-8471, 8531-8534.

Would be sorry if elementary education ceased at 10 years of age, 8475, 8511, 8580.

Geography and history are useful, but the State is not obliged to teach them, 8509-8512, 8706.

The State would not recognise social position as the dividing line in the higher elementary schools, 8535-8538.

The establishment of centre schools for the higher standards in large towns would be of great value, 8538, 8539.

The education of the poorer classes might be carried on higher than it is now, 8651-8653.

Too little rather than too much is taught, 8651, 8652.

It is quite possible to limit the course to elementary subjects without altering the age for leaving school, 8707-8714.

Very little to complain of now as regards furniture, apparatus, &c., 8777.

A school crowded up to the limit of 8 feet is unfit for teaching, 8780.

The monitorial system is very useful, though not recognised, 8789-8792.

All subjects above the three R's are subjects for higher elementary schools, 8806, 8807, 8854.

A school is not a higher elementary school because some children are in the sixth and seventh standards, 8808, 8809.

The pupils' age at leaving is the fairest test of a higher elementary school, 8810-8813.

Reading books give rudimentary instruction in higher subjects, 8846.

Higher instruction is a necessity for a higher class of children, 8848.

Many industrial occupations must begin at 10 or 11 to be done perfectly, 8851.

Secondary schools should depend upon exhibitions, endowments, private aid, and the payments by parents, 8855, 8856.

The Act of 1870 has been developed and burdened so as to include this class of schools, 8857.

Mr. J. W. GROVE.

The standards entirely destroy the freedom of organisation, 14,660, 14,662, 14,665.

Has tried to count the boys as being in classes and not in standards, but it does not answer, 14,663, 14,664.

Defines the term "liberty of classification," 14,876, 14,881.

Classification might easily be carried out if no money depended upon individual examination, 14,877, 14,881.

## ORGANISATION OF SCHOOLS—(continued).

Mr. W. B. ADAMS.

Is strongly impressed with the value of mixed schools, 14,994, 14,996-14,998, 15,001-15,003, 15,363, 15,520.

The separation of boys and girls arose from the belief that girls were not worth educating to the same extent as boys, 14,995, 15,360, 15,499.

The moral effect of mixed schools is distinctly good, 14,999-15,001, 15,005, 15,234, 15,501-15,503, 15,520-15,522.

In mixed schools boys attend more regularly, but girls are more regular in them than in girls' schools, 15,004.

The better attendance of girls in mixed schools is due to a spirit of rivalry between them and the boys, 15,006, 15,521.

It would be quite practicable to put the head master at the head of the whole school, excepting the infants, 15,262-15,269, 15,527.

The mixed school system is rather new in London, 15,358, 15,359.

The examinations are not more lenient for girls than boys, although the Code directs them to be, 15,361, 15,362.

Private rooms are reserved for female teachers in his school; it could be done also in other schools, 15,364, 15,365.

The London School Board are introducing female teachers to the lower classes in some of the boys' schools, 15,365.

Is not aware that the supply is very short; it is difficult to get boys, but not girls, as pupil-teachers, 15,366, 15,367.

It might shut out male teachers, but educational efficiency comes first, 15,368.

Would make some changes in his school if he could classify irrespective of examination conditions, 15,370-15,378.

His school can hardly be considered a graded school by itself, 15,385-15,390.

Doubts the applicability of mixed schools to very rough districts, 15,443-15,448.

A teacher has the power of classification to a certain extent, 15,463.

Mixed schools have special but not insuperable difficulties in regard to discipline, moral training, &c., 15,497, 15,524.

They require good teachers to handle them well 15,498, 15,499, 15,523.

Parents of girls prefer mixed schools, 15,500.

They gain in courage and candour, while the cultivation of modesty, &c. is not at any disadvantage in a mixed school, 15,502.

The model of a school should be that of a well-ordered family, 15,503.

A minority of his scholars come from the lowest ranks, 15,516-15,519.

The Berger Road mixed school, Homerton, is very successful, 15,523.

The evil results of mixed schools in America is due to inefficient women teachers, 15,526, 15,527.

Scotch mixed schools are very successful, 15,527.

Miss WHITTENBURY.

Devotes about 3½ hours weekly to the kindergarten system, except to the first standard, which has one hour, 15,618-15,620.

Complains of the classifying of children of seven, and sending them, before they are fit, to work with Standard I., 15,691, 15,692.

Mr. R. WILD.

Has a lending library in the school, which is much appreciated, 15,984-15,990.

It is a very good thing to mix boys and girls, 16,038, 16,112.

Only the children of labourers at present attend his school, 16,110-16,111.

Mr. C. SMITH.

The employment of pupil-teachers in schools where classes are necessarily large should be forbidden, 16,641.

The recent changes in the Code have effected a reduction in that direction, 16,642, 16,643.

## ORGANISATION OF SCHOOLS—(continued).

Mrs. BURGWIN.

The teachers mostly live in Clapham, owing to the low character of the locality near the school, 17,372-17,374.

The distance is an advantage, 17,375, 17,376.

Home work cannot be given to the children, 17,377, 17,378.

Teachers must have liberty to keep children after school hours for punishment, 17,379-17,382.

Owing to the extreme poverty of the locality, her school is classed as one of special difficulty, 17,383, 17,384.

Cannot speak from personal experience of mixed schools, 17,431-17,434.

Mr. D. HOLDSWORTH.

Would like to make a double classification of children, but it is unattainable under the present system, 17,517, 17,564, 17,567, 17,568, 17,883, 17,884.

There would be no difficulty in moving children about to different classes, 17,565, 17,885-17,887.

The existing system does not interfere with classification in his case, 17,652-17,655.

Values mixed schools very much; has not found any distinct evil from mixing of sexes, 17,790, 17,791, 17,794, 17,795.

The presence of the girls make the boys more chivalrous; there is no tendency to lower the girls' character, 17,792-17,795.

Would like, in a few cases, to re-classify for arithmetic, 17,880-17,882.

Does not know to what extent teachers use the liberty of re-classifying in drawing, 17,888-17,892.

Reading should be handled as the class subjects are in Standards I. and II., 17,893, 17,894.

Would wish for perfect freedom in the course of study if payment on results were abolished, 17,928-17,935.

Mrs. KNOWLER.

The Code is more difficult than the previous one, 18,808-18,810.

Prefers two monitors to one pupil-teacher, 18,811-18,813.

The alterations of the Code cause some difficulty, being more exacting, 18,648, 18,649.

The monitors' teaching is not very good, 18,814, 18,815.

The school is divided into three classes, 18,816, 18,817.

Standards I. and II. are taken by the monitor, 18,818, 18,819.

Does not often leave a class at silent work in order to keep the whole school going, 18,820.

Would have the same classes as now if there were no standards, with different children, 18,821, 18,822.

Would like more freedom in classification, 18,823-18,826.

About half the children are placed higher than they should be, as they are very dull, 18,827-18,831.

Having seven standards and two class subjects to prepare makes the work very laborious and intricate, 18,917-18,921, 18,932.

Ten infants are taught in the same room; if there were a class-room she would require another teacher, 18,933-18,939.

The kindergarten system is not used, 18,935.

Mr. W. MUSCOTT.

Standards V., VI., and VII. should be grouped with liberty of classification, 18,046-18,051, 18,320, 18,325, 18,326.

Too many rules are taken up in arithmetic and too many books used for spelling, 18,052-18,055.

Too much geography is required in the upper standards, 18,056.

The Code is indefinite as regards English, 18,057.

Finds no difficulty from school being a mixed one, 18,165, 18,166, 18,449-18,451.

Seventy-five children were examined in seven standards last time, 18,253, 18,279.

Classification is disturbed by children going from standard to standard, which lowers the instruction, 18,320-18,324.

## ORGANISATION OF SCHOOLS—(continued).

Mr. W. MUSCOTT—(continued).

Does not object to playing the harmonium in the church, 18,421-18,423, 18,506, 18,507.

Work would be simplified and less staff needed with a common examination above Standard IV., 18,424, 18,431.

Has no difficulty in preparing children for the lower standards, 18,428.

There are formal meetings of the committee of management, 18,433, 18,434.

The rector is also a member of the school attendance committee, 18,435.

Would like to keep back about 30 per cent. of the children from being put into higher standards, 18,522-18,528.

Miss NAFFER.

It is easier to teach a large class than a small one, 19,153-19,155.

The infants are taught in two classes in a class-room by one monitor under supervision, 19,156-19,163.

They are taught mat weaving and outline work, 19,160, 19,161.

Mixed schools are good with careful supervision, 19,229.

Miss NEATH.

Can classify children properly under present system, 19,507, 19,508.

Complains of the uneven length of lessons, 19,509, 19,510.

The want of time is not due to the organisation, 19,513, 19,523, 19,524.

Lessons are taken according to time-table, 19,514, 19,515.

There are five standards in reading, five in writing, and five in arithmetic, 19,516-19,521.

One class includes three standards, 19,522.

There are two classes of infants for which she is responsible, 19,530-19,534.

Miss CASTLE.

Her salary is 45*l.* per annum, the school pence, and half the Government grant, 19,668, 19,675.

Grant is about 1*l.* per head, 19,673, 19,674.

Children only pay 1*d.* a week, 19,676, 19,678.

Parents of children are farmers and labourers, 19,597, 19,598, 19,677, 19,857, 19,858.

Would classify children according to their ability, 19,679, 19,680.

In each of the seven standards a different arithmetic is taught, 19,789-19,792.

There are four standards of writing and five of reading in the school, 19,793-19,796.

Pays no attention to the six standards in teaching needlework, 19,797-19,799.

Has two classes in elementary science, 19,800-19,802.

Teaches history in one class, 19,803.

Prepares the children in English according to the six standards, 19,804-19,806.

Having to teach the children according to the above 31 groups is her great difficulty, 19,807-19,809, 19,978, 19,979.

It is possible to teach and inspect on a much simpler plan in small schools, 19,810, 19,811.

The two classes of infants are taught kindergarten in the school, this causes confusion, 19,814-19,818.

The elder children get interested in the kindergarten lesson, 19,819.

Occasionally employ the more advanced scholars in teaching the younger ones, 19,937.

Could produce better results with freedom of classification, 19,950, 19,980.

All scholars examined in a given standard do not pass equally well, 20,010.

She classifies independently of the standards, 20,011-20,016, 20,019, 20,020.

There can only be one class in a small school, 20,017, 20,018.

Sometimes children are presented in a lower standard than the one in which they are taught, 20,021, 20,022, 20,083.

Would like to arrange her classes for every subject according to ability, 20,077-20,081.

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## ORGANISATION OF SCHOOLS—(continued).

Miss RANDAL.

Finds great difficulty owing to the number of standards, 20,219, 20,231, 20,232.

Mr. S. B. TAIT.

Would give a greater liberty of classification to the teachers and managers jointly, 20,333-20,335.

The Code interferes with the proper freedom of organisation, 20,351, 20,352, 20,705-20,707.

It is difficult to draw the line between an excellent and a good school, 20,353, 20,377-20,379.

Mr. E. STEVENS.

A good monitor would supply the deficiency in staff in his school, 20,972-20,976.

Compares Halstow school with his own as regards staff, salaries, and results, 20,978-20,986.

His salary and school expenditure are much beyond the average of schools of that size, 21,005, 21,008.

The general body of teachers could be trusted with perfect freedom of classification, 21,029-21,032.

Describes the curriculum in 1848 and that now in force, 21,106-21,110.

Infants were not admitted when he joined. They now are divided into two classes, 21,111-21,113, 21,117-21,119.

The assistant teacher is a woman over 18, 21,120-21,125, 21,130-21,137.

These assistants get employment in a new district on strength of the approval of the old inspectors, 21,126-21,129.

Mr. J. NEWBOLD.

Class examination might be more largely introduced into the lower standards, 21,357, 21,358.

In the upper standards individual attainments demand specific attention, 21,359.

Mr. W. RIDGEWAY.

Has seven standards arranged in classes under his own observation; gives details, 21,793-21,802.

Superintends and teaches certain subjects, 21,803-21,808.

States how the pupil-teacher is occupied during the week, 22,012-22,014.

School premises are suitable although class-room is small, 22,015-22,023.

Mr. E. HORSFIELD.

Would be satisfied with present system if teachers had more liberty of classification, 22,099-22,101.

Explains his method of classification, 22,168-22,189.

States the changes he would like to have made, 22,324-22,326.

About 20 per cent. of the children are wrongly classed, 22,381-22,384, 22,388.

With liberty of classification would be content to have every child examined, 22,389, 22,390.

The caretaker provides dinner in the school for three halfpence, 22,412-22,418.

Some of his boys have obtained scholarships offered by the Liverpool Council of Education, 22,423, 22,428.

The council has produced a good effect upon education in Liverpool, 22,429, 22,437.

Pushing a boy up hastily would have the effect of getting him within the power of employment prematurely, 22,454-22,459.

The grant would suffer by classifying children according to their acquirements, 22,482-22,486.

The board schools keep the voluntary schools up to the mark, and *vice versa*, 22,580, 22,581.

Mr. J. BRADBURY.

Honour certificates worked advantageously to those who got them, 22,759, 22,760.

They did not keep the children longer at school, 22,761.

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## ORGANISATION OF SCHOOLS—(continued).

Mr. J. SCOTSON.

An irrational plan of classification is at present enforced, 22,798, 22,799, 22,802, 23,199–23,202.  
Teachers should have perfect freedom to classify, 22,799.

The Code is too rigid and interferes materially with organisation, 22,802.

If children were classified according to ability, dull ones would probably make more headway, 22,881.

Would make arithmetic the basis of classification, but allow individual freedom, 22,882.

This would minimise the evil of inequality in other subjects which must always exist, 22,883–22,885, 23,309.

Bodily punishment is not much required, but the teacher should always retain the power, 22,971–22,973.

Suggests how good teaching would still be guaranteed if the stringent Code test was abolished, 23,199–23,201, 23,210–23,213, 23,241, 23,242.

A copy of each schools' accounts is examined by the Education Office, but it is not an audit, 23,238–23,240.

Mr. E. MORRIS.

Home lessons are given to a small extent; they occupy less than an hour, and are valuable, 23,370, 23,371, 23,544–23,547.

Has a larger number in upper standards than is usual in country schools, 23,422–23,425.

This is owing to a larger staff than most schools, and working harder than he should, 23,435.

The Llandysilio church school has not so large a proportion in the upper standards, 23,436–23,441.

Two standards are allowed to be taught together in geography; it could be done also with reading, 23,480, 23,481.

Sewing occupies four hours a week, 23,488, 23,489, 23,490.

The other school in the parish is a mixed one, 23,491.

The infants in his own school are taught in a separate class-room, 23,494–23,496.

Mr. J. H. DEVONSHIRE.

Classification was a very different thing 25 years ago, with none of the difficulties now experienced, 23,720.

The present Code prohibits the conduct of a school on the old lines, 23,721, 23,722.

If freedom of classification were allowed, the instruction in every subject would produce better results, 24,079, 24,080, 24,096–24,098.

Arithmetic would be the best test for classification purposes, 24,081, 24,082.

There would be difficulty in classifying the children in all subjects according to their ability in each separate subject, 24,083.

Sir L. T. STAMER.

Objects to the rule that children must be presented in certain standards; greater freedom of classification should be allowed, 24,128, 24,170–24,175, 24,327–24,331.

At present the brighter children are kept back, while the dull ones are at a considerable disadvantage, 24,129, 24,175, 24,211.

Teachers should be allowed to regulate the advance according to a child's ability and efficiency, 24,130, 24,131, 24,170–24,173, 24,293, 24,331.

Parents and the merit grant would act as checks upon the teacher, 24,171, 24,172, 24,331.

There are several mixed schools in his district; they work well, and particularly so when under a mistress, 24,410.

No complaints of indecency are heard, but boys after passing Standard III. are sent to the boys' school, 24,411, 24,412.

The Code changes are irritating when made every year, 24,413, 24,562.

There is a higher department in the boys' school, 24,422, 24,423.

The staff is larger and better than in ordinary schools, and there are no half-timers, 24,424, 24,427, 24,428.

The same subjects are taken in the higher as in the lower department, 24,424–24,426.

No higher elementary schools have been established by the boards at Hanley, Longton, or Burslem, 24,555, 24,556.

There are no higher schools than his own at Stoke, 24,557, 24,558.

## ORGANISATION OF SCHOOLS—(continued).

Sir L. T. STAMER—(continued).

There is no system of scholarships to enable girls and boys to go on from elementary to higher grade schools, 24,559–24,561.

Except the jump from Standard III. to IV., and English being obligatory, the Code is very fair if properly carried out, 24,563.

Rev. W. D. PARISH.

The superior refinement and culture of the girls in his district is due to the influence of the female teachers, 25,203–25,206.

In a mixed school great care is required to guard against moral danger, 25,258–25,262, 25,348–25,350.

Has no kindergarten, 25,267, 25,288.

Has seven standards and an infant class to be taught by two teachers and a monitor, 25,237, 25,289–25,294.

The Code curriculum should be simplified for rural schools, 25,295, 25,296.

Mr. J. FISH.

There should be greater freedom of classification. The standards are right in themselves, 25,455, 25,456, 25,461.

The managers should have a voice in the classification; this would be a sufficient check on the teacher. 25,457, 25,458.

This would not cause the dullards to be neglected if the payment by results is continued, 25,459.

The report that the lower classes of schools were neglected before the Revised Code was untrue, 25,570–25,574.

Children stayed at school more readily then than now, 25,575.

Was teaching at the time, and did not neglect his lower classes, 25,576, 25,577.

Has worked his school entirely with assistants recently, but hopes to have pupil-teachers again, 25,626–25,630.

Pays his ex-pupil-teachers 45*l.*, and if they do well 50*l.*, 25,631.

There is not much removal of scholars in Durham, 25,632–25,634.

Mrs. FIELDEN.

Objects to corporal punishment, 26,000–26,008.

Does not let the inspector's wishes interfere with her methods, 26,090–26,099.

Children who are well taught between the ages of four and six make more rapid progress than those who are not so taught, 26,118.

Keeps children in for punishment; has not the power to expel, except for wilful disobedience or immorality, 26,119–26,123.

Feels the stress of the Code more than an ordinary teacher, 26,124, 26,125.

Obtains high grants and good reports for her school, and could do better with more freedom, 26,230, 26,231.

Lady STEVENSON.

Children should be classified according to their power and capability for learning, 26,281, 26,282.

A child who was good in arithmetic and deficient in writing should be placed in two different standards, 26,444–26,447.

Rev. W. J. B. RICHARDS.

Would put all the children back one standard if he had liberty of classification, 26,527–26,529.

Rev. Canon WINGFIELD.

There is always a difficulty in collecting voluntary subscriptions, 27,006–27,008.

Is admitting all standards into the small junior schools, as the large school is two miles distant, 27,009–27,011.

Classification should be one of the conditions of a good school being allowed to earn a grant at all, 27,052.

## ORGANISATION OF SCHOOLS—(continued).

Rev. B. G. MAUL.

There is a mixed school under a master, his wife, and daughter, 27,348-27,351.

Mr. A. C. ROGERS.

The Code requirements are excessive for 60 per cent. of the scholars, 28,303-28,308, 28,438-28,442, 28,544.

Children are classified so to produce the greatest amount of grant on the examination day, 28,309.

Assistants teach on their own responsibility, but are subordinate to the head teacher, 28,340-28,345.

States number of hours a teacher is engaged in teaching, 28,349-28,353.

There is a great deal of dissatisfaction amongst assistants. Promotion is slow, 28,359-28,361, 28,368-28,370, 28,443-28,446.

A great many of late have gone to rural schools to take head teacherships, 28,362, 28,363.

Corporal punishment is inflicted by assistants, notwithstanding regulations to the contrary, 28,378-28,382, 28,464.

Rev. J. R. DIGGLE.

The Code does not interfere with it, but inspectors do, 29,753.

The question of grading schools was rejected by the London School Board, 29,754-29,757.

It would be an educational loss to deplete schools of their higher standard children, 29,758-29,760, 29,862.

Rev. Dr. CROSSKEY.

Have adopted the principle of grading of schools by age, not by subjects taught, 21,273-21,275.

Sharp children intending to stay at school should be moved up to the primary school at about the age of 11, 31,276.

Primary schools are intended for the working classes and small shopkeepers, 31,277, 31,278.

Mr. E. HANCE.

Teachers should be allowed to retain children for a second year in Standards I. and II. when desirable, 32,163-32,165, 32,618-32,620.

Rev. E. F. M. MCCARTHY.

The general direction that children shall be in Standard I. at age of seven is mischievous, 33,273, 33,274.

There should be re-classification of children for special subjects, 33,275, 33,276, 33,770-33,772.

To secure proper classification, admission to schools should only be at stated intervals, 33,277-33,279.

A pupil who fails in two subjects may be fit or unfit for a higher standard, 33,546-33,548.

Inspectors cannot fairly decide, from what they see on the day of examination, the classification for the next year, 33,549-33,552.

If freedom of classification were allowed, a better classification for teaching purposes would be obtained, 33,553-33,555.

The present false classification necessitates an imperfect method through no fault of the teacher, 33,556-33,558.

He re-classifies in his own school; believes teachers in secondary schools also do so, 33,768, 33,769.

In a well organised school there should not be any great variety of attainments in the different classes, 33,773, 33,774.

Mr. J. HANSON.

Advocates more freedom in adapting education to the requirements and the industries of the district, 35,389, 35,657-35,660, 35,674-35,678.

Would like to see constitutional knowledge taught, as in Switzerland, 35,659-35,663.

## ORGANISATION OF SCHOOLS—(continued).

Mr. D. J. O'DONOGHUE.

Advises a little more liberty of classification, but is satisfied with the Code generally, 35,933-35,936.

If a child is placed in a wrong standard it causes over-pressure, 36,123-36,125.

If a child passes in two subjects only he is put into the next standard, this does not secure thorough classification, 36,126-36,129.

There is indirect classification by age in the infant schools which should be done away with, 36,130-36,134.

Infants are about one-third of the total number of children, 36,223-36,228.

Rev. J. NUNN.

Would prefer schools of a more moderate size for girls, 36,945-36,948.

Mr. T. G. WRIGHT.

Their teachers are fixed to a standard for a year, which is a bad system, 37,180-37,183.

The Code interferes with freedom of organisation, there are also too frequent changes, 37,241, 37,269-37,271, 37,300-37,304, 37,307.

Inspectors have different standards and varying interpretations of the Code, 37,242.

Has known individual children rise two standards in a year, but never whole classes, 37,272-37,274.

Dull children should be allowed two years to pass a standard without lengthening the exemption list, 37,275.

Boys are not allowed to stay in the infant school after attaining their eighth year, 37,305, 37,306.

Mr. W. LEE.

There are 15 mixed board schools in Leeds, 37,781-37,783.

They work very satisfactorily, and no moral difficulties have arisen, 37,784, 37,785.

Rev. J. MENET.

In classifying his school he tries to forget standards altogether, 38,818, 38,858.

Describes the instruction, which is graduated, given to the classes, 38,836-38,847.

Does not object to a graduated curriculum, but to standards, 38,848-38,850.

A standard and a class do not mean the same thing, 38,922-38,925.

The curriculum should be left to the managers and teachers, subject to the inspection, 38,862-38,864, 38,926, 38,927.

Mr. J. NICKAL.

Many children would be kept in the same standard for two years were it not for fear of the inspector, 39,800-39,807.

Standards VI. and VII. might generally be managed in one class, 39,849.

Mr. H. BIRLEY.

The Code does not interfere with organisation if school authorities put money considerations aside, 40,281-40,283.

Rev. Prebendary DRANE.

The plan of central schools so as to unite two parishes would not do in the country, 42,095-42,097.

Rev. W. ASTON.

The main object of the Bradford School Society is the improvement of education in voluntary schools, 46,235, 46,236.

Their inspector is an ex-schoolmaster, 46,238, 46,253-46,256, 46,262, 46,263.

He visits the school generally twice a year, 46,237-46,244, 46,257-46,261.

The society exercises no control over the management of individual schools, 46,244.

## ORGANISATION OF SCHOOLS—(continued).

Rev. W. ASTON—(continued).

A subsidy is granted by the society, 46,245–46,248.  
The number of scholars in attendance under the society is under 20,000, 46,249–46,252.  
The denominational system rather postulates small schools, 46,308.

Mr. J. A. BROOKE.

Owing to limited means the voluntary schools have not improved much, 46,576–46,583.  
The average attendance at voluntary schools in 1886 was 12,104, 46,584, 46,585.  
The grant in voluntary schools has been raised about two or three shillings per head, 46,586, 46,587.  
Financial returns are not sent in from the voluntary schools, 46,589–46,591.  
No fee is charged for inspection by the Huddersfield Church Day School Association, 46,592, 46,593.  
A beneficial form of State aid would be the providing of an expert to advise school managers, 46,594–46,597.  
Poor law unions should help voluntary schools to employ health officers, 46,598, 46,599.  
If the board schools gave as good a secular and a religious education as the voluntary schools, would not object to board schools, 46,600–46,602.  
The Huddersfield Church Day School Association discourage school farming, 46,611, 46,612.  
Voluntary schools would deteriorate if this association collapsed, 46,613, 46,614.

Rev. J. J. SCOTT.

The number of schools in the Manchester diocese has been seriously reduced, 48,117.

Mr. M. WILKS.

Wants greater freedom in selecting the curriculum given to teachers and managers, 48,755–48,759.  
Would prefer education being under a Minister of Education, 48,760, 48,761.  
Some sort of a curriculum should be imposed on all schools, 48,764.  
Inspectors have interfered too much in the organisation of infant schools, 48,781, 48,783, 49,273, 49,276, 49,277.  
Some districts take a book because favoured by the inspector, 48,782.  
Is opposed to handing over education to local authorities, 49,218, 49,219.  
There would be less interference with teachers' methods and classification if inspectors were recruited from the ranks, 49,274, 49,275.

Mr. H. E. B. HARRISON.

Managers and teachers should be allowed the fullest liberty in the classification, 49,375–49,379, 49,562.  
The retention in an infant school of children over eight years of age should be forbidden, 49,378.  
Re-classification in several subjects would very seriously interfere with the organisation of a school, 49,379, 49,380.  
The junior mixed schools in his district work very well, and are more economical, 49,448.  
Would inflict a penalty on the teacher for faulty classification, 49,563, 49,564–49,568.

Mr. C. TWISS.

Managers should be allowed to organise on any suitable plan, 54,316.  
His school has been carried on as a mixed school for over 20 years, 54,369–54,371, 54,373.  
No difficulty arises from teaching children in mixed classes, 54,372.

Mr. J. F. SEABROOK.

His visits as organising master are spread over the whole diocese of Rochester, 48,284–48,287, 48,419–48,422.  
Found some schools in South London in a very poor state, 48,288, 48,289, 48,366, 48,369.  
None have collapsed in the struggle, many have greatly improved, 48,290–48,295, 48,322–48,324, 48,368, 48,369, 48,393, 48,394.

## ORGANISATION OF SCHOOLS—(continued).

Mr. J. F. SEABROOK—(continued).

Such work as his is of very great value to isolated church schools, 48,296.  
By appointing competent organising masters throughout England weak church schools could be made efficient, 48,297–48,299, 48,307–48,313.  
The farming of schools is attributable rather to the indolence than to the poverty of the managers, 48,300, 48,301.  
The worst schools may become good by effective management, 48,302–48,306, 48,395–48,397.  
He visits voluntary schools, 48,314–48,317.  
His censures on bad schools are taken in good part, 48,318, 48,319.  
The worst schools are shy of admitting his visits, 48,320, 48,321.  
It would benefit education if half the salary of the organising master was paid from public funds, 48,325–48,327.  
There are organising masters in many parts of the country, 48,327, 48,328.  
A medium-sized school is better than a large one, 48,329–48,335, 48,337, 48,428–48,432.  
There is still a feeling that it is hopeless to struggle on against the school board, 48,366–48,368, 48,370–48,373.  
Some of the best schools are in the poorest districts, 48,398–48,409.  
There are parents upon the managing committees of some schools, with good results, 48,435–48,439.  
States his method of inspecting schools, 48,440–48,449.  
Small schools can never be so effective as large ones unless they have the same expenditure upon staff and appliances, 48,450.  
The diocesan board would possibly permit a school board to pay for his services in a village school, 48,451, 48,452.

Mr. J. MURRAY.

Managers of Roman Catholic schools always separate the sexes where possible; they think it desirable on moral and educational grounds, 50,178–50,181.

Mr. H. H. S. CUNYNGHAME.

In the French primary schools 30 hours a week are given to study as against 25 in England, 51,373–51,376.  
In the Écoles Primaires Supérieures 40 hours a week are given to study, 51,377, 51,378.  
Certain boys are taken on Sundays to museums which are connected with the subjects they are studying, 51,401, 51,402.

Mr. T. SMITH.

The system of standards is wrong, 52,501, 52,502, 52,565, 52,566.  
Power to grade children might be safely allowed to teachers, 52,587–52,592.  
It is beneficial to all if high and low mix in the same school, 52,766–52,770.

Rev. Prebendary ROE.

Suggests that all children above Standard IV. in rural schools should be taught in one group, 55,030–55,036.  
For small schools there might be three instead of seven standards, provided no grant is lost, 55,044–55,046.

Mr. W. MARTIN.

Three groups instead of seven standards would give teachers sufficient freedom of classification, 55,443–55,446, 55,479, 55,481, 55,482, 55,544–55,547.  
Teachers should have liberty of classification, 55,447, 55,481.  
Points out checks that exist against children being unduly kept back, 55,448–55,452.  
Sees no difficulty to re-classifying in subjects even if individual examination is retained, 55,649–55,652.

ORGANISATION OF SCHOOLS—(continued).

Mr. J. G. FITCH.

Managers and teachers have liberty enough in the classification of scholars, 56,783-56,788, 57,672, 57,673, 58,035.

Mr. A. P. GRAVES.

The present classification leads to children being hurried through or retained in standards, 57,107.

The discretion of the managers as to keeping children in the same standard might be enlarged, 57,108.

The Voluntary Day School Association at Huddersfield has wonderfully improved the schools, 57,260-57,262, 57,268.

Something of this sort might be done in West Somerset, 57,263.

Would be glad to see all voluntary schools combined in this way, 57,267.

Mr. E. H. MCKENZIE.

Good method is the chief cause of good results, 57,368.

The equipment of infant departments in small schools is very unsatisfactory, 57,369, 57,568-57,570.

Object lessons are seldom good, and the occupation lessons are not understood, 57,370.

Children in infant schools should be grouped by intellectual and not by physical age, 57,410, 57,412.

Some inspectors have brought pressure to bear in their districts to secure grouping by age, 57,411.

The standard system interferes to a great extent with classification, 57,507-57,509.

Improper classification prevents the adoption of suitable and proper methods, 57,510, 57,511.

Advocates greater liberty of classification apart from the standards, 57,512-57,518.

Rev. F. STNGE.

The present classification leads to children being unduly retained in the standards, 58,112.

Would like as complete freedom given as possible, 58,113-58,115.

There must be either complete freedom or else teachers must be fettered in their work, 58,116, 58,117.

Sees no necessity for adopting different standards for town and country schools, 58,440.

Mr. E. H. BRODIE.

Advocates greater liberty above the third and fourth standards, 58,710-58,712, 58,824.

A small number are unduly retained in the standards, but none are hurried through, 58,744.

Suggests how those who only just pass a standard should be dealt with, 58,745.

A child who passes in two subjects is not necessarily moved up a standard next term, 58,746.

Infant schools are the most pampered, and require no more exemptions for backward children, 58,747.

Every year increases the number of schools where the kindergarten system is taught, 58,749.

Has found no moral difficulty arise in mixed schools, 58,783, 58,784.

The presence of the other sex encourages both boys and girls to greater exertions, 58,785.

It is an advantage to employ female teachers for the lower standards in boys' schools, 58,786, 58,787.

Girls do not become rough in mixed schools, 58,788.

Would like to see all the upper standards grouped in small schools, to be taught together, 58,839, 58,840.

Mr. H. E. OAKLEY.

Does not approve of re-classification in elementary schools, 59,207-59,211.

It is not desirable to press clever children through two standards in a year, 59,212.

More liberty is allowed in classification than is frequently admitted, 59,213, 59,360, 59,361.

OSTERBERG, MADAME BERGMAN.

Wishes to point out deficiencies in the physical training of girls and the mode of improving it, 52,153.

Is superintendent of physical education under the London School Board, and trains and supervises the teachers, 52,184, 52,185, 52,187, 52,188.

Was trained at the Royal Institute of Gymnastics in Stockholm, 52,186.

Has had experience in training Bristol board school teachers, 52,230.

OVER-PRESSURE.

REV. D. J. STEWART.

The subjects do not cause over-pressure, but the grant system does, 3322, 3323, 3431-3434, 3692, 3825.

There is much nervous strain on teachers in country schools, 3324, 3965.

Explains the causes which give rise to this strain, 3325, 3326.

The tendency to over-pressure did not exist to the same extent prior to 1860, 3435.

Cannot account for the frequent complaints of over-pressure of late, 3473-3475.

Managers, if discreet, can keep the requirements within proper limits, 3476-3484.

No complaints have been made of inspectors refusing to admit exemptions, 3514.

The exemption schedule is not becoming liable to abuse by putting backward scholars into it, 3555.

Over-pressure lies in the temperament of children rather than in overwork, 3581-3583, 3899.

The amount of knowledge required is not more than an average child can master, 3586.

It is not necessary for a number of subjects to be taken to secure the best report, 3692-3696.

It is the rivalry between schools that has most to do with pressure, 3697, 3698.

Managers prepare the exemption schedules, and he inquires into the different cases, 3704-3708.

Has to accept the evidence of the managers and teachers as to the condition of the children, 3709-3714.

Has seldom refused to exempt children, 3718.

Children in the exemption list do not earn a grant if they pass the examination, 3719-3721.

Has only met a few cases of over-pressure prior to 1862, 3827-3829.

Payment by results, tested by examination, has a tendency to unduly excite teachers, 3589, 3590, 3592, 3899-3906.

Class examination is preferable to individual examination, 2637-2645, 3907-3911, 4018.

Teachers have quite enough to do without Sunday work, 3965-3969.

Rev. T. W. SHARPE.

The syllabus of elementary schools is not overcrowded, 4285.

There is no over-pressure, even for dull children, if regular in their attendance, 4280, 6410, 6411, 6546, 6547.

There may be isolated cases of over-pressure, 5040, 6412, 6413.

Over-pressure is not due to class subjects nor home lessons, 6534-6535.

Home lessons where children have no proper place to study are likely to lead to overstrain, 6536, 6537.

Would prohibit the system of keeping children in, 6538-6545, 6566-6569.

Less than 200 were refused by the inspectors out of 81,000 presented, 6548-6550, 6866-6868.

It is not necessary to allow teachers the liberty of withdrawing a maximum of 10 per cent., 6551-6553.

Excitable as well as dull children suffer alike from over-pressure, 6554-6557.

If corporal punishment is prohibited, keeping children in is the only means of punishing for offences, 6685-6690.

There is less cramming now than in former years, 6697.

Mr. M. ARNOLD.

Home lessons are very general in Germany, but they are not injudiciously over-pressing, 5930-5932.

Home lessons occupy from half an hour to an hour, 5933, 5934.

## OVER-PRESSURE—(continued).

Mr. M. ARNOLD—(continued).

About the same time is occupied in France, 5935.  
There is not much over-pressure amongst teachers in England, 5997.

Over-pressure is found in excitable and precocious children more than in backward or dull children, 6058-6060.

It is not due to the introduction of class subjects, 6061, 6062.

Rev. D. J. WALLER.

Teachers, to secure good results, must press dull children or get rid of them, 6895, 6896, 7108-7114, 7159.

The requisite knowledge is not more than the average child, if regular, can acquire, 6915, 6916, 6969, 6970, 7010, 7011, 7108-7114.

Teachers are unwilling to make exemption claims, but nearly all those made have been allowed, 6917, 6918, 6997, 7068-7070.

Seventy per cent. of the schools complain of the requirements of Standard IV., 6919, 6920, 7071, 7140-7143.

The geography in Standards I. and VI. is considered excessive, 6920, 7071.

Teachers should have greater freedom in withdrawal and exemption cases, 6968, 7101.

It should be illegal to keep children beyond school hours to prepare for examination, 6968, 7101, 7192, 7193.

Allowing a per-centage of failures which would not effect the maximum grant would be a great relief, 6970.

100 per cent. of passes cannot be attained without injurious pressure, 7011.

The teachers make out the withdrawal lists, and submit them to the managers, 7106, 7107.

There is no temptation to press clever children, nor do they over-press themselves, 7112, 7113.

Rev. Canon WARBURTON.

If the instruction is spread evenly over the year no pressure exists, 8376, 8385-8389, 8526, 8527, 8571-8578, 8771, 8772.

Worry, anxiety, and rivalry lead to nervousness, headaches, and other disorders in teachers, 8377, 8614.

Pupil-teachers, as a rule, are over-strained; girls especially, 8378-8384, 8529, 8693-8695.

Home lessons should be most carefully guarded, 8388, 8389.

A delicate teacher would often feel the strain of the work, 8528.

The school hours of teachers should be still further reduced, 8529, 8694, 8770.

The amount of knowledge is not more than can be thoroughly mastered, 8530, 8750.

Irregular children are a great hindrance to the even distribution of the work over the year, 8573-8578.

More care and strictness is required to keep physically unfit candidates out of the profession, 8695.

Too much is not required from pupil-teachers, but the school drudgery unfits them for preparation, 8767-8769.

Managers and teachers are to blame for the unequal distribution of work, 8771, 8772.

Mr. A. BOURNE.

Over-pressure comes from trying to put more into the children than they are able to receive, 10,049.

Rev. Dr. GRAHAM.

The over-pressure cry is not due to physically unfit persons getting into the profession, 12,201.

There are no greater complaints of it now than formerly, 12,202.

Rev. Canon CROMWELL.

A great deal of over-pressure does exist amongst teachers, 13,858-13,860.

## OVER-PRESSURE—(continued).

Miss TREVOR.

The undue strain upon teachers arises more from over-anxiety than from teaching, 13,541-13,543.

Mr. R. WILD.

The Code is made for average children, and to bring children up to that standard causes over-pressure, 13,696, 13,695, 14,041.

If children attend irregularly, the over-pressure is greatly increased and intensified, 13,697, 13,698.

It produces under-pressure on the clever children, 13,699, 13,923, 14,043.

The Code prevents managers from putting up children as high as they can go, 13,699, 14,044.

No over-pressure exists in his school, 13,860.

Mr. J. POWELL.

It is not necessary to keep in children after school hours; the practice is bad, 15,963-15,966, 15,966-15,970.

Teachers frequently say they must do so to prepare for the inspection, 15,968.

Does not give any home lessons, 15,973-15,974.

They come pretty punctually at the beginning of school, 15,975.

Miss CASTLE.

Questions set in arithmetic to the fourth standard are too difficult, 19,643.

Mr. R. WILD.

Defines over-pressure, 13,695.

Exists largely in nearly every school in the country 13,798, 13,799.

It affects both children and teachers, especially women and young assistants, 13,800-13,802, 13,861, 13,862.

Altering the system of payments by results would diminish it, 13,803.

It does not exist on the Continent, as no money value is attached to the examinations, 13,804.

Mr. P. BAXENDALE.

Over-pressure exists to a considerable extent in his school. Defines over-pressure, 14,089-14,091.

In endeavouring to minimise it, the inspector warns the managers that they are not doing their duty, 14,092-14,098, 14,285-14,288, 14,521-14,526.

He placed the children properly, and was right not to force them on, 14,099.

Over-pressure affects most teachers, but so great is the strain, that he will leave the profession the first opportunity, 14,104, 14,105, 14,396.

Has seen many cases in his school. It shows itself by the children ailing, 14,282-14,284, 14,390, 14,391.

Home lessons have contributed largely to it at Bradford, and public attention has been called to the subject, 14,392-14,394.

Mr. J. W. GROVE.

Defines over-pressure, 14,655.

It will continue so long as the grant is paid on the result of individual examination, 14,657.

From 20 to 30 of the children are unable to master what is required, 14,661.

Several of his teachers have broken down, 14,808.

Female teachers perhaps suffer more than males; in several instances with fatal results, 14,812-14,814.

Mr. W. B. ADAMS.

Does not exist in his own school, 14,986, 15,329, 15,330.

It exists where the staff is kept down to the minimum, and in schools in poor districts, 14,986-14,988, 15,331, 15,475-15,478.

It is a great mistake to apply the same Code to all schools, 14,988, 14,989, 15,331-15,333.

More over-pressure is found amongst female than male teachers, 15,475, 15,476.

More elasticity in the needlework and arithmetic requirements would lessen it, 15,477, 15,478.



## OVER-PRESSURE—(continued).

Miss WHITTENBURY.

Has not noticed any since the instructions to inspectors and the exception schedule have been out, 15,573-15,575, 15,636.

It still occurs in particular cases; more liberty in classifying children would remedy it, 15,636-15,640, 15,682.

The wretched homes and want of food make it very necessary not to press the child's brain unduly, 15,641-15,643, 15,646, 15,693, 15,694.

Mr. J. POWELL.

Does not press a child beyond what he can do; he does not get such good grants in consequence, 15,796-15,799, 15,801.

Has found no over-pressure in his school, 15,979, 15,980.

A clever child who is anxious to get on does not over-press himself, 16,080.

Mr. D. CLARKE.

Gives instance of the death of a child from over-pressure, 16,481-16,489.

Over-pressure is not an imaginary but a real evil, 16,493-16,498.

Is obliged to keep dull children after school hours to bring them on, 16,499-16,504.

Mr. C. SMITH.

Does not keep children after school hours to prepare for the inspection, 16,685-16,690.

Home lessons, except for badly-fed children, are most desirable, 16,691-16,694.

Dull children are over-pressed even in good schools, 16,695-16,701.

Mrs. BURGWIN.

Over-pressure is attributable to the system of payment on results, 17,108, 17,109, 17,123, 17,165-17,167, 17,202, 17,323-17,325, 17,337-17,339, 17,443, 17,444.

It is the backward under-fed poor and neglected children who suffer, 17,168-17,169, 17,205, 17,445-17,447.

By the help of voluntary subscribers, since 1874, free dinners have been provided for a proportion of the children, 17,170-17,174, 17,305, 17,349-17,356.

It has made a vast difference in the children, 17,170, 17,172, 17,357.

Penny dinners were tried but they attracted a better class of children, hundreds cannot even get a penny, 17,175, 17,176.

Free dinners would greatly benefit education, 17,177.

Mr. D. HOLDSWORTH.

Has never believed much in over-pressure; the standards are fixed below the average child, 17,642-17,645.

A few cases may occur of dull or weak children being pressed too much, 17,646, 17,647.

His children are mostly a well-fed class, and not likely to suffer, 17,704, 17,705.

Any rigid scale of work must be light to some and hard to others, 17,927.

Mrs. KNOWLER.

The quantity of knowledge required causes over-pressure with dull children, 18,602-18,605, 18,650, 18,845-18,847.

Dull children should not be pressed, 18,604.

The present system produces over-pressure on the teacher, 18,651-18,653, 18,709, 18,712, 18,713, 18,723, 18,724.

Work is severe during school hours, 9 till 12 and from 2 to 4; she attends to needlework in the evening, 18,707, 18,707a, 18,710, 18,711.

Has no pupil-teacher, 18,708, 18,709.

One child had brain fever through over-pressure; other children suffer from headaches, 18,725, 18,726, 18,848-18,852.

Standards are arranged for average children, 18,846.

The starving condition of children in the parish is somewhat exaggerated, 18,905-18,916.

## OVER-PRESSURE—(continued).

Mrs. KNOWLER—(continued).

Many children are unfit for mental work, but not from starvation, 18,911-18,913.

Some class subjects can be taken without over-pressure, 18,910.

Miss NAPPER.

There is more over-pressure on the teacher than on the scholars, 19,285-19,288.

Obviates over-pressure on the dull children by interesting them, 19,289-19,292.

Knows of no female teacher who has broken down from it, 19,331.

Miss C. NEATH.

Parents have not complained of over-pressure, 19,441.

School is well ventilated, 19,442, 19,443.

Does not approve of keeping children in, 19,459-19,461.

Home lessons are seldom given, 19,462-19,464.

Miss CASTLE.

There is no over-pressure with dull children, only with quick ones, 19,637-19,639, 19,820-19,822.

The amount of knowledge required is not more than an average child can master, 19,640.

The requirements in needlework are reasonable for average children, 19,967, 19,968.

Children are not over-pressed because they grasp the thing explained to them directly, 20,009.

Does not approve of the system of keeping children in after school hours except as a punishment, 20,033, 20,034.

Home lessons are not given, 20,035, 20,036.

Mr. W. MUSCOTT.

The requirements of Standards V, VI., and VII. cause over-pressure on teachers, 18,043-18,047, 18,327, 18,328, 18,350.

There is over-pressure on the dull and irregular, who must be kept in after school, 18,329-18,333.

Mistresses of village schools are overworked, 18,350, 18,351.

His wife complains of the time which she has to devote to the preparation of the needlework, 18,352-18,357.

Mr. S. B. TAIT.

Is decreasing and is chiefly confined to the dull, delicate, and irregular children, 20,327-20,333, 20,339, 20,340.

Teachers suffer from it, 20,336, 20,593.

Pupil-teachers do not feel it much in his district, 20,338, 20,444.

Suggests remedies, 20,341-20,347, 20,354, 20,382-20,384, 20,586, 20,587, 20,591-20,593, 20,605, 20,614, 20,615.

The inspector can form a sound judgment as to the general conduct and efficiency of a school, 20,385-20,387.

Girls are quite equal to two class subjects and needlework, 20,628-20,631.

Girls have a greater inclination to work than boys, 20,632, 20,633.

Mr. E. STEVENS.

Teachers suffer from their anxiety to produce and maintain high per-centages, 20,789, 20,790.

Is felt by backward and irregular children, but might be lessened by power of classification, 20,791, 20,792.

Was ill two months last year owing to over-pressure, 20,852, 20,853.

This over-pressure would be diminished by a larger staff and proper classification, 20,854, 21,028.

Girls feel it most; it affects nervous, not dull children, 20,855, 20,968-20,971.

Managers estimate the value of a teacher by the percentage he passes and the grant he earns, 21,024, 21,025.

In examinations the teacher should not have to consider the pecuniary result, 21,026, 21,027.

## OVER-PRESSURE—(continued).

Mr. J. NEWBOLD.

There must be over-pressure under the system of payment by results, 21,333-21,335.  
Giving greater latitude to managers and teachers in classification would relieve it, 21,336.

Mr. W. RIDGEWAY.

Present system does not tend to over-pressure, 21,692-21,694, 21,780-21,783.

Children are not kept in. Home lessons are given, 21,695-21,703.

An average child can master knowledge required by the Code, 21,704.

Has known over-pressure to exist in other schools, 21,778, 21,779, 21,843, 21,844.

Over-pressure is due to faulty organisation, 21,925-21,930.

One hour's home lessons would not over-press a boy, 21,933-21,939.

Mr. E. HORSFIELD.

There is no over-pressure with average children, 22,093.

A dull child has to be pressed in order to prepare him for the examination, 22,386.

Home lessons are given, they may a little over-press weakly children, 22,406-22,409.

Does not approve of keeping children in, 22,410.

There is no over-pressure in connexion with the centre system of teachers, 22,448.

Mr. J. SCOTSON.

Defines over-pressure; the requirements are too much for dull, and too easy for clever children, 22,795-22,797.

It is increased and intensified by the physical conditions under which poor children exist, 22,796.

Freedom of classification would meet the difficulty, 22,798.

Mr. E. MORRIS.

The quantity of knowledge required causes over-pressure on teachers and children, 23,335-23,337.

The same causes of over-pressure did not exist before Mr. Lowe's Revised Code, 23,342, 23,343.

Mr. J. H. DEVONSHIRE.

Exists in every school, 23,704, 23,705.

Under-pressure exists too, 23,705.

All teachers are more or less affected by it. Many have died from brain and nervous diseases, 23,706, 23,707.

Pupil-teachers suffer from too much night work, and too little recreation, 23,708-23,712.

Arises from forcing the same amount of work out of all children, 23,713-23,715.

The amount of knowledge required is not too much, it is the method which is at fault, 23,716.

Suggests as a remedy, freedom of classification, and the total abolition of payment by results, 23,714-23,718.

Sir L. T. STAMER.

The dull are pressed to produce certain results, 24,210, 24,211, 24,298, 24,304.

Giving more freedom to teachers in classification would largely remove the disposition to over-press, 24,212, 24,300.

Pupil-teachers are over-pressed, and over-press themselves, 24,213-24,216, 24,298, 24,299, 24,304.

Does not allow children to be kept in, 24,303.

Home lessons are given; believes parents would complain if there were none, 24,305-24,307.

Rev. W. D. PARISH.

Defines over-pressure as an attempt to overweight the minds of the children, 25,081.

In rural schools it is felt before the examination, 25,080-25,086, 25,416.

Dependence upon the grant very much increases the teacher's anxiety, 25,175, 25,176.

## OVER-PRESSURE—(continued).

Mr. J. FISH.

The quantity demanded causes over-pressure. Freedom of classification and larger staff would remedy it, 25,461.

Rev. Prebendary RICHARDS.

The present system tends to over-pressure both on the dull and on the bright children, 25,813, 25,814, 25,816.

Some children recently were kept at home in the afternoon because of over-pressure in the morning, 25,815.

Does not encourage keeping children in, 25,817.

Home lessons are good for the older scholars, 25,820, 25,821.

Mrs. FIELDEN.

There has been a considerable increase of severity; dull children are over-pressed, 26,040-26,044.

There is a great deal of over-pressure on conscientious teachers, 26,045-26,047.

It is wrong to keep children in, except for punishment, 26,048, 26,051, 26,160-26,165.

Quick children are not over-pressed, the tendency is to neglect them, 26,154.

Home lessons are given in her school, is in favour of them to a limited extent, 26,155-26,159.

Lady STEVENSON.

There may be over-pressure at some schools just before the examination, 26,295-26,302.

Dull children are pressed on, while the cleverer ones are held back, 26,303-26,305.

There is danger of over-pressure existing, owing to departmental rules not being carried out, 26,435-26,439.

Rev. W. J. B. RICHARDS.

The inspectors press children on too quickly from one standard to another, 26,524-26,526, 26,606.

Parents do not wish to press their children on except to get them to work as soon as possible, 26,606, 26,607.

Rev. Canon WINGFIELD.

Exists at Welwyn. Is due to the system of individual examination and payment on results, 26,965-26,968.

Would alter the system of individual examination, and give power of proper classification, 26,969.

Has received complaints of backward children being forced on unduly, 27,111, 27,112.

Rev. R. G. MAUL.

Is much felt by teachers in country schools, 27,299-27,301, 27,388-27,392, 27,500-27,506.

In London over-pressure is chiefly confined to infant schools, 27,306-27,400.

Mr. A. C. ROGERS.

The quantity of knowledge demanded is excessive for average children, 28,286-28,291, 28,305, 28,306.

Between 94 and 96 per cent. passed in the three R's. but it was to the detriment of both teachers and children, 28,290-28,293.

The work is excessive and harassing for teachers, 28,302-28,304, 28,348, 28,532-28,543, 28,570-28,574.

The endorsement of the parchment should be abolished, 28,303.

Clever children are neglected, and teachers look after the dullards, 28,305.

Spends two hours in the evening preparing for the next day's work, 28,552, 28,553.

Mr. A. D. C. HENDERSON.

There is more over-pressure amongst half-timers than amongst ordinary scholars, 28,923.

This keeps back the day scholars where there are many half-timers, 28,924.

OVER-PRESSURE—(continued).

Rev. J. R. DIGGLE

Does not exist to any extent; no complaints are now heard, 29,745-29,747, 29,749, 29,750, 30,166.  
The result of the late inquiry satisfied the board, 29,748.

The amount of knowledge required is not more than an average child can master, 29,751.

There is no reason to suppose that inspectors do not give due effect to claims for exemption, 29,752.

Payment on individual examination is liable to over-pressure, 30,167, 30,168.

Rev. Dr. CROSSKEY.

Practically there are no cases in Birmingham, 32,781-32,782a.

The few cases of undue detention were at once stopped. Home lessons are not compulsory, 32,783-32,786

Rev. J. GILMORE.

There is none in the case of ordinary average children, but it must arise in poor districts, 34,654, 34,657.

There is none in the case of teachers, 34,655. 34,656.

Giving greater facilities of withdrawal has lessened it in the case of very dull children, 34,893

Mr. J. HANSON.

Home lessons do not involve over-pressure 35,214-35,216.

The few cases that have occurred are those of dull or weak children, 35,246, 35,247, 35,769, 35,770.

Mr. D. J. O'DONOGHUE.

The quantity of knowledge demanded does not cause over-pressure, 35,929-35,931.

There are only a few cases of over-pressure; some children are unsuitably classified as regards age, 36,120, 36,121.

Rev. J. NUNN.

There is much over-pressure, both with dull children and with quick, 36,314-36,316, 36,871, 36,872.

The board has never sought out any specific instances of over-pressure, 36,568-36,576.

The chief inspector of his district denies the alleged existence of over-pressure in schools, 36,625-36,628.

Over-pressure is more or less inherent in the present system, 36,704, 36,705, 36,870.

No over-pressure exists amongst pupil-teachers, 36,865-36,869.

There is more over-pressure upon girls, 36,871.

Attributes over-pressure largely to the system of "keeping-in," 36,940-36,943.

Mr. T. G. WRIGHT.

The present standards press somewhat heavily upon dull and unintelligent children, 37,198, 37,199, 37,224.

This pressure is reflected upon the teachers; would increase the staff and lower the standards, 37,225-37,234.

Has investigated cases where children have broken down under preparation for the examination, 37,374-37,378.

The Code instructions directing attention to classification is constantly brought to the notice of their teachers, 37,379, 37,380.

Mr. W. LEE.

Public inquiry has been made in Leeds into the question of over-pressure, 37,564-37,566.

There was none in the case of assistant teachers, and only one instance in the case of pupil-teachers, 37,567, 37,568.

None of the children appeared to suffer from over-pressure, 37,569.

Dr. MORRISON.

The only over-pressure is in small schools with only one teacher, 38,551-38,554.

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OVER-PRESSURE—(continued).

Rev. J. MENET.

The present system presses heavily on female teachers, and has caused the death of several, 38,931, 38,932, 39,180, 39,181.

Over-pressure exists chiefly amongst teachers in small schools from want of staff, 38,983-38,992.

The present system of payment on results tends to over-pressure, 39,187-39,189.

Mr. J. NICKAL.

Is the application and result of improper stimulus to the growth of intelligence, 39,784, 39,785.

Over-work among teachers is due to competition between schools, irregular attendance, and large classes, 39,786-39,795.

Over-work among pupil-teachers does not now exist under London board, 39,796-39,798

Suggests as a remedy more regularity of attendance and less competition for per-centage results, 39,799.

Mr H BIRLEY.

Over-pressure exists, but it is not necessarily caused by the knowledge required, 40,273, 40,274

As a remedy the principal teacher should have a fixed salary, and an adequate staff, 40,275, 40,509-40,511.

The home lessons of pupil-teachers should be limited to two hours per diem, 40,276.

Children's home lessons should be optional, and keeping them in restricted to 30 minutes, as a punishment for offences, 40,277, 40,278.

The amount of knowledge required is not too much for the average child, 40,279

Rev. R. BRUCE.

Teachers under the Huddersfield board are not over-pressed, 44,181, 44,182, 44,184.

Keeping children in is discountenanced by the board, 44,183, 44,198-44,200

Teachers' salaries do not depend on the grant, 44,188.

There are very few cases of over-pressure upon children, 44,197.

Mr. H. PARKER.

There are no complaints of over-pressure, 47,795, 47,990-47,994, 47,996.

It has occurred where children are detained after school hours, 47,994, 47,995.

The 22 week' system has a tendency towards over-pressure, 47,797.

Rev. J. J. SCOTT.

The evidence on this question is most conflicting, 48,213.

Mr. H. WILLIAMS.

The health of his children does not suffer from the work, 48,490.

Mr. M. WILKS.

Over-pressure is principally due to deficiencies in staff, 48,773, 48,774, 48,810.

There is over-pressure in many places on account of the starvation of the children, 48,775-48,778.

Mr. H. E. B. HARRISON.

Modifications in the classification and in the grant would reduce the danger, 49,421.

Miss Fox.

There is not much over-pressure in the infant schools, 51,674-51,679.

Some parents dread the examination, and request that their children may be kept back a year, 51,680, 51,681.

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## OVER-PRESSURE—(continued).

Mr. R. BALCHIN.

The amount of knowledge required is not sufficient to cause over-pressure, 51,754, 51,770.

Defines over-pressure, 51,755.

It exists to a small extent, 51,756, 51,757, 51,826

If managers fix an arbitrary measure of passes it would lead to over-pressure, 51,766–51,769.

Mr. T. SMYTH.

None of his children have suffered from over-pressure, 52,888, 52,889.

Mr. C. TWISS.

Exists in the case of very dull, weak, and irregular children, 54,304, 54,418.

Teachers suffer more than children, 54,305, 54,306, 54,415.

Can only suggest lowering the standards to meet any over-pressure, 54,307.

A more liberal allowance for exemptions and paying more on average attendance would relieve over-pressure, 54,308–54,310, 54,416, 54,417.

The amount exacted from average children is not more than they can fairly satisfy, 54,311.

Over-pressure makes itself felt in arithmetic and spelling, 54,313.

Mr. T. E. POWELL.

The work is easy enough for the majority, the minority only need some relief, 52,948, 52,949.

Mr. W. MARTIN.

Over-pressure is very rare, but very bright children will over-press themselves, 55,469.

Teachers in the poorest neighbourhoods suffer from overwork. The remedy is an ample staff, 55,470–55,473.

The amount of knowledge required is reasonable for average children, 55,474, 55,475.

Mr. T. HEALING.

There is very little in rural schools; there is more danger of it in town schools, 56,139–56,142.

Mr. J. G. FITCH.

The instruction in elementary schools is not so heavy as in middle class schools, 56,789, 56,790.

When people are in earnest about their work there is a little danger of overdoing it, 57,687, 57,688.

Examining irregular or dull children does not imply over-pressure at all, 57,689–57,694.

States his opinions on the agitation which arose two or three years ago, 57,746, 57,747.

Home lessons were not the cause of the alleged over-pressure, 57,748.

Very few cases of “keeping-in” have come under his notice, 57,749.

Mr. J. MCKENZIE

Over-pressure is largely due to bad classification and imperfect methods of teaching, 57,396–57,398.

OWEN, DR. ISAMBARD.

Represents the Cymmrodorion, a London society, consisting of Welshmen anxious to promote the higher interests of their country, 42,705–42,708.

PALGRAVE, MR. R. H. INGLIS.

Was chairman of the Great Yarmouth School Board for about four years; has been many years a manager of voluntary schools, and is trustee of an endowed elementary school in Norfolk, 27,518, 27,519, 27,527, 27,587, 27,588, 27,715–27,717, 27,738, 27,897.

Is acquainted with Norfolk and Suffolk schools, 27,520

PALMER, MR. JOHN.

Has been 15 years connected with the Church of England Sunday School Institute, and before that was 20 years connected with Ragged School work, 45,774

Does not visit the schools, but as general secretary all correspondence comes through his hands, and he can well form an opinion of the feeling of the country, 45,817–45,819.

## PARENTS: THE BURDEN OF THE COST ON.

Rev. D. J. WALLER.

Subscription should be increased and fees reduced, 7276, 7278.

It is not unreasonable, considering the existing power of remitting fees, 7681.

Payment of the fee tends directly to secure attendance, 7682, 7683.

Higher fees tend towards a higher average attendance, 7683–7687.

Cannot recommend all fees to be paid by the State, 7684.

Children whose fees are paid by guardians are the most irregular, and pauper children the most regular, 7685, 7740, 7741.

Many who pay 9d. should pay the whole cost, 7688, 7704.

The income from fees is now larger in proportion to the subscriptions than formerly, 7703.

A maximum fee exists for rural districts, but the fees are very low, 7705, 7706.

Raising the fee with the standard might drive poor children of the fourth standard to labour, 7708.

Control over the fees of voluntary as well of board schools is desirable, 7709.

The Government does not interfere if fees do not exceed a certain amount, 7711, 7716.

Would place the limit at which elementary education could be worked higher than 9d., 7712.

A 9d. fee would be generally inapplicable in villages, 7713–7715.

There is no necessity for the State to alter the law as to fees, 7717.

The fee of 9d. is frequently paid in respect of specific subjects, 7731.

The ability of the parent to pay should determine the fee, 7732.

Payment of fees by guardians has a degrading effect, 7738, 7763.

Parents not paupers have the greatest objection to apply to guardians, 7738, 7739, 7763, 7764.

Guardians in some places refuse to pay the fee unless the wages are less than 18s. a week, 7739.

Abolishing the fee does not promote better attendance, 7742.

Paying school fees improves the attendance, 7742.

In non-school board districts if the fee is unreasonable the Department can set up a board, 7761, 7768–7772.

At Burnley parents must make personal application to the guardians for payment of fees, 7762.

Only 25,000 children pay as much as 9d., 7765–7767.

One of the definitions of a suitable school is that the fee does not prevent attendance, 7771, 7772.

The Department can interfere where the effect of the fee is to hinder attendance, 7772.

Many parents willingly pay 9d. per week to secure good education, &c., for their children, 7276–7278, 7777–7781.

Mr. A. BOURNE.

High school fees both keep children away and make them come, 9792–9794, 10,060.

Parents like to get as good and expensive an education as they can afford, 9793.

It is an advantage that parents should help the school authorities in giving education to the children, 9930, 10,064.

Parents who can pay do not wish for free schools, 9932–9939.

The direct application of parents to guardians is objectionable, 10,043–10,046, 10,215–10,219.

High fees are an advantage, 10,064.

There is no legal obligation on parents to appear before guardians, 10,218, 10,219.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. A. BOURNE—(continued).

School boards can remit fees, but under the voluntary system parents must apply to the guardians, 10,624, 10,625, 10,677–10,680, 10,724–10,727.

This is a very great humiliation and drives children to board schools, 10,626, 10,629, 10,724–10,727, 10,914.

Is in favour of remission of fees where parents are unable to pay them, 10,627, 10,912.

It should be done in an inoffensive way to parents, 10,628, 10,677–10,680.

Children who would be admitted free into board schools should be admitted free into voluntary schools, 10,679, 10,680.

The payment of fees for indigent parents should be transferred to a neutral authority, 10,786–10,789.

School boards might take the duty, but some might be biassed in favour of their own children, 10,790–10,794.

Guardians are the most impartial authority, if the payment could be freed from its pauperising character, 10,793, 10,794, 10,913, 10,914.

Fees are largely remitted in voluntary schools, but that does not come out of public funds, 10,914.

This benefits parents, but it is an additional burden on the school, 10,915.

Mr. J. W. GROVE

Gives the fees charged in his school, 14,776.

Mr. J. POWELL.

Gives the fees charged in his school, 15,898, 15,899.

Mr. D. CLARKE.

Fees are largely remitted; gives the fees charged, 16,331, 16,332.

The paying of fees is a very great hindrance to education, which should be free, 16,333, 16,334, 16,371–16,333, 16,396, 16,397.

Mrs. BURGWIN.

About one-third pay the fees, one-third obtain remission, and the remainder shirk payment, 17,207–17,214, 17,392, 17,393.

Children who pay do not attend more regularly, 17,230.

Every facility is given to parents to obtain remission; they only appear before the committee, 17,232, 17,233, 17,440.

Those who can afford it should pay, 17,233.

The parents are hawkers, bankside labourers, &c., but they earn very little, 17,280–17,288, 17,358–17,365.

Their homes are very deplorable, and the children get very little food, 17,289–17,297.

Mr. D. HOLDSWORTH.

The burden would be unreasonable in some cases if urged mechanically, 17,526, 17,826.

Gives the fees in his schools, 17,527, 17,544, 17,545, 17,571, 17,687, 17,877–17,879, 17,938–17,940.

The burden on the parents does not damage the schools' efficiency by causing irregularity or withdrawal, 17,528, 17,572, 17,782–17,784, 17,824, 17,825.

The school board has remitted fees of indigent scholars in their schools only, 17,529.

Parents attend at the guardians' office when applying for remission, 17,530, 17,560–17,563, 17,600, 17,601, 17,827, 17,917–17,919.

The managers remit or reduce fees where parents are out of work or very poor, 17,531, 17,532, 17,686–17,691, 17,826.

The attendance of children paid for by guardians and those paid for by managers is about the same, 17,533, 17,534, 17,916, 17,917.

The majority of the parents of his scholars are skilled artisans, 17,546, 17,557, 17,810.

Is in favour of continuing the payment of fees by parents; abolishing fees would have a bad effect, 17,684, 17,685, 17,797–17,800.

Parents who are temporarily obliged to seek remission would rather apply to his managers than to a public body, 17,828–17,830.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. W. MUSCOTT.

No fees are remitted, as the parents would rather pay than apply to the guardians, 18,393–18,399.

Finds no difficulty in collecting the fees, 18,400.

Miss S. NAPPEL.

Gives the fees paid in her school, 19,108–19,112, 19,263.

There are some arrears in fees; parents will not apply to the guardians for help, 19,323–19,330.

Miss NEATH.

There is very little difficulty in obtaining the small fee, 19,387, 19,388.

Mr. E. STEVENS.

The fees in the school are 2d. and 4d. Has difficulty in collecting them, 20,808, 20,809, 20,957–20,963, 21,015, 21,225.

Has a fixed sum of 30l. from the grant, 20,964–20,967.

The school fees and his salary were both raised in 1870, 21,221–21,224.

The fees in his school, although endowed, are not lower than in neighbouring schools of the kind, 21,227–21,235.

Mr. J. NEWBOLD.

The abolition of school fees is neither demanded by parents nor called for by educational exigencies, 21,296, 21,297, 21,298, 21,409, 21,414, 21,525, 21,526, 21,528–21,532.

The Manchester School Board require children to pay fees in advance; the teacher is responsible for arrears, 21,298, 21,382, 21,383, 21,388, 21,389.

The fees in ordinary schools range from 2d. to 4d.; 6d. and 9d. are the fees in the higher grade, 21,299, 21,384–21,387.

In some unions guardians have made it easy for parents to obtain remission, 21,300, 21,476, 21,522.

The Stretford and Bolton Unions remit fees without bringing parents into contact with pauperising influences, 21,301–21,303, 21,521.

All remission should rest with the school board, 21,303.

The payment of fees by guardians is larger than the average, owing to the depression in trade, 21,304–21,306.

The total effect of school fees is favourable to regularity; free education is injurious, 21,307, 21,308, 21,375–21,379, 21,440, 21,441, 21,479, 21,480, 21,534–21,536, 21,581–21,583.

Not much time need be lost in collecting fees, 21,309.

In two board schools from eight to nine minutes was spent by each class teacher in collecting, 21,310–21,314.

In one case the head teacher collected all the pence in 45 minutes, 21,312–21,314.

The Education Aid Society was formed to secure education to the poor, by paying the fees wholly or in part, 21,316, 21,370, 21,397–21,400.

The experiment was carried out under the most favourable circumstances, 21,317.

It came to an end in 1871, the experiment showed that free entrance will not get children to school, 21,318, 21,319, 21,371–21,373.

There is a free school in Manchester, the attendance is good and regular, but it is exceptional, 21,320–21,326, 21,374–21,379, 21,401–21,404, 21,448–21,450, 21,454–21,457, 21,481–21,484, 21,581–21,584.

Sees no difficulty in collecting fees if teachers and managers adopt a firm attitude, 21,327, 21,436–21,439, 21,524.

There is no difficulty with the stipendiary magistrate when cases are brought before him, 21,328, 21,329.

Children who come without the fee are sent back for it, 21,361–21,366.

The failure of the society was made an argument for compulsion, 21,367–21,369.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. J. A. NEWBOLD—(continued)

Making teachers responsible for arrears is not objectionable, nor any grievance with them, 21,382, 21,383.

It has been a successful experiment, 21,389, 21,390.

The difficulty in collecting fees is due to the cry for free education, 21,390.

There is a feeling that it is unjust to make those pay equally for education who do not use it, 21,391, 21,408–21,421, 21,576–21,580.

About 2s. 9d. per child more is received annually in board than in voluntary schools, 21,395.

A better class than those in ordinary schools attend the higher elementary schools, 21,396.

There is no injustice in requiring the parent to contribute according to his means, 21,411–21,414, 21,420, 21,421, 21,579.

The fees yield about 12s., while the cost is about 36s. per child, 21,415–21,419.

At his Wesleyan school the fees range from 2d. to 9d., but have risen in the upper standards, 21,423–21,425.

Wesleyan schools generally have higher fees, 21,426.

The fee is seldom exacted at the expense of the meal for the child, 21,430–21,432.

Has never met with poor who are too proud to ask for exemption, 21,433–21,436.

The parent's payment is a recognition of his responsibility up to the measure of his means, 21,458, 21,459.

If the State relieves him of this duty it deprives him of his rights, 21,460, 21,461.

Those attending board schools obtain exemption without applying to the guardians, 21,471.

The board exempts about 12½ per cent., 21,472.

Guardians only pay for pauper children in board schools, 21,473, 21,474.

They also pay for attendance at voluntary schools, but it is not easy to obtain the exemption from them, 21,475–21,477.

States scale upon which the board work in remitting fees, 21,477, 21,478.

There is no reason for giving gratuitous education to one class more than another, 21,523.

As regards excluding children who do not pay, there is a difference between Roman Catholic and board schools, 21,524, 21,560.

There is no difficulty in obtaining remission in board schools, 21,527.

The movement to abolish fees arose from political rather than educational exigencies, 21,532.

Free breakfasts have been given in hard times to necessitous board school children, 21,537–21,550, 21,564–21,567.

Those who received them would be entitled to and allowed exemption from fees, 21,551–21,556, 21,579.

To excuse a child's fees because parents are idle and dissolute leaves a larger sum for idleness and dissipation, 21,561–21,563.

The point whether those who had free breakfasts should pay the fee has never been raised, 21,568, 21,569.

It would be better to charge parents a larger proportion of the cost of education if it could be done without hardship, 21,579, 21,580.

Mr. W. RIDGEWAY.

There is no difficulty in obtaining the fee, the guardians pay if parents are unable, 21,953–21,960.

No part of his salary depends on school fees, but he takes half the grant, 21,961–21,964.

Mr. E. HORSFIELD.

A fee of 6d. is charged throughout, 22,110, 22,190, 22,351.

Parents are mostly of the working classes and can afford to pay the fee, 22,191–22,193, 22,197.

There are schools with a lower fee in the district, 22,194–22,196.

Fees in other schools are lower than his in the lower, and higher in the upper standards, 22,226, 22,233, 22,350.

Has had but few complaints as to the high fee, 22,234, 22,235.

It is not exceptional, 22,348, 22,349.

Has the power, which he exercises, of selecting children, 22,352–22,354.

Cost of books is about 2s. each, but there is a fund if parents cannot afford to pay, 22,355–22,360.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. J. SCOTSON.

Ninepence is the fee in his school; there are no free places in it, 23,111–23,113, 23,235.

Mr. F. MORRIS.

Parents complain of the school fees; in some cases they deter children from attending, 23,358–23,360.

Does not approve of the county court to recover arrears of fees, 23,361.

The guardians pay the fees for 13 children, 23,362, 23,363.

Remission of fees would improve the attendance, 23,364.

Lower fees in some schools draw children there, 23,442–23,445.

No fees are remitted, but children are not turned away who do not bring the fee, 23,446–23,452.

Mr. D. CLARKE.

About ten minutes is spent by each teacher in collecting fees; those sent back for them seldom return, 16,359–16,362, 16,368–16,370.

It is reasonably easy for the children to get remission of fees, 16,363–16,365.

The whole surroundings of remission are degrading, 16,366–16,368.

Does not adhere to the board's rule of excluding children who do not pay the fee, 16,388–16,395.

Mr. S. B. TAIT.

The fees in all their schools are the same, viz., 1d., 2d., 3d., and 4d., 20,533–20,537, 20,653, 20,654.

When the board thinks parents cannot pay, the fees are remitted, 20,722, 20,723.

The payment of fees is not made a local grievance, 20,724–20,726.

Mr. J. H. DEVONSHIRE.

Gives the fees charged in his school, 23,734, 23,735, 23,777–23,780, 23,885–23,887, 24,026, 24,028.

As regards fees, his school is at the higher limit of elementary schools, 23,781, 24,027, 24,028.

His school is not specially appropriated to the Wesleyan body, 24,023–24,025.

Rev. W. D. PARISH.

Practically, all the fees are given back, and books are provided free, 25,115–25,118.

Parents have no difficulty in paying the fees, 25,123.

His school is just beyond the limit for the 10l. or 15l. grant; it is not rated, 25,308, 25,309–25,311.

If neighbouring schools adopted his fee system their financial difficulties would be solved, 25,312, 25,323–25,326.

Mr. J. FISH.

In the paper standards the fee is 4d. in Standards II. 3d., and I. 2d., 25,477, 25,478.

Rev. Prebendary RICHARDS.

No difficulty is found in getting fees paid; fees are not remitted, 25,713–25,715.

The guardians pay fees without any difficulty, 25,716–25,721.

The fees are 3d., 6d., and 9d.; in the upper department of the new school boys pay 5l. a year, 25,722, 25,723.

Rev. W. J. B. RICHARDS.

The provision of the law for the payment of fees of non-pauper children is of no use, 26,539.

Most parents object to appear before the guardians, as it is humiliating, 26,539.

Parents would be better off at the hands of the school board, 26,540, 26,599, 26,600, 26,648.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Rev. W. J. B. RICHARDS—(continued).

Would profit by such a change, 26,596-26,598, 26,650.

In his diocese the amount given is so small that it is not taken into consideration, 26,601.

School boards should be entrusted with the remission of fees, 26,651.

Would not object to a separate inquiry officer to deal with cases of this kind, 26,652.

His experience of the payment of fees by guardians is gathered from London and Roman Catholic schools, 26,682, 26,683.

Parents have to appear before the relieving officer or the guardians, 26,684, 26,707.

Is not aware that the law permits an inquiry officer to be appointed, 26,685, 26,686.

Relief cannot be given to every applicant, 26,701, 26,702.

Parents of children attending board schools receive different treatment to those attending voluntary schools, 26,703-26,706.

Objects to a system of free schools; it would lower the people in their own respect, and do harm, 26,863, 26,864.

Wishes to simplify the system of obtaining the fees in cases of necessity, 26,865.

Mr. W. B. ADAMS.

About 40 children in his department have had their fees remitted, 15,074, 15,075.

Some of the parents of children who have gained board scholarships are very poor, 15,076.

These scholarships are open to both board and voluntary schools, 15,077.

Miss WHITTENBURY.

The fee is 1*d.* a week, the board pays 10 per cent. and the guardians 2 per cent., 15,584-15,586.

Guardians would stop the out-door relief of parents if their children did not attend regularly, 15,587, 15,588, 15,607-15,609.

Mrs. BURGWIN.

One penny a week is the school fee, 17,129, 17,130.

Mr. J. BRADBURY.

The school fee is from 3*d.* to 6*d.*; there is no difficulty in collecting it, 22,619-22,621, 22,700, 22,701, 22,702.

In the upper standards a full-time scholar would pay 6*d.*, and a half-timer 4*d.*, 22,622, 22,623.

Sir L. T. STAMER.

Those who pay can well afford to do so; there are very large remissions in voluntary and board schools, 24,156.

States ground on which school fees are remitted, 24,157, 24,429-24,441.

If school fees were abolished, the amount must be made up from some other source, 24,158.

Would not abolish them, 24,159, 24,404, 24,407, 24,408.

Parents do not apply to guardians, it attaches a stigma of semi-pauperism to applicants, 24,160, 24,161, 24,188-24,190, 24,262, 24,451, 24,452.

Free schools would not benefit attendance; the children who are now free are the most irregular, 24,162, 24,163, 24,308-24,312.

Except the central schools the same class of children attend board as voluntary schools, 24,208, 24,355, 24,356.

Sixpence is willingly paid; boys are admitted from the second standard upwards, 24,209.

Suggests a mixed committee of guardians and school board members to remit fees, 24,262-24,265.

There has been a long depression in trade, and the number of free children has risen enormously, 24,406-24,408.

The number who attend irregularly because fees are demanded is very small, 24,432-24,441.

By declining to use the 25th clause a great deal of the religious difficulty is avoided, 24,452.

If fees were abolished those who have no children would complain of having to pay rates, 24,614.

PARENT: THE BURDEN OF THE COST ON—  
(continued).

Rev. Canon WINGFIELD.

Where school fees do not exceed 3*d.*, it is unadvisable to remove the burden from the parents to the country, 26,978-26,981.

At present parents like the responsibility, and meet it as far as they can, 26,982.

Many fees are paid by the guardians at Welwyn on condition that children attend every day, 26,983, 26,984.

At Welwyn parents have not to appear before the board, 27,229-27,231.

Rev. R. G. MAUL.

School fees are difficult to collect, and the worst class of parents desire free education, 27,306, 27,307, 27,310, 27,338-27,342.

Their fees are 2*d.* and 3*d.*, and they do not press heavily on the parents, 27,308-27,311, 27,352-27,354.

Schoolmistresses should have pensions, but not schoolmasters, 27,312, 27,313.

The outlook for rural voluntary schools is bad, owing to agricultural depression and the state of the clergy, 27,314.

Mr R. H. I. PALGRAVE.

As a rule parents have not felt the fees a burden, 27,553.

Formerly the board did not remit fees; parents had to apply to the guardians, 27,554, 27,555, 27,680, 27,681.

This was very cumbersome, and time was wasted, which is a serious matter to poor people, 27,556-27,558, 27,894.

In 1887 attendance suffered so much through parents' inability to pay the fees that the board remitted them, 27,888-27,890, 27,893.

The poverty of the parents has increased within the last two years, 27,891, 27,892.

The remission of fees has been beneficial to attendance, 27,894-27,898.

Mr T. WILKINSON.

Twopence is the fee at Harrow-on-the-Hill, 27,992-27,994.

The children are chiefly from the class of carpenters, bricklayers, labourers, &c, 27,996-27,999.

Mr A. D. C. HENDERSON

The fee for Standard I. is 4*d.*; the rest of the school pay 5*d.*, 28,964, 29,053.

Rev J. R. DIGGLE

The burden on the parents is not unreasonable. London parents pay 8 per cent., 29,812, 29,813.

The payment of fees has nothing to do with irregularity of attendance, 29,814, 30,637.

Attendance is always lower at schools with lower than with higher fees, 29,815-29,820.

The board tried to recover arrears through the county court, but failed, 29,821, 30,226-30,228.

It has changed its method of recovering fees, 29,822.

The present fee system seems to be working extremely well, 29,823-29,829, 30,008, 30,034-30,036, 30,206, 30,210-30,213.

The tendency has been to lower the fees rather than to raise them, 29,830.

Remission of fees does not improve the children's attendance, 29,831, 29,832, 30,097, 30,100-30,102, 30,637.

In three months 1,800 children were refused admittance through their fees being unpaid, 30,009-30,020, 30,022-30,030, 30,206-30,209.

There would be very little delay in inquiring into these cases, 30,021, 30,031-30,033.

Has not heard of teachers making themselves responsible for the fee rather than send the children away, 30,037-30,039.

Fees are remitted only when parents, through poverty, are unable to pay, 30,098, 30,099.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Rev. J. R. DIGGLE—(continued).

Managers endeavour to give remission for such time as it is needed, 30,103.

Provision is made for cases where parents can pay one week and next week cannot, 30,104.

Explains the rule with regard to incomes of families to whose children remission is granted, 30,105, 30,106.

There is no return of the attendance of children belonging to families whose incomes are just above the limit, 30,107, 30,108, 30,111.

Children whose parents are well able to pay may be expected to attend regularly, 30,109, 30,110, 30,640.

The home circumstances and not the fees cause irregularity of attendance, 30,111, 30,639.

Remission is not made unless the attendance is fairly regular, 30,112–30,115, 30,202.

The irregularity of those who now receive gratuitous education is an argument against free schools, 30,202–30,205.

Taking arrears and remissions together there is a substantial reduction under the new scheme, 30,214–30,218.

Next year a larger gross amount of fees will be received, 30,219–30,225.

There are very few children paid for by guardians, as outdoor relief as a rule includes the school fees, 30,317, 30,322.

So little relief being given in the matter of fees shows that guardians do the work imperfectly, 30,318.

Many people try to shirk payment who are able to pay, 30,568.

It is easier to exempt under the new system, and to enforce payment also, 30,569, 30,570, 30,697.

Applications for the remission of fees have increased very much of late years, 30,638.

The old system of free schools broke down in actual practice, 30,641, 30,642.

The introduction of fees gradually improved the attendance at the old free schools, 30,643.

Some fees are lower than they should be, 30,699.

The divisional members have considered the question of revising the fees, but nothing came of it, 30,700–30,702.

The average net fee is 7s. 4d. a year, 30,703–30,705.

In the penny schools the average fee is about 3s. 8d. a year, including 3s. 6d. spent on books and stationery, 30,706–30,712.

Rev. Dr. CROSSKEY.

Free orders are given in Birmingham to all children whose parents' income is beneath a certain sum, 30,977, 30,978, 21,213, 21,221, 21,222, 31,225–31,227, 32,940.

The average amount of school fees received per child is 6s. 0½d per annum, 30,979, 30,980, 30,982, 30,983.

Remission of fees encourages regularity of attendance, 30,981, 30,984, 30,986, 30,989, 30,990.

Under a free system compulsion could be more readily worked, 30,985.

No legal process is employed in the recovery of arrears of fees, if not remitted they are written off as bad debts, 30,987, 30,988, 31,267–31,270.

If fees are to be remitted in place of free schools, that method is as fair as any that can be adopted, 30,991, 30,992.

Objects to the imposition of fees, as the teacher's time is wasted, 30,993, 30,994.

In Birmingham the guardians paid for 1,717 last year, of which 408 were in board schools, 30,995–30,999, 31,262–31,266.

A free school in one neighbourhood does not supply all wants, 31,003, 31,004.

On educational grounds is in favour of universal free elementary schools, 31,005, 31,104–31,112, 31,287–31,290.

The visiting officers make inquiry as to income, rental, &c., of the free order class, 31,214–31,220.

Any attempt to revive the 25th clause would be bitterly opposed by all Nonconformists, 31,262–31,266.

Halfpenny dinners are supplied in Birmingham; last week 20,000 were given, 31,271, 31,272.

The burden of a free school system should be borne by the taxes, 31,300, 31,307.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Rev. Dr. CROSSKEY—(continued).

Such a system would produce a great social change, 31,301–31,306, 32,888.

The Department refused to reduce the fee in the Smith Street school, 32,832–32,836.

It will soon be possible to fill a town with sufficient schools for the whole population, 32,880–32,884.

The Department has recognised one free school in Birmingham, but refused others, 32,885–32,887, 33,110–33,119.

Many children still attend voluntary schools with high fees because the accommodation is limited, 32,889–32,894.

Can ascertain parents' inability to pay, but not when the fee becomes a burden, 32,935–32,940.

Is prepared to defend the free school system in every direction, even if there was no compulsion, 32,941–32,946.

The better attendance of board children whose fees are remitted is not due to the board's visiting officers. The attendance would be equally good under the free system, 32,947–32,952.

Knows of no voluntary schools where the parents have a large share in the management, 33,050–33,053.

Mr. E. N. BUXTON

The fee is an obstacle to attendance, there is a disinclination to attend on the morning it is due, 31,191, 31,192, 31,428.

Under the recent scheme if the fee is not paid the child is not admitted, but this is not carried out, 31,393–31,397, 31,414, 31,641, 31,642.

Remissions last usually 13 weeks, 31,399, 31,401, 31,766, 31,820, 31,926.

Remissions have increased, 31,402–31,405, 31,753–31,765.

The increase in the money received at first would fall off as the parents find that children are not excluded, 31,404, 31,824, 31,825.

The board are estimating for next year the same amount of fees as before, 31,406–31,408.

The remission of fees under the new scheme tends directly towards free schools, 31,409, 31,767.

The large number of parents who do not send the fee would make it difficult to bring the cases into court, 31,410–31,413.

A conviction has been obtained under the Wood judgment, 31,413.

Out of 1,800 children excluded up to Christmas there were only 32 cases of prosecution, 31,416–31,418.

Six hundred cases remain to be dealt with, the remainder either paid or were ordered back by the divisional members, 31,418–31,420.

Out of 80,000 summonses to meet the managers, 20,700 were ignored, and only 800 of this number were excluded, 31,421–31,423, 31,768.

No scheme can be devised to recover the fees, 31,424, 31,771.

No machinery can find out the ability of parents in London to pay, and the difficulty will increase, 31,425, 31,591–31,594, 31,643, 31,939, 31,940.

The collection of the fees wastes the time of the skilled teachers, 31,426, 31,637.

The attendance of remission cases is very bad, they are the children of the lowest classes, 31,428, 31,429.

Parents would send their children as regularly as now to free schools and the attendance would be improved, 31,430, 31,431, 31,676, 31,681, 31,682, 31,984, 31,985.

Voluntary as well as board schools should be free, 31,432.

There should be a fixed annual grant in lieu of fees paid out of the Consolidated Fund, 31,433–31,438, 31,598, 31,916–31,918, 31,485–31,488, 31,599, 31,736, 31,737, 31,969–31,972.

Would pay board schools and voluntary schools alike; would not allow voluntary schools to charge fees, 31,439–31,443.

The grant would equalise the pressure on voluntary schools, helping some and injuring others, 31,445–31,448, 31,838–31,841, 31,919–31,925, 31,958, 31,959.

A burden of about 2,000,000l. would fall on the Consolidated Fund if all schools were made free, 31,483, 31,484, 31,542–31,544, 31,585–31,590, 31,738–31,744, 31,772–31,775.



PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. E. N. BUXTON—(continued).

By free schools he means those in which no fee is paid, 31,539-31,541.

Is not in favour of plans for encouraging payment of fees in the place of coercion, 31,545.

Sees no moral advantage to the parents from the system of paying fees instead of taxes, 31,546-31,551, 31,596, 31,597.

The grant in lieu of fees should be kept quite distinct from any other, 31,552.

The difficulty of getting the fees and the hope of a larger attendance are his reasons for free schools, 31,595.

A large proportion of the payment out of the National Exchequer should be dependent on results, 31,600, 31,601, 31,687, 31,688.

Is afraid that local taxation for education would cause a reaction against it, 31,603-31,608.

Would like to see greater latitude given to localities, 31,609-31,611.

About one-sixth of the cost of education is paid for by fees, 31,634, 31,635, 31,686.

Parents know that the fee does not cover the whole cost, 31,636.

If fees were not collected it might be possible to do with a slightly smaller staff, 31,638, 31,639, 31,928.

The plan in existence for recovering fees before the present London board was satisfactory, 31,640.

The cases of remission are those of the poorest children, whose parents prefer their labour to their education, 31,678-31,680, 31,683-31,685.

The new scheme for collecting fees has been in existence long enough to judge of its merits, 31,726, 31,734, 31,735.

The opposition to the scheme was chiefly from the London press, 31,727, 31,728.

Parents have not been influenced by those opposed to the payment of fees, 31,729, 31,730.

Parents who can pay should be made to pay, the scheme has been loyally carried out, 31,731, 31,732.

Some development of the new scheme may yet show itself, but it seems to be a gigantic system of remission, 31,734, 31,735.

Abolishing the fee system will not make any difference to the financial position of voluntary schools, 31,745-31,750.

Advocates representative managers for voluntary schools quite apart from the question of free schools, 31,444, 31,751-31,753.

The free schools would not substitute the authority of the State for that of the parent, 31,754, 31,755, 31,762, 31,879.

In course of time free schools would have to be provided for all classes of the community, 31,760, 31,761.

The proportion of parents who do not appear in answer to the summonses gets larger, 31,769, 31,770.

It is better to remit fees if done with judgment than to allow them to fall into arrears, 31,826.

The previous system of collecting fees was bad, and the present is no better, 31,827, 31,828.

Would like to see a system of free schools up to the standard of and including the universities, 31,829-31,832, 31,867-31,870.

This would destroy all class distinctions, 31,833, 31,834.

All children being educated is a benefit to the community, 31,842, 31,843, 31,893, 31,894, 31,896.

The cost of the free system is a question of the incidence of taxation, and is in the hands of Parliament, 31,854-31,857.

Two million pounds would have to be spread over the whole of the taxpayers, 31,858-31,860.

Until five or six years ago was opposed to free education, 31,863, 31,864.

Free elementary schools are the first step towards free education for all classes, 31,865, 31,866.

The free school system would not tax the provident for the improvident, 31,871-31,878, 31,880-31,883.

Free schools might increase the tendency towards socialism, 31,884-31,887.

Does not admit the analogy between free education and the programme of the Socialists, 31,887, 31,888.

Education is a charge on the public similar to the police, 31,889-31,892, 31,895.

Would not educate men for professions at the public expense, 31,897-31,904.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. E. N. BUXTON—(continued).

Education had better be provided entirely at the public expense than partly by individuals and partly by the State, 31,905-31,907.

The average payment in fees is higher per head than formerly, but they are likely to be less, 31,908-31,915.

The only voluntary schools in difficulty are those in poor districts, 31,925.

The last four weeks show a larger proportion of remissions, 31,927.

The demand for free education is not general; the majority of the London School Board is not in favour of it, 31,929-31,933, 31,976-31,983.

Fees are remitted upon the principle that the man is unable to pay them, 31,934, 31,935.

Members allow the remissions recommended by the managers, 31,936.

A divisional member has remitted a large number of cases in opposition to his manager's recommendation, 31,937, 31,938.

The regular attendance at free schools is partly owing to irregularity being punished by dismissal in Manchester, 31,943-31,945.

The average attendance in America is not so good as in England, 31,946-31,949, 31,986-31,988.

The average attendance in foreign schools is better than ours where the conditions are similar, 31,950.

A grant in lieu of fees would make little financial difference to board schools generally, 31,951-31,953.

Schools which do not require voluntary subscriptions are not voluntary schools in the true sense, 31,954-31,957.

Men of considerable means are now sending their children to board schools, 31,974, 31,975.

Mr. E. HANCE.

No fees are remitted by the Liverpool School Board; the guardians pay for the very poor scholars, 32,192, 32,193.

The school fees rise with the standards. Gives details of fees charged in the various schools, 32,281-32,298.

The best Roman Catholic schools now turn away children who do not bring the fee, 32,314, 32,315.

A board school with a 1d fee has a larger and more regular attendance than when it was a free ragged school, 32,316, 32,317.

If fees are demanded they should be enforced, the only free education is that provided by charity, 32,476-32,482.

The fact of paying fees helps parents to discriminate as to the school they will send their children, 32,483, 32,484.

The schools with intermediate fees are the best attended, 32,485-32,487.

The plan of returning a portion of the fee to regular scholars should be more general, 32,551, 32,552.

Rev. E. F. M. MCCARTHY.

It is unfair to the working class that only those who can afford 6d. a week shall receive the best education, 33,494-33,497.

Those entering public elementary schools are in many cases of a better status than was formerly the case, 33,498-33,504.

The fees in the King Edward the Sixth Schools, Birmingham, are all low compared with other endowed schools, 33,506.

Rev. Canon McNEILE.

There is no undue burden on the parents, 33,877.

The power of paying the fees of indigent parents should be paid by the school board officers, 33,878-33,885, 34,061-34,064, 34,199-34,201.

Other schools than his own demand a month's fees in advance, 33,969-33,979.

Voluntary schools may charge what fee they please up to 9d., if they supply the accommodation of the district, 34,020-34,029.

In the higher grade schools, books and materials are charged for in addition to the fee, 34,036-34,042.

The abolition of fees would not increase the school attendance, 34,065, 34,066.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Rev. Canon McNEILE—(continued).

No scholar is admitted to school without the fee. Parents would be prosecuted for a child's absence after six weeks, 34,178-34,186.

Many parents prefer high fees because the children are not so rough, and also for the religious influence, 34,333-34,339.

Rev. J. GILMORE.

The burden is not unreasonably heavy on parents; fees are remitted by the school board, 34,671, 34,672, 34,698, 34,699, 34,875-34,877, 34,914-34,919.

Voluntary schools are under a disadvantage, because their fees are remitted by guardians, 34,673, 34,674.

There should be one authority to remit fees to parents of children, 34,675.

The fee in the voluntary schools is much the same as in the board schools, 34,767, 34,873, 34,874, 35,131.

The advocates of free education are in a minority in Sheffield, 34,878.

Free schools, if universal, would not undermine the self-respect of parents, 34,902.

A child is excluded if he does not bring the fee, if the case is not one for remission, 34,903-34,913.

States average attendance and number of remissions in one week, 35,098-35,101.

In his four schools there are 900 on the rolls, and 75 are paid for by the guardians, 35,105, 35,106.

Mr. J. HANSON

The working people of Bradford do not feel the fees oppressive, 35,326, 35,329.

Remission of fees is not desirable, 35,327-35,329.

The remission of fees depends on the state of trade, 35,331, 35,332.

The guardians should continue paying the fees of pauper children turned over to the board schools, 35,354.

Mr. D. J. O'DONOGHUE.

7½ to 10 per cent. of the children have their fees remitted, and from 2½ to 3 per cent. are paid by the guardians, 35,954.

People do not like going to the guardians. The board's standard of remission is easier than the guardians, 35,955-35,958.

Gives the fees charged in Hull. They do not press hardly on the parents, 35,985-35,987, 36,027-36,029.

The payment of fees has interfered with education to some extent in voluntary schools, 36,007, 36,009, 36,010, 36,050.

The guardians do not oblige persons to make personal application to them, 36,008.

The fees in voluntary schools in Hull are the same as in the board schools, 36,027-36,029, 36,234.

There are many unemployed in Hull; the dockside labourers' fees would be remitted if they had large families, 36,035-36,037.

Orders for remission are not given until the officer has reported on the case, 36,038-36,043.

Fourteen days are allowed in which to pay fines; if not paid, imprisonment follows, 36,044-36,049.

Rev. J. NUNN.

In the board schools parents pay less than they ought and are able to pay, 36,367.

The fees in Manchester are paid regularly, 36,368-36,371, 36,751, 36,781.

The introduction of free schools would be highly injurious, 36,372-36,374.

Fees are largely remitted in Manchester; the 25th section of the old Act should be restored, 36,375-36,377.

In board schools, teachers are made responsible for the fee of each child marked present, 36,421-36,424.

The fees in the board schools are lower than the fees in the outside districts, 36,548-36,552, 36,780.

In one or two of the upper grade schools the fees rise with the standards, 36,553, 36,556.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Rev. J. NUNN—(continued).

The parents of voluntary school children are the best supporters, and have a voice in the management, 36,745-36,747.

States what course is adopted if a child comes to school without the fee, 36,752-36,771.

About 20 per cent. of the children have the fees remitted, 36,782.

There is a successful free school in Manchester, 36,783-36,786.

Substituting an equivalent grant from the Consolidated Fund for the fee is not workable, 36,986-36,990.

Abolition of fees would interfere injuriously with the educational spirit in the community, 36,991-36,996.

The average fee in board schools, after deducting those, is 2'65d., 37,079.

Mr. T. G. WRIGHT.

Their average fee is 2d., which falls heavily upon the poorer class, 37,278-37,281, 37,285, 37,286, 37,422-37,424.

Three or four entirely free schools are wanted, 37,282, 37,285-37,288.

The guardians pay for paupers, but very little for the poor who are non-paupers, 37,283, 37,284.

The fees in the voluntary schools are higher, but they get the pick of the population, 37,289-37,292.

Mr. W. LEE.

States fees in the Leeds schools, 37,525, 37,526, 37,971, 37,972.

There is a free system of remission of fees, so the fee is no obstacle to attendance, 37,542, 37,700, 37,701, 37,837.

About 13 per cent. of number on the roll have had their fees remitted, 37,543, 37,544-37,547, 37,845, 38,020.

The average attendance is larger in the cases where the fees are remitted, 37,549, 37,839.

The remission would not be continued unless the attendance was regular, 37,550, 37,840-37,842.

In 1885, 380l. 10s. 8d. was paid by guardians, and in 1886, 403l. 9s. 7d., 37,551.

Gives the arrears in 1885 and 1886 which are written off as irrecoverable, 37,552-37,554, 37,845.

Some parents are required to pay who find it very difficult to do so, 37,673-37,677.

Exacting a school fee is no difficulty in the school attendance, nor does it injure attendance, 37,768-37,783.

There are no free or secular schools in Leeds, 37,791, 37,792.

It has been proposed to reduce a number of schools to a penny fee, but not to have free schools, 37,793-37,795, 38,024, 38,025.

Remission is harder to obtain in voluntary than in board schools, 37,796-37,800, 37,852.

The exaction of the fee has a tendency to keep some children away from school, 37,837, 37,838.

No child is excluded because he does not bring the fee, 37,843-37,851.

The school board should grant remission and pay fees both in board and voluntary schools, 37,852, 37,855.

Abolishing fees would not destroy voluntary schools if maintenance were provided for, 37,856, 37,857.

Lowering the fee for children under five to one penny has benefited the attendance, 38,021-38,024.

Mr. W. ANDERSON.

The burden on the parents is not excessive, and no difficulty is found in getting the fees, 38,193, 38,194.

The existence of fees does not drive children from school if remission cases are properly looked after, 38,195-38,198, 38,200.

Children come to board schools as the denominational school will not remit fees, 38,197-38,199.

They charge 9d. for extra-parochial children; outside Erith the guardians pay the fees of non-pauper children, 38,355-38,362.

PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. H. BIRLEY.

In board schools, Salford, the ordinary fees are from 2d. to 4d., in the higher school the fee is 8d., 40,317.

In the ordinary voluntary schools the fees are 3d. for infants and 4d. for others, 40,318, 40,359.

Payment does not press hardly upon parents, because the guardians pay for non-pauper as well as pauper parents, 40,319, 40,320, 40,327, 40,328.

The school board only remits to a very small extent for some cases in which the guardians do not pay, 40,321, 40,322, 40,329, 40,330, 40,520.

Is opposed to free schools at present; they appear unnecessary, 40,324, 40,361, 40,512-40,519, 40,556-40,558, 40,756.

Children whose fees are paid by the guardians do not attend so regularly as the others, 40,325, 40,326, 40,525-40,539.

It is no objection to the system that parents must prove their poverty as an excuse for remission, 40,520-40,523.

Parents object to go to the board of guardians, 40,524.

Children are excluded if they do not bring the fee until parents pay or obtain remission, 40,526-40,536.

There are very few at present excluded, 40,536.

Abolishing the fee would not improve the attendance, 40,537-40,540.

If board schools alone were made free, voluntary schools might take children of a higher class, 40,559, 40,560.

There is one very successful free school in Manchester, where the attendance is excellent, 40,639-40,641.

The school board petitioned Parliament for power to pay fees for non-pauper parents, 40,686-40,695.

In Manchester and Salford the 25th section of the Act of 1870 might be reverted to with safety, 40,827-40,830.

Mr. R. B. WILLIAMS.

Prepared a report on the remission of fees in 1882, 40,953, 40,954.

If schools were free of fees, the per-centage of attendance would shortly rise, 40,960, 40,963, 41,007, 41,008, 41,014-41,016.

There is very little class feeling as to mixing with poorer people than themselves amongst the poor, 41,009, 41,010.

It is always impressed upon parents who seek remission that children must come regularly, 41,014, 41,021, 41,022.

Rev. Prebendary DEANE.

The increased fee of 2d. for one child and 1d. for each succeeding child in a family is paid without difficulty, 42,098, 42,099.

Believes no child is ever kept out of school through inability to pay the fees, 42,100.

Rev. R. BRUCE.

The tariff of fees should be submitted to the Department for approval, 43,864, 44,381.

Complains of capricious fees being charged for dull, backward, or naughty children, 43,865, 43,866, 43,873-43,877, 44,251-44,255.

Fees in Huddersfield board schools range from 1d. to 4d., 43,988-43,990, 44,383.

Mr. G. J. SIZER.

About 10 children have their fees remitted in Great Bentley board school, 45,056, 45,057.

Wesleyans have to apply to the guardians for remission; there is a reluctance to do this, 45,058, 45,059.

Just now only two are paid for by the guardians, 45,060, 45,061.

Mr. J. ROBINSON.

The present burden is not unreasonable, 46,845.

The urban population would like free education, 47,009, 47,010.

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PARENTS: THE BURDEN OF THE COST ON—  
(continued).

Mr. H. PARKER.

From 5 to 10 per cent. would cover all the loss from parents refusing to pay, 47,807, 47,808.

In Birkenhead there are scarcely any children not attending school through inability of parents to pay, 47,855.

Mr. T. SMYTH.

States the fees paid for his children when at school, 52,663, 52,664.

He pays about 1l. 1s. 8d. per annum in school board rates, 52,665-52,669.

PARISH, Rev. WM. DOUGLAS.

Is vicar of Selmeston, Sussex, and has been a school manager 25 years, 25,049, 25,051-25,054.

Was formerly diocesan inspector for part of the eastern division of the county, 25,050.

PARKER, Mr. HUGH.

Has been chairman of the school attendance committee for Birkenhead since November last, and has been a member of the town council three years, 47,716-47,720, 47,790.

PARLIAMENTARY GRANT.

Mr. W. B. ADAMS.

There should be an increased grant upon the average attendance, 15,118, 15,202-15,205.

Would abolish payment for individual passes altogether, 15,119.

Mr. D. CLARKE.

Would abolish the merit grant, and give one uniform grant on the average attendance, 16,453-16,456, 16,528, 16,529.

Mrs. BURGWIN.

Where the general conditions of children are low, a more liberal award of money is needed, 17,298.

Children should not be excluded from school because of parents' improvidence, 17,299, 17,300.

In poor districts some elasticity should be afforded teachers to produce results similar to those in better districts, 17,301-17,309.

Prefers more monetary assistance to lowering the standard for the district, 17,302, 17,303.

The board has practically given this extra help, 17,303, 17,304.

Mr. S. B. TAIT.

Would give it upon the general merits of a school and the instruction combined, as tested by periodical visits, 20,529-20,531, 20,541.

It would be a mistake to distribute the grant on the three R's only, 20,539, 20,540.

Mr. E. STEVENS.

In his school the grant for last three years has averaged 59l. 10s., and the total school pence 27l., 20,867-20,870.

Does not get the special grant, 20,872.

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## PARLIAMENTARY GRANT—(continued).

Mr. J. SCOTSON.

The grant upon attendance should be increased, and that upon examination decreased, 22,798, 22,799, 22,826, 23,024, 23,027, 23,045.

His school is practically self-supporting; the grant from the Science and Art Department assists very materially, 23,016-23,018, 23,116.

Similar schools might become nearly self-supporting, 23,019.

Some elementary schools are nearly self-supporting, 23,020-23,023.

If the grant were paid upon attendance, children would attain quite as high a level, 23,025.

The influence of individual examination when coupled with money is to restrict the time for higher culture, 23,064-23,068.

Mr. J. H. DEVONSHIRE.

His school derives 180*l.* from individual examination, 23,992-23,996, 23,999.

Advocates a fixed grant for all schools, assessed on the average attendance, 24,000-24,012, 24,088, 24,089.

In cases of continued inefficiency the inspector should inquire into the cause, 24,013, 24,022.

These recommendations would remove the present difficulties, 24,019.

Rev. W. D. PARISH.

The schoolmistress receives half the grant, 25,170, 25,171.

It should depend more upon the attendance, 25,263-25,266.

The grants in his neighbourhood do not vary much, 25,343-25,347.

The large grant obtained is due to the increased regularity of attendance, 25,426, 25,433, 25,435.

Mrs. FIELDEN.

Suggests a scheme in lieu of the merit grant, which ought to be done away with, 25,938.

Her grant is a high one, 25,981, 25,982.

The severity exercised to make children pass is very great, which is the fault of the inspectors, 25,986-25,995.

Her system might be called a "distributed merit grant," 26,022, 26,023.

Rev. Canon WINGFIELD.

Need not vary to any great extent for average schools, but for any flagrant neglect a reduction should be made, 27,035-27,038.

The increased grants under the present system have been of great advantage to school teaching, 27,039-27,044.

Rev. R. G. MAUL.

His school earned 80*l.* 11*s.* 3*d.* in 1886, 27,356.

Mr. R. H. I. PALGRAVE.

The amount of grant should not depend on the school's income, 27,844-27,846, 27,927, 27,928.

The inspection would satisfy all that was wanted as to the efficiency of the school, 27,929.

It is not desirable to have any form of representation on the board of voluntary management, 27,930-27,932.

Mr. T. WILKINSON.

It is impossible to estimate the amount of the grant now as it is so precarious, 28,103-28,111.

He objects to the results which are ascertained by individual examination, 28,112, 28,113.

Rev. J. R. DIGGLE.

Would not pay more of the grant on average attendance and less on individual results, 29,774-29,776.

## PARLIAMENTARY GRANT—(continued).

Mr. E. HANCE.

The bulk of grant should be given for average attendance, 32,175, 32,207-32,212, 32,451-32,456.

There should always be a sufficient grant to a school to prevent its being financially crippled, 32,577-32,583.

Rev. J. NUNN.

A larger subsidy should be given to small and less efficient schools, 36,490-36,492.

A lower grant should be given where the fee is 9*d.*, and a higher grant to a school with a 2*d.* fee, 37,061-37,063.

Mr. W. ANDERSON.

Has no fault to find with the present system, 38,191, 38,192.

Mr. J. NICKAL.

All schools should have a large fixed grant, and a small margin of variable payment, 39,834-34,839.

Not many schools in Cheshire are farmed to teachers, 39,840, 39,841.

Rev. Prebendary DEANE.

The grant should be paid on examination, on attendance, and for teachers, 42,025, 42,169-42,172, 42,185, 42,186, 42,240-42,247, 42,293.

The teacher's salary should not depend upon the amount earned, 42,026, 42,295.

Introducing graduated attendance grants would have a good result in rural districts, 42,170-42,172.

Mr. H. E. B. HARRISON.

Grants made on an age-limit would be more satisfactory than the standard limit, 49,415, 49,416.

The time has not arrived for adopting the scheme of arranging schools in three classes according to excellence of equipment, 49,417.

The tendency of the scheme would be to raise the grants all round, 49,449-49,454.

The 12*s.* 6*d.* fixed grant would sufficiently differentiate between a good school and a bad one, 49,577.

Where the report is unfavourable a deduction would be inflicted, 49,578-49,580.

Mr. C. TWISS.

A larger amount should depend on attendance and less on individual attendance, 54,323.

Mr. W. MARTIN.

Explains how he would distribute the grant, 55,490-55,499, 55,560, 55,561, 55,627-55,632.

The inspectors should be free to examine either collectively or individually, 55,494.

The examination papers should be returned to the school, 55,501.

Mr. W. WILLIAMS.

Would not recommend a larger fixed grant, 56,552.

Prefers a system of free schools sooner than raise the grant on average attendance, 56,555, 56,556.

Mr. J. G. FITCH.

It would be a most retrograde step to give a larger fixed sum for attendance, 56,816.

States the only direction in which it would be wise to increase the annual grants made to schools, 56,823-56,824.

Does not approve of special grants being made to poor schools on the average attendance, 56,825.

Makes various suggestions as to the grants, 56,828.

Mr. E. H. BRODIE.

The larger proportion should be given on the average attendance, 58,777.

The fault of the present system is that schools that want most help get least, 58,778-58,780.

Mr. H. E. OAKELEY.

A fixed grant of 15*s.* would be too large, 59,226.

## PATON, Rev. JOHN BROWN, D.D.

Has come to urge the importance of "continuation" schools, 53,021.

## PAUPER CHILDREN IN PUBLIC ELEMENTARY SCHOOLS.

Mr. W. HOLGATE.

The use of public elementary schools is an improvement on the workhouse school system, 49,859-49,861.

Pauper children should be sent to public elementary schools, 49,955-49,961.

From some workhouses as many as 30 of each sex could be sent, 49,962-49,964.

Gives the salaries of the workhouse chaplains, 49,965-49,970.

So long as religious inspection is carried on, religion will be taught in the workhouse, 49,971-49,973.

Any objection to pauper children in elementary schools would originate with the people of the parish, 49,975-49,977.

## PAYMENT BY RESULTS.

Rev. D. J. STEWART.

Judging of a school by the per-centages obtained gives a false criterion of excellence, 3556.

These per-centages influence others in selecting teachers, 3557, 3558.

Payment by results has a tendency to unduly excite teachers, 3589, 3590, 3592.

This system does not necessarily encourage a mercenary tone of mind, 3591.

Some teachers get rid of backward pupils just before the examination, 3640, 3641, 3830, 3831.

It is inexpedient to have a system of grants which tempts teachers to do wrong, 3642.

Abolition of payment by results would be a means of giving fixed salaries to teachers, 4151-4153.

Inspection without notice would be a most valuable improvement, 4154, 4155.

Was asked by teachers to inspect without notice, 4156.

Rev. T. W. SHARPE.

The system has had both good and bad effects, 6359.

The chief bad effects have been the competition to obtain a higher per-centage, 6359, 6822, 6823.

Teachers would suffer very little if they disregarded the standards, 6360, 6361, 6479-6481.

The system is too minute to judge the results, 6362, 6363.

Could not be abandoned without lowering the general standard, 6394, 6836.

No decent school ever falls below 85 per cent. of passes, 6439-6443, 6453, 6681-6684.

Would be sorry to see the grants administered by the estimate of a man on the day of inspection, 6444-6447, 6473-6477, 6485-6490.

It would not be fair to pay no grant over 90 per cent. of the passes, 6454, 6455.

If children are properly taught there can be no cramming, 6475-6478, 6824, 6825.

Proposed a few years ago that individual examination should be applied to Standards I. and II., 6490.

Coupling the payment upon the per-centage of passes with average attendance is a great step in advance, 6512-6514.

Inspectors can ascertain whether names are removed from the registers prior to the inspection, 6515, 6516.

The system is, on the whole, adverse to small poor schools, 6815-6818.

Would be glad to see special grants given to all small or "difficult" schools, 6819-6821.

A few months before the inspection the general work of the school is suspended, 6826, 6827, 6837, 6838.

The standard of efficiency in poor schools is often quite as high as in higher class schools, 6843-6857.

A diminution in the number of passes causes a reduction in the grant, 6858-6862.

If a school yields unsatisfactory results, the teacher should not be punished by dismissal, 6863-6865.

## PAYMENT BY RESULTS—(continued).

Mr. M. ARNOLD.

The system is injurious to instruction, and has a bad effect, 5675-5681, 5749, 6041-6046.

Would resort to the system in force under the Minutes of 1846, 5682-5687, 5814, 5824, 5962, 5963, 6305, 6306.

Grants should be paid on the general examination of the school, 5695, 5760, 5761.

Teachers' salaries should be fixed, and not be dependent on the number of passes, 5697.

The system of paying teachers a share of the grant as part salary is now diminishing, 5750-5753, 6246.

Scholars should be taught so as to develop their faculties of acquiring knowledge, 5754.

Under this system the inspection should take place when the school is not in its ordinary condition, 5756-5759.

The neglect of backward children was not sufficient to warrant payment by results, 5810-5815, 6113-6118.

Children, even now, are not properly trained in the lower stages of a subject, 5816, 5817.

Individual examination has not corrected this faulty mode of teaching, 5818.

The two faults complained of at the time of the Newcastle Commission have been corrected, 5819, 5820, 6113-6118.

There was a certain amount of truth in those complaints, 5821-5823.

Would rather have no payments upon examinations, 5824-5826.

The bulk of the charge for maintaining elementary schools should fall upon local management, 5858, 5859, 5957, 6141-6143, 6230-6235, 6267-6269, 6302-6305.

The voluntary system of schools compels managers to be regardful of the grant, 5877.

Some schools are maintained entirely by the children's fees and the grants, 5878, 5879.

Instead of payment by results schools should be examined and inspected, 5971-5973.

In Zurich teachers are appointed for five years, and if their teaching is unsatisfactory they are removed, 5973, 5974.

The school managers should be compelled to provide proper apparatus and school requisites, 5975-5983, 5998-6000.

Does not attach much importance to the moral effect that payments by results has on children, 5985-5987.

Payment by results should not be retained simply by transferring it to a system of class examination, 6047, 6048.

It is undesirable that the grant should depend on the opinion of the inspector, 6049-6054.

The maintenance of the school should not depend on the inspector's report, 6055-6057.

To reduce the grant for any inefficiency punishes the school instead of the teachers, 6078, 6079.

Payment by results impairs the value of the education, and tends to cramming, which is soon forgotten, 6080-6086.

The system has made education mechanical, and teachers would prefer a more intelligent plan, 6147-6149.

Is not in favour of schools being maintained by a parliamentary grant, 6209, 6210.

Parliament would not vote the money unless there was proof of efficient teaching, 6211, 6308.

Rev. D. J. WALLER.

The examination day does not adequately test the organisation, discipline, &c. of schools, 6933, 6936, 7044, 7166.

Surprise visits do not sufficiently supplement the annual inspection, 6933, 6934.

Surprise visits, if properly carried out, would benefit schools, 6935.

Stimulates teachers to aim at financial results, 6937, 7125-7129.

Produces only such results as are ascertainable on the examination day, 6937.

Secures a definite amount of information being acquired by children, 6941.

The evils would be "cram" and over-pressure on the dull, weak, and irregular, 6942, 7125.

More inspection of schools and less individual examination are required, 6943, 6976, 7101, 7150-7157, 7166.

## PAYMENT BY RESULTS—(continued).

Rev. D. J. WALLER—(continued).

Individual examination so takes up inspectors' time that they cannot rightly assess the merit grant, 6945.

Must be retained, but the character of the school should not depend upon individual passes, 6977, 7150-7159.

The maximum grant for 90 per cent. of passes in the three R's would be acceptable, 6995, 7030.

The proportion of dull, delicate, and irregular children would be from 10 to 25 per cent., 6996.

Efforts would be still made to pass 100 per cent., 7031.

An allowance of 10 per cent. of failures would lessen the tension on teachers, 7034, 7037, 7038.

The pressure arising from emulation to pass 100 per cent. cannot be avoided, 7036.

The pressure would be lessened if individual examination was not paid for under Standard III., 7039.

The teachers get a fixed salary and a portion of the grant. This does not lead to over-pressure, 7104, 7105, 7304-7306.

Striving after high per-centages lowers the moral tone, 7125-7129.

Limiting spelling exercises to one reading-book would make the grant more secure, 7130-7135.

Individual examination might still be retained for other objects, 7150-7159.

Knows of no cases of children being punished for failing, 7158, 7159.

Greater uniformity now exists between results obtained from schools with high and those with low fees, 7194-7196.

The inspection would be as efficient if individual results were not paid for, 7197.

The suitability of the building is always a condition of the grant, 7198.

Teachers should be rewarded for what they teach and for what the children do, 7199.

Affects elementary schools only; some protection is desirable in these, 7201.

The Science and Art Department can only pay on results, 7287.

The present system works fairly well, 7305, 7306.

Rev. Canon WARBURTON.

Is wise in principle, and has done good, 8397, 8598.

There would not be the same helps to accuracy if the standards were removed, 8398.

Would be glad to get rid of the standards, but the time has not come, 8399, 8442, 8569, 8600, 8840.

The grant would be reduced if the inspector saw any copying going on, 8408, 8409.

Is more an expedient for examination purposes and tabulating results than for educational work, 8597.

Before the passing of the Act inspectors depended a good deal on general impressions, 8600-8603, 8607, 8687, 8701.

Teachers pay more attention to each pupil under the present system of individual inspection, 8606, 8607.

Is necessary at present to secure thorough and efficient inspection, 8608.

Thorough inspection is possible without paying on individual passes, 8608-8613.

Inspectors can work as intelligently under this as under the old system, 8641, 8642.

6s. 11d. out of 17s. 2½d. depends upon individual examination, 8688, 8689.

Does not suggest diminishing the amount of individual inspection, 8691.

Suggests more freedom of withdrawal and relaxation in grouping, 8691, 8692.

So much trust must be placed in teachers that inspectors must punish copying, 8696-8698.

Inspectors must trust to generalisation to a great extent in judging, 8702-8705.

Is a strong stimulant to over-pressure, 8836.

Merit might be the sole test with a perfect system of inspection, 8840.

Would not trust a young inspector to say how much a school should get, 8841, 8842.

Inspectors are recommended to distinguish the quality of the passes by "Fair," "Good," &c., 8861.

The minimum pass depends upon the standard, adopted in detail, 8862.

Examines each child, but it is not necessary to record individual passes or failure as affecting the grant, 8867.

The average of passes is an imperfect test of results, 8868.

Is the most searching test we can find, 8869.

## PAYMENT BY RESULTS—(continued).

Rev. J. DUNCAN.

The system of paying upon the results of individual passes should be dropped, 11,183, 11,190-11,195, 11,210, 11,211, 11,267, 11,305, 11,337, 11,338, 11,394, 11,398-11,401.

Schools must be tested by examination, but individual examination is unnecessary, 11,184-11,187, 11,190-11,195, 11,210, 11,305, 11,395-11,397, 11,401.

The system forces dull children faster than they can go, and retards clever ones proportionately, 11,186, 11,187, 11,209-11,211, 11,337, 11,338.

The system in vogue in 1846 was better than the present, 11,188, 11,189, 11,309.

The same results cannot be expected from all sorts of children, 11,193, 11,194, 11,402.

The system makes schools dependent on very precarious support, 11,212.

Punishing a school for not producing certain results is not wise, 11,213.

The principal part of the grant should be allotted to elementary subjects, 11,214, 11,215.

The system tends very much to produce cramming as distinguished from genuine education, 11,216, 11,337, 11,338.

A system of fixed subsidies and fixed salaries would be very satisfactory, 11,217-11,222, 11,288, 11,289.

That is practically the system in Canada, but the circumstances there differ from those here, 11,233.

The device of payment by results is only adopted in England, 11,224, 11,266, 11,267, 11,341, 11,420.

Grants need not be made to public representative bodies on a different principle from that made to clergymen, 11,268.

If a grant were obtained sufficient for the school's maintenance, local subscriptions would be unnecessary, 11,289-11,293.

There must be some system of payment by results, 11,306-11,308.

It would be impossible to go back to the system of 1846, 11,308-11,310, 11,391, 11,392.

The present system might be modified so as to bring it back more nearly to the old system, 11,311-11,314, 11,392, 11,393.

It might depend more or wholly upon class than upon individual passes, 11,315, 11,316, 11,339, 11,340, 11,395.

It would be difficult to provide for the examination for labour certificates, 11,317, 11,318.

Abolishing individual passes would not give inspectors larger powers of judging the amount to be awarded, 11,333.

Individual examination may tend to check the inspector's tendency to vary, 11,334.

The attendance grant should be increased, 11,339.

No difficulty should arise, because so much of the grant is paid to voluntary managers, 11,341-11,347.

If individual examination is dropped, the State would still have a guarantee that its money was properly spent, 11,348, 11,349.

Does not object to any amount of inspection, 11,349.

The special difficulties of the system are greater than those of the old system, 11,394.

The State has a right to see that the public money is properly applied, 11,396.

The foreign system is no argument against our handing over public money to private administration, 11,424-11,427.

Mr. R. WILD.

The Department cripples a school by withholding the grant instead of trying to improve it, 13,711, 13,712.

The State ought not to allow a bad school to exist, 13,712.

The system demoralises teachers, managers, inspectors, and everyone connected with it, 13,713-13,722.

Would abolish the system, and have no school dependent on the examination for its support, 13,725, 13,726, 13,828-13,845, 13,876.

If a teacher is hopelessly inefficient he should be discharged, 13,727-13,729, 13,838-13,842, 13,891, 13,892, 13,914-13,921, 13,970, 13,971.

Was introduced in consequence of the report of the Duke of Newcastle's Commission, 13,825-13,827.

The education of a district should be confided to a county board, 13,725, 13,726, 13,829-13,832, 13,837, 13,963-13,969.

## PAYMENT BY RESULTS—(continued).

Mr. R. WILD—(continued).

Inspectors should be appointed to guard the schools against inefficiency, 13,833-13,836, 13,838.

Children are far from being neglected now, but are over-pressed, 13,852.

Inspectors should direct their attention more to the methods of teaching rather than to the results obtained, 13,886-13,890.

The precarious nature of the system tends to demoralise schools, 13,906, 13,907.

The difference between the receipts and expenditure of a school should be provided by the locality and the State, 13,908-13,910, 13,963-13,969.

The American system of a capitation grant on the population of a certain age would not answer here, 13,911, 13,912.

At present the upper classes are neglected, 13,922, 13,923.

It is possible for a teacher to get the highest grant without getting the highest results by cramming, 13,924-13,927.

Recommends a curriculum similar to the foreign system, 13,953-13,956.

Recommends county boards when managers fail in their duty, 13,972, 13,973, 14,021.

The actual progress of each child should be tested annually under his system, 13,997, 13,998.

Fewer inspectors would be required, and a district should be allotted to each, 13,999.

Under his scheme there should be a representative body of managers during secular instruction, 14,020-14,031.

It prevents good teaching, and compels teachers to resort to cram, 13,689, 13,690.

The teachers have to work with an eye to the examination all the year through, 13,691-13,693, 13,731.

It produces over-pressure in dull and irregular children, 13,694, 13,695.

More scope should be left to districts to adapt the Code to their special requirements, 13,704.

Small rural schools require a larger grant than a town school, 13,705, 13,928-13,932.

Less should be exacted from small schools, as one teacher has to teach every standard, 13,706.

Better educational work could be obtained with comparatively limited requirements if taught thoroughly, 13,706.

Mr. P. BAXENDALE.

The system is unsatisfactory. It is impossible to pay for results, 14,117, 14,176.

It has lowered the quality of the teaching, and has produced cramming, 14,118, 14,175.

It harasses the teachers, who prefer an intelligent mode of teaching, 14,119.

By abolishing the system, half-timers could do the same work as full-timers, 14,194, 14,332, 14,337-14,340.

The fixed Government support should be paid on average attendance, 14,208-14,211, 14,333-14,335, 14,456-14,458.

Small schools require more help than the large ones, 14,336.

The average grant per head last year in his school was 18s., 14,413, 14,414, 14,449.

If a school shows unsatisfactory results, the managers should dismiss the teacher if in fault, 14,459-14,461.

A teacher, if dissatisfied with the reasons for his dismissal, should have the right of appeal, 14,462.

Mr. J. W. GROVE.

Objects *in toto* to the system, 14,658-14,669, 14,897-14,899.

It has vitiated the whole educational system, and injuriously affected all engaged in its administration, 14,670-14,673, 14,762-14,675, 14,676, 14,805-14,818, 14,850.

Every child should be examined to see that it is not neglected, 14,817, 14,818.

The system was founded upon the fallacy that the lower classes were neglected for the upper, 14,849.

It is a stimulus in the worst way, 14,850.

Suggests that children should pass a "leaving" standard, 14,851, 14,866-14,868.

## PAYMENT BY RESULTS—(continued).

Mr. J. W. GROVE—(continued).

No money should depend upon individual or any examination, 14,873, 14,874.

Would make the grant depend upon the number and rank of the teachers employed, 14,874.

Miss WHITTENBURY.

The system is very wrong; it tends to neglecting and keeping back clever children, 15,581, 15,582, 15,674.

Would alter it by putting dull children in the classes for which they are fit, 15,583.

Would not suggest giving an uniform grant to infant schools, whether good or bad, 15,674, 15,675.

The amount should vary according to the inspector's judgment of the school's excellence, 15,676-15,678.

Mr. W. B. ADAMS.

Money is paid for individual passes only in specific subjects, 15,042.

Sees no objection to substituting adequate public provision according to a school's requirements, 15,043.

If Parliament allows money for education, some return must be looked for in the way of results, 15,157.

The present system is defective, 15,158-15,163.

If schools were properly graded, painstaking masters would not get less with dull scholars, 15,161-15,163.

Pricing every subject induces teachers to look at what can be earned, and not to the children's good, 15,164, 15,165, 15,276, 15,277.

Approves generally of payment on results between Standards I. and V., although there are faults in detail, 15,189, 15,190, 15,298, 15,431.

Has no complaints to make, 15,191, 15,383.

Efficient managers should have full power of withdrawal, and inspectors should accept them, 15,192, 15,282-15,284.

The deficiency of management in some schools intensifies the exception schedule difficulty, 15,193, 15,194.

Would not hesitate to complain of the inspection, 15,195-15,199.

A fixed salary for teachers is desirable from every point of view, 15,200, 15,201.

Would allow inspectors to challenge withdrawals if they were excessive, 15,283, 15,284.

Mr. J. POWELL.

Paying for individual results is harassing to teachers, and teaching is not as efficient as the old system, 15,765, 15,857, 15,884, 16,046-16,048, 16,136.

Would abolish the grant for mere individual passes, 15,767, 15,768, 15,884, 16,062, 16,076, 16,133-16,143.

Individual examinations should be retained, but more should be paid upon the average standard attained, 15,768, 16,062-16,064, 16,076.

His school earns between 13s. and 14s. a head, 15,891, 15,892.

Would leave the judgment of the general teaching of the school to the inspector, within certain limits, 16,064-16,068, 16,076, 16,138, 16,139.

Has heard no complaints of their variability or unfair judgment in his district, 16,065, 16,066.

As an alternative teachers should have fixed salaries, and not depend upon the grant, 16,068, 16,074, 16,075, 16,144.

Mr. D. CLARKE.

The present system demoralises everybody connected with the school; it pays for imaginary results, 16,237, 16,242-16,244, 16,279, 16,280, 16,352-16,357, 16,400.

The misery and unhappiness caused by it lessens the supply of teachers, 16,293.

Would abolish payment on results altogether only it is impracticable, 16,403, 16,404, 16,407, 16,335-16,337, 16,407-16,409, 16,455-16,458, 16,464, 16,465.

Thoroughly inefficient schools should not earn the same grant as efficient ones, 16,336, 16,337.

Schools cannot be efficient with the present Government minimum of staff, 16,338.



## PAYMENT BY RESULTS—(continued).

Mr. D. CLARKE—(continued).

Knows no system at all resembling our own; in Canada teachers have a fixed salary, 16,400, 16,405, 16,406.

Giving fixed salaries here would not materially obviate the pressure in schools, 16,401, 16,402.

The chief advantage of the present system is that every child gets a modicum of education, 16,462, 16,463.

Mr. C. SMITH.

Individual examination is necessary as a test, but no notice should be taken of individual passes, 16,779–16,781, 16,787, 16,984.

If an inspector reported that a school was badly taught, an independent umpire should inquire into it, 16,784–16,786, 17,034.

Prefers substituting a varying maintenance grant for the present system, 16,788–16,797, 16,985–16,996, 17,009–17,018, 17,030–17,039.

The badness or goodness of a school should not be entirely dependent upon this system, 17,012, 17,013.

Would fine inefficient schools by deductions from the maintenance grant, 17,029–17,038.

There would be no such schools if there was proper supervision, 17,038, 17,039.

Mrs. BUREWIN.

Greater freedom of classification is wanted, 17,110–17,112, 17,125, 17,126, 17,147–17,149, 17,423.

Teachers now work the children up to the particular things to suit the individuality of the inspector, 17,111–17,114, 17,333–17,336.

The system is the fountain of over-pressure, 17,123, 17,124.

Would retain individual examination, but abolish payment for it, 17,150–17,152, 17,161, 17,278, 17,279, 17,369, 17,423, 17,428–17,430.

Above Standard IV. it might take place, but children below should not be examined individually, 17,153, 17,274–17,279.

Has no alternative to offer to the present system, 17,154–17,161, 17,180, 17,181, 17,421, 17,422.

Teachers are now the creatures of the system and have not the same love for the work, 17,334–17,336.

Mrs. KNOWLER.

Payment by results presses hardly on schools like her own, 18,977, 18,978.

The grant is about 17s. 1d. a head. The fees are 1d. and 2d. throughout the school, 18,998–19,003.

Miss NAPPER.

Has a fixed salary of 50l., house, and coals, and a third of grant, 19,100, 19,101.

Her teaching is as general as if she did not depend on the grant, 19,102–19,105.

Approves of payment by results, but would like more money, 19,134, 19,135.

Grant raised from 14l. to 19l. since she has taught, but with more children, 19,136–19,139.

Miss NEATH.

Does not like the system, 19,573–19,576.

Miss CASTLE.

Abolishing the system would lessen the interest taken in dull children, 20,092–20,094.

Children are now protected against neglect, 20,095, 20,096.

Could produce better results if she might ignore the Code, 20,174.

The teacher is compelled to work for money results, 21,075–20,179.

## PAYMENT BY RESULTS—(continued).

Mr. S. B. TAIT.

Suggests a graded grant on the three R's, and giving a larger fixed grant, 20,354, 20,355.

Teachers consider the examination rather than the good of the children, 20,356–20,358, 20,710–20,714.

On abolishing annual examination the payments should be made on the general efficiency of school conduct, 20,382–20,384.

Teachers experience much anxiety as to earning grants, but fixed salaries save them from this, 20,388, 20,389.

Mr. W. MUSCOTT.

More should depend upon a fixed grant, 18,064–18,069.

The full knowledge of children is not obtained on the examination day, 18,065, 18,066, 18,197–18,199, 18,213, 18,214, 18,305–18,309.

The fixed grant should be more approximate to the expenses, 18,080, 18,081.

There should be as few precarious grants as possible the merit grant depends practically on the attendance, 18,082–18,086.

The school is examined by the head and sub-inspectors, 18,310–18,314.

Prefers paper to oral examination in English, 18,314–18,317.

The present system causes the dullards to be unduly forced, 18,318, 18,319.

Mr. E. STEVENS.

There should be freedom of classification and choice of subjects, 20,793–20,798, 21,246.

The grant averages 11. 0s. 6d., 20,816, 20,817.

Objects to the present system of paying by individual passes, 20,857.

Would revert to the old system; under it the subjects were fewer, but better taught and remembered, 21,017–21,020, 21,276–21,282.

The grant should depend upon the average attendance and upon the results of examination, 21,240–21,243.

The examination to be by classes, not standards, the teacher to keep a child in same standard if necessary, 21,244–21,254.

Mr. J. NEWBOLD.

Individual examination is desirable, and should determine the total impression, 21,332, 21,492.

Receives a portion of the pence and grant, 21,468.

The school, when assisted by payment on results, was worked for the educational good of the district, 21,469, 21,470.

If the payment upon individual examination was very small, it might have a beneficial effect, 21,585–21,588.

Mr. E. HORSFIELD.

If system were done away with the dull children would not be pressed so much, 22,098, 22,099.

Does not like the system of pricing a child, 22,315–22,317, 22,504, 22,505.

Mr. J. BRADBURY.

Is satisfied with present system in default of a better, but managers should have freedom in classification, 22,753–22,755.

Payment should be made on a general review of the results instead of pricing each subject, 22,756, 22,757.

Teachers calculate more or less on what things will pay and work accordingly, 22,757, 22,758.

Mr. J. SCORSON.

Is opposed to payment for individual results, 23,026–23,028, 23,190.

There should be no Government grant connected with the teaching, 23,184.

It is to the interest of teachers and managers to limit the teaching to the grant, 23,185–23,188, 23,230.



PAYMENT BY RESULTS—(continued).

Mr. E. MORRIS.

Payment by results is wrong in principle, it results in cramming and causes over-pressure, 23,333, 23,337-23,341, 23,580.

The old system of payment was more satisfactory, 23,344, 23,533-23,535.

The present system creates a distaste for learning and sacrifices the clever to the dull ones, 23,345, 23,346, 23,536.

Mr. J. H. DEVONSHIRE.

Is opposed to it; under it rational methods of instruction will not be adopted, 23,718, 23,719.

Teachers regard the number of passes gained as more important than the children's intellectual welfare, 23,725-23,727, 23,779, 24,073-24,075.

Advocates for all schools a fixed grant on the average attendance, and given independently of examinations, 23,728, 23,760-23,763, 23,770, 24,000-24,008.

Has lowered the character of the inspection and injured its style and motive, 23,729, 23,730.

As many subjects were taught under the Code of 1862 as now, and the education was more thorough, 23,731.

The system should be more elastic; dull children receive too much attention, and clever ones are kept back, 23,732, 23,733.

The inspector should make a report, but the grant should not depend upon it, 23,765.

Its abolition would make the children the first thing to be considered, not the teacher, 23,722.

Dismissal of a bad teacher would not be an evil, but he should first be tried in different classes of teaching, 23,771-23,774.

Teachers consider that the present system is injurious, 24,069-24,072.

As long as money is paid on individual examination there must be a set of standards, 24,092.

Is responsible for the introduction of uneducational methods and the less intellectual training of pupils, 24,099-24,100.

Sir L. T. STAMER.

The anxiety to produce results interferes with a natural method of training and teaching, 24,226-24,229, 24,292, 24,362-24,363.

Would give more liberty to individuals in adopting methods of teaching and in class subjects, 24,230, 24,293.

All individual examination cannot be given up, 24,294.

The fixed grant should be increased and less be paid on results, 24,453-24,454.

Rev. W. D. PARISH.

Works differently in the hands of different men, but the results generally are far from good, 25,125, 25,126, 25,417.

Rev. Prebendary RICHARDS.

Would prefer payment by the results of class rather than individual examinations in standards, 25,771, 25,772, 25,838.

In his boys' school they teach in divisions, but are placed in standards for the inspector, 25,712, 25,713.

If there was no individual examination, would trust the dull children to the care of the schoolmaster, 25,773-25,776.

The inspector could examine every child in a class under the old system if he so wished, 25,777.

Would punish a school for inefficient instruction by diminishing the grant, 25,778, 25,779.

Greater scope should be given to teachers to encourage any tendency to individuality, 25,839.

Mrs. FIELDEN.

Her school is independent of the pecuniary consequences of the examination, 25,957-25,964, 26,248, 26,249.

Would get rid of payment for individual examination, but would pay for fair average ability, 26,166-26,173.

Her school earns a higher grant per head than the board schools, 26,247.

PAYMENT BY RESULTS—(continued).

Lady STEVENSON.

Would abolish the system and also individual examination in the infant school, 26,326, 26,237.

Rev. W. J. B. RICHARDS.

It is the only method by which payments can be made. Does not advocate a return to the system prior to 1860, 26,578-26,578, 26,687, 26,688, 26,866, 26,867, 26,910.

A fixed capitation grant on the numbers is better than the present precarious system, 26,911, 26,912.

Mr. J. FISH.

Teachers force their children in order to obtain a high per-centage, 25,588, 25,589.

Class examinations in all subjects would be beneficial except in arithmetic and dictation, 25,590-25,594.

Has had no complaints as to results in after-life of boys, 25,613.

This system is unsound in principle, but cannot suggest a better, 25,612-25,616.

Rev. Canon WINGFIELD.

Is an objectionable system, and leads teachers to cram children for the examination, 26,985-26,988.

There must be great uncertainty connected with it, 26,989, 26,990.

If the grant could be paid without competition, it would remove some of the objections to the system, 26,994.

Objects to individual examination. Class examination would be sufficient except in arithmetic and copy books, 27,053.

The amount of payment, whether from the rates or the grant, must not depend on results, 27,057-27,060, 27,074, 27,075.

If the examination was not satisfactory, the grant of the school should be reduced, 27,061.

Makes inspectors look more to mechanical results than into the methods and influence of the teachers, 27,095-27,102.

Rev. R. G. MAUL.

The results now are mechanical. A more elastic and free system of control would improve matters, 27,426-27,429.

Mr. R. H. I. PALGRAVE.

Can suggest no other method, but there are objections to the system, 27,588-27,590, 27,593, 27,594, 27,740, 27,847-27,851.

Concentrates teachers' attention upon pecuniary success rather than what is best for children, 27,591, 27,592, 27,741, 27,742.

Mr. T. WILKINSON.

Is no improvement on the preceding system, 27,964-27,966, 28,075, 28,076, 28,078-28,080, 28,102.

It has an unwholesome effect on teachers and on boys, 27,967-27,969.

It injuriously affects dull children, and converts them into machines, 27,971, 27,972.

Clever children do not get the help they should, 27,973.

One-fourth of the teacher's salary should depend on the grant, 28,071-28,074, 28,086, 28,087, 28,091.

The grant to schools should vary according to the excellence and efficiency of the school, 28,077, 28,078, 28,081, 28,082, 28,086.

Only a portion of the grant should depend on individual examination, 28,092-28,102.

Mr. A. C. ROGERS.

It is to the interest of teachers and managers to retain clever children in lower standards, 28,309.

The effect of the system is to lower the quality of education and produce mechanical results, 28,310.

The thoroughness of teaching is damaged by the large area to be ranged over in a limited time, 28,433, 28,434.

## PAYMENT BY RESULTS—(continued).

Mr. A. D. C. HENDERSON.

The present system tends to crowd out religious subjects for subjects that bring pecuniary results, 28,925.

Rev. J. R. DIGGLE.

London board teachers have fixed salaries, 29,777.

There seems no better way of testing results than by individual examination, 29,778, 29,782, 29,865, 29,889, 29,890, 30,160-30,165, 30,169, 30,170, 30,190, 30,191, 30,412-30,415.

It has no injurious effect upon scholars, 29,780, 29,781.

There is no reason to think individual examination is precarious, 30,171-30,173.

If the three R's were examined as class subjects, a large number of children would know nothing about them, 30,186-30,188.

Would not like teachers to examine each boy before advancing him to a fresh class, 30,189.

Rev. Dr. CROSSKEY.

Individual examination in the three R's is neither desirable nor necessary, 31,051-31,053, 32,992, 32,993, 32,994-32,998.

The elementary and secondary schools in large towns are very much superior to those of 20 years ago, 31,053-31,063, 32,746-32,748.

Individual examination need not be dependent on the grant, 31,064, 31,065.

Does not believe in the system, but to get rid of it very emphatic educational tests would have to be applied, 32,752, 32,772-32,780.

Giving the whole Government subsidy on attendance and on the inspector's report would be a mistake, 33,105, 33,106.

Mr. E. N. BUXTON.

Some portion of the grant should depend on results, 31,553, 31,554.

Fixed payments in lieu of the fees would be advantageous, 31,555-31,559.

Teachers get fixed salaries under the board, but their promotion depends upon the report, 31,555, 31,560-31,562.

It is better to have rules and standards than to leave too much to the discretion of inspectors, 31,688-31,692.

Mr. E. HANCE.

A comparative certainty of income does more to secure efficiency than large pecuniary risks, 32,173, 32,174.

Rev. E. F. M. MCCARTHY.

The system causes a considerable nervous strain and a certain amount of demoralisation, 33,264, 33,543-33,545, 33,557, 33,558, 33,781.

It produces over-pressure of the dull scholars, 33,265.

Too close accuracy is expected in the earlier stages of a child's school life, 33,266.

It leaves no time to attend to moral training, and is the main cause of corporal punishment, 33,267-33,269.

It has an injurious effect upon inspectors, 33,270.

It injuriously affects the Code, 33,271, 33,272.

Suggests a payment by machinery as a substitute for payment by results, 33,319-33,322, 33,416, 33,417, 33,475, 33,476, 33,722, 33,784, 33,785, 33,788-33,791.

Schools would then be placed in three classes, and the grant graduated on average attendance, 33,323-33,325, 33,328, 33,590-33,598, 33,715.

Schools having less than 100 scholars in country districts should be separately classed and treated specially, 33,325-33,327.

Single-inspector districts should be abolished, and a board of inspection substituted, 33,328-33,331, 33,338, 33,599, 33,603-33,607, 33,705-33,714.

In the class receiving the largest grant, the building, apparatus, staff, &c., must be satisfactory, 33,332-33,335, 33,470, 33,472, 33,568-33,570, 34,784-34,787.

A school that only provided the three R's would be relegated to the third class, 33,334, 33,471.

## PAYMENT BY RESULTS—(continued).

Rev. E. F. M. MCCARTHY—(continued).

Substituting the joint judgment of inspectors for individual judgment, would remove friction and irritation, 33,336, 33,567, 33,608-33,612, 33,704.

It would then be easier for teachers to obtain access to the higher ranks of the inspectorate, 33,337.

The Department should have power to compel a school to improve its machinery if found unsuitable, 33,339-33,341, 33,788-33,791.

Each member of the board of inspectors should pay a surprise visit to each school each year, 33,342, 33,343, 33,601, 33,602, 33,705-33,713.

Standards should not be abolished, 33,344.

The examination of half-time or whole-time "exemption" should be a labour examination, 33,345, 33,346.

The report of the school should be drawn up on the report of all three inspectors sitting as a board, 33,347, 33,564.

Entries on the teachers' parchments might be abolished, 33,348, 33,564-33,566.

No school would be permanently classed, 33,349, 33,563, 33,600, 33,317-33,725, 33,786, 33,787.

There would be adequate public guarantees that grants were properly expended, 33,350.

The rank of the school would be judged by its machinery, 33,352-33,354, 33,468, 33,473.

Inspection is necessary, but the examination should be wholly a class one, 33,354-33,361, 33,469, 32,473, 33,706, 33,714.

The inspection and the gauging of results should not be left to the locality, 33,361-33,364.

Rev. Canon McNEILE.

Points out the evil effects of this system on the teachers, scholars, and the quality of education, 33,847-33,852, 34,218-34,222.

There would be no objection to a grant being attached to the examination in religious subjects, 33,917-33,920.

It would be a great advantage to pay a fixed sum to teachers for their general attention to the school, 33,935-33,937.

The system could not be abolished altogether, 34,202-34,206.

Rev. J. GILMORE.

More time is devoted to pecuniary than to educational results; it is a system of cram, 34,665, 34,666.

It cannot be entirely abolished, but more should depend upon average attendance, 34,882-34,886, 34,891, 34,892.

This alteration would remove the over-anxiety on the part of teachers, 34,887-34,889.

Mr. J. HANSON.

Is strongly against the system. It is injurious to education, and produces over-pressure, 35,272-35,279, 35,578-35,583.

If the three R's could be taken by sample, it would materially lessen the evils of the system, 35,280-35,282, 35,335, 35,559, 35,560, 35,781.

If teachers had some freedom in the choice of subjects it would be better than the standards system. It is difficult to appreciate education by piece-work, 35,390-35,392.

There would be no cramming or preparation if examination by sample is intelligently applied, 35,561-35,564.

Payment on results cannot be abolished under the existing system, 35,586-35,589, 35,777.

Individual examination with certain limits might meet the difficulty, 35,778.

Mr. D. J. O'DONOGHUE.

It is the best system in spite of its evils, 35,944-35,946, 36,240-36,242.

Would not dispense with individual examination in the first and second standards, 36,019-36,021, 36,135, 36,136.

## PAYMENT BY RESULTS—(continued).

Rev. J. NUNN.

The system of grants needs revision, 36,340-36,345, 36,425-36,430.

Has no great objection to the present system, 36,431.

Too much is paid for specific subjects, 36,432-36,434.

The system should be modified, 36,706-36,708.

A larger amount of money should depend upon simple attendance, and less upon examination, 36,709-36,728.

Mr. T. G. WRIGHT.

Leads to cramming, not to education; would give a fixed grant on the attendance and on class examination, 37,235, 37,258-37,267.

Mr. W. LEE.

It has many defects, 37,664-37,666.

There should be more general class examinations, 37,667, 37,668, 37,859.

Less should depend on individual examination, which should be limited to Standard III. and upwards, 37,669, 37,858-37,861.

Mr. W. ANDERSON.

A fixed capitation grant would lower the quality of the teaching generally, 38,217-38,219, 38,221.

The present system tends to cramming, 38,222.

Under the present system teachers work with a view to the examination only, which is a great evil, 38,271-38,274.

Rev. J. MENET.

This question is bound up with that of the standards, which are bad for children, teachers, and inspectors, 38,723, 38,724.

Would divide the grant into three: for attendance, staff, and examination in classes, 38,751.

Managers would object to inspectors having more liberty in inspection, 38,785.

Inefficiency should be punished by reducing the grant, 38,788-38,792.

All payment for fixed subjects, individual examination, and standards should be dropped, 38,796, 38,797, 38,980, 38,981.

The Duke of Newcastle's Commission reported that only one-fourth of the children were properly educated, 39,159-39,162.

Mr. J. NICKAL.

Prefers the old system; children coming under the 22 weeks' system are neglected, 39,842-39,846.

Mr. H. BIRLEY.

Giving teachers a share in the grant leads to too much attention being paid to the earning of money, 40,291-40,293.

The system would work satisfactorily if managers took more pecuniary responsibility, 40,294, 40,295.

It is the only true guarantee the State can have of efficiency, and that every child receives an education, 40,506-40,508.

Its evils could be remedied if teachers were paid fixed salaries, and by employing sufficient staff, 40,509-40,511.

Rev. Prebendary DEANE.

Would retain a certain proportion of the payment on individual examination, 42,175-42,178, 42,294, 42,296-42,301.

The system of payment by results as the basis of the grant is good, 42,179, 42,180, 42,185, 42,293.

Before its adoption the cleverer children got too much attention and the duller ones too little, 42,181-42,184.

Rev. R. BRUCE.

The board would probably alter some of its organisation and classification but for this system, 44,489.

Leads teachers to consider what pays best, 44,460, 44,461.

## PAYMENT BY RESULTS—(continued).

Mr. H. PARKER.

In 1876 in Birkenhead they earned 3,780*l.* 6*s.* 3*d.*, and, in 1885-86, 9,473*l.* 1*s.* 9*d.*, 47,749, 47,750.

Is a very great hardship, 47,846, 47,934.

Mr. M. WILKS.

Payment on results has killed intelligence and worked out most disastrous consequences, 48,770, 48,801-48,811, 48,949, 48,974-48,984, 49,168, 49,169, 49,210.

So long as it exists the examination will be mechanical, 48,784.

The same amount should not be paid to an inefficient school as to a good school of equal size, 48,797, 48,800.

Is in favour of abolishing all payment on results, 48,946-48,949, 49,205.

Believes the former manner of examination and making grants was more rational than now, 48,968-48,973.

Educational processes cannot be tested by examination, 48,985-48,989.

It is difficult for the inspector to arrive at any solid facts in judging the tone of a school, 49,010-49,014.

The present mode of assessing education is unsatisfactory, 49,069-49,074.

Any want of integrity amongst assistant teachers in the examinations is due to the system, 49,170-49,172.

Does not object so strongly to the system in the case of class examination, 49,206, 49,207.

Some sort of individual examination should be retained to qualify for labour, 49,208, 49,209.

There would be no danger of weak scholars being neglected if individual examination were abolished, 49,211-49,216.

Mr. H. E. B. HARRISON.

The two evils are the per-centage grant and the merit grant, 49,381.

Objects strongly to payment on individual examination in Standards I. and II., 49,390, 49,581-49,586.

Mr. L. CONWAY.

There should be an increased fixed grant on capita-  
tion or attendance, 50,364.

Mr. R. BALCHIN.

The value of scientific instruction is almost entirely destroyed by individual examinations, 51,748-51,750.

Payment on individual examination is good for mechanical subjects, 51,751-51,753.

It is not the fault of the system if teachers have the mechanical results more in view than general intelligence, 51,819-51,833.

Mr. T. SMYTH.

The system has largely interfered with education, 52,247, 52,286, 52,287, 52,316-52,330, 52,419, 52,473, 52,539, 52,540.

A general examination of the school is best, without paying for any specific subjects, 52,473-52,478, 52,607, 52,608, 52,779-52,783.

Leaving teachers free to educate children according to their capacity is far better than paying on results, 52,566-52,568.

The results shown by the examination are higher than what would be shown by a thorough private investigation, 52,593-52,597.

Mr. T. E. POWELL.

The system is not satisfactory, 52,867-52,869, 52,942.

Sir P. KEENAN.

A portion of the teacher's salary should depend on the examination, 53,153.

A grant of 100,000*l.* was made in 1872 in order to introduce the system, 53,199, 53,439.

The system of result fees is arranged on a different principle from that in England, 53,237-53,243.

Making a portion of the teacher's salary depend upon results works admirably, 53,392-53,395, 53,447.

The result fees are paid for individual examination, except in the infants' class, 53,396, 53,442, 54,401.

## PAYMENT BY RESULTS—(continued).

Sir P. KEENAN—(continued).

The system does not produce over-pressure in Ireland, 53,402.

Great care is taken to see that teachers teach useful subjects, 53,403–53,406.

There is no area in Ireland which is not reaping the benefits of the results fee system, 53,444, 53,445.

Mr. C. TWISS.

If there is payment at all, it must be on results to some extent, 54,324.

The system has not improved education in really good schools, but it has stimulated inferior ones, 54,325–54,327, 54,438, 54,439.

Is in favour of retaining individual examination, 54,358–54,360, 54,362, 54,363, 54,442, 54,443.

Would make half of the grant depend on average attendance and half on individual examination, 54,361, 54,442, 54,443.

Mr. E. B. SARGENT.

The system is to blame for some of the mechanical teaching in schools, 54,728, 54,729.

Mr. W. MARTIN.

Visits without notice are especially necessary with the present system, 55,646.

The inspector's award should be the result of his experience of the method and of the result, 55,647.

Bare passes show that the teaching has not been sufficiently good, 55,648.

Does not approve of the system of paid and priced subjects; one payment is better, 55,668–55,672.

Lord LINGEN.

Some of the objections to this system could be met by modifications, 56,440.

Payment on individual passes is the only security for sufficient work, 56,438–56,442.

Mr. W. WILLIAMS.

Does not recommend the abolition of payment upon the individual pass, 56,606, 56,607, 56,640.

Mr. J. G. FITCH.

The present methods of testing results and assessing grants are the most satisfactory, 56,791, 56,792.

Payment by results should be abolished in Standards I. and II., 56,797, 57,010, 57,742.

All right estimation of a school must be founded on detail, 56,971–56,973.

An inspector has nothing to do with the award of the grant, 56,974.

Before 1862, the highest grant often went to the worst schools, 57,011–57,013.

States the general effect of the Revised Code on the teachers' aims and general intelligence of the schools, 57,571–57,579.

The report of the examination without payment would not secure improvement in neglected subjects, 57,580–57,582.

The Department desires to pay for all the elements that make up a good school, 57,583, 57,584.

The results on which the State now pays fairly represent the efficiency of the schools, 57,585–57,588.

Is in favour of the continuance of this system, 57,589–57,601.

The best teachers are not at all influenced by payment on results, 57,695–57,699.

Examination into the details of the schools is as necessary under voluntary as under board managers, 57,744.

Mr. A. P. GRAVES.

Payment by results must be retained, but there should be a fixed grant, 57,172–57,175.

Teachers prefer individual examination, but the first and second standards could be examined by sample, 57,176, 57,177.

## PAYMENT BY RESULTS—(continued).

Mr. J. MCKENZIE.

It would be better if the largest part, or the whole, of the grant could be made more certain, 57,364.

Tends to lower the standard; prefers inspection without reference to grants, 57,365–57,367.

Rev. F. SYNGE.

Great progress has been made under this system, but it might now be changed, 58,139–58,141, 58,152, 58,153, 58,211, 58,379.

Some system of payment must be retained, but the better schools might be relieved from it, 58,142, 58,143, 58,146–58,148, 58,211–58,219, 58,380–58,386, 58,513, 58,514.

Would abolish individual examination and marking, 58,144, 58,145, 58,149–58,151, 58,217–58,219, 58,413, 58,414.

Would prefer to examine children out of reading books not previously studied, 58,529–58,533.

To some extent money is being paid to keep inefficient schools alive, 58,537.

Under any system some money must be paid, 58,538, 58,539.

Mr. E. H. BRODIE.

Grants should not be dependent upon the staff and equipments, but on results, 58,818, 58,861.

Mr. P. CUMIN.

There is no individual payment in any standard, except in specific subjects, 59,492, 59,493, 59,600–59,612.

Defends the present system of examination and payment, 59,605–59,610.

Approves of examining by sample, 59,611, 59,612.

Mr. H. E. OAKELEY.

Suggests plan which would remove some of the objections to the system, 59,214, 59,215, 59,359.

Would abolish tabulating the results of individual examination in Standards I. and II., 59,214, 59,215, 59,359.

## PENNY DINNERS.

Mr. W. LEE.

The "Poor Children's Dinner Society" provides penny dinners in about half a dozen centres in Leeds, 37,862, 37,863.

It is not self-supporting, but depends on voluntary subscriptions, 37,864–37,870.

Miss C. FOX.

A great many of the children have only a piece of bread for dinner, and a few come without having had any breakfast, 51,648, 51,649.

No system of penny dinners in Ireland, 51,650.

The charitable societies supply clothes, but not food, 51,651.

The physical condition of the children has not interfered with their receiving instruction, 51,652, 51,653.

Mr. T. E. POWELL.

Many children in his district are half-starved, 53,007–53,009.

Free dinners have been started by Mr. Sims, 53,010.

In some districts education must be free, and nourishment must also be supplied, 53,011–53,013.

Mr. H. R. WILLIAMS.

School board buildings in poor districts should be utilised for voluntary supply of food, 53,762–53,766.

Gives details of the system in Hornsey, 53,766, 53,771–53,784.

The number of applicants for gratuitous dinners increases only in times of great privation, 53,768.

The dinners are given from December to March, 53,769, 53,770.

## PENNY DINNERS—(continued).

Rev. F. SINGE.

Penny dinners have been supplied at several of the large schools in Norwich, 58,318.

There was no great necessity for them last winter, 58,319.

There is no great need for them in country schools, 58,320, 58,321.

## PENSIONS TO TEACHERS.

Rev. D. J. STEWART.

The pension scheme under the Minutes of 1846 should be restored, 2334-2343, 2466-2468, 2534-2544, 2764, 2765, 2963.

Teachers would retire on a pension earlier than they do now, 2575-2580.

In London teachers obtain higher salaries than they did under the old pension scheme, 2587-2591.

Teachers in receipt of pensions might work at a lower rate of wages than other persons would, 2766-2770.

Without the prospect of pension many would not enter the profession, 2771.

Friendly and other societies provide for the purchase of a pension, but thousands make no provision for sickness or superannuation, 2772-2775.

The promises made before the Revised Code, as to pensions, have been fairly fulfilled, 2956-2958.

Applications of old teachers must be sent through the inspector. Recollects no refusals under the new conditions of 1875, 2959-2961.

A system might be established to which teachers could largely contribute, 2962-2964, 3079, 3080, 3122-3125.

Schools now staffed by old teachers would not be better taught if handed over to younger teachers, 2965.

Has never known the Government assist in forming a pension scheme for persons not in their employ, 3079.

Gives particulars of teachers' salaries in 1846 and now, 3193-3198.

In Prussia and Saxony the State contributes to the pension fund. The teachers pay one per cent. on their salaries, 3199, 3200.

The highest salary in Berlin is about 200l. a year, while many teachers in England receive larger salaries, 3201-3206.

Rev. T. W. SHARPE.

Has not considered this question fully, 4233.

Suggests a deduction from the grant to aid the fund, 4486.

Has known many hard cases of teachers of small rural schools reduced to indigence in old age, 4487-4490.

The salaries of country teachers are not sufficiently large to enable them to provide for old age, 4380, 4681.

The condition that a teacher, when applying for a pension, must be engaged, presses hardly on some, 4682-4685.

Mr. M. ARNOLD.

There is a complete pension system for service in every foreign country he has visited, 5124-5127, 5557, 6290.

Recommends the system of pensions in England, 5408, 5558.

Teachers in France are entitled to a small pension after 10 years, if disabled by illness, 5559, 6291.

Teachers contribute to the pension fund on the Continent, and in some countries widows and orphans obtain pensions, 6292.

Attaches much importance to the pension system, 6293-6295.

Mr. T. W. ALLIES.

Nine years ago the committee tried to establish a pension fund, but failed for want of funds, 8976, 9306-9308.

Government should aid the movement, 8977.

## PENSIONS TO TEACHERS—(continued).

Mr. T. W. ALLIES—(continued).

The pension system would be an inducement for them to remain in the profession, 9161.

Teachers should receive higher salaries with a prospect of superannuation, 9162-9166.

Rev. Canon CROMWELL.

There should be a superannuation fund for training colleges as well as for elementary schools, 12,586.

The Department has not recognised the claims of uncertificated teachers in normal colleges, 12,587-12,590.

The Minute of 1875 made reference to certificated teachers, 12,772-12,774.

Mr. R. WILD.

There ought to be pensions. Teachers would be willing to contribute, 13,730, 13,784.

The claims of old teachers have not been properly met, 13,785-13,787, 13,867-13,870.

Mr. P. BAXENDALE.

A general scheme is very desirable, 14,132, 14,540.

It should be aided and guaranteed by Government, and teachers should contribute to it, 14,133-14,135, 14,539.

It would bring in a better educated class of men as teachers, 14,136, 14,137.

Many teachers have given up work without any provision, and the number is increasing, 14,138, 14,139.

Mr. J. W. GROVE.

Many wish for a superannuation system, but no one has yet devised an acceptable scheme, 14,602-14,605, 14,770-14,772.

Teachers would pay to provide a fund if Government aided it, 14,606.

Mr. J. POWELL.

A general scheme of superannuation is desirable; teachers would contribute to it, 16,162-16,164.

Mrs. BURGWIN.

Would like a system of pensions; teachers would be willing to contribute, 17,131-17,133.

Mr. D. HOLDSWORTH.

A general system of superannuation to which most would contribute is desirable, 17,489-17,493, 17,538, 17,550.

It should be managed by Government, 17,541, 17,657.

A feeling exists against it amongst many young teachers, 17,551, 17,552.

A benefit club exists now, into which some pay in order to secure a pension, 17,656.

Mr. W. MUSCOTT.

There should be pensions for teachers, who would contribute 2 per cent. of their income, 18,015-18,017, 18,152, 18,153, 18,515, 18,516.

Many teachers insure their lives but do not subscribe towards superannuation, 18,092.

Teachers would be satisfied with a pension of 25 per cent. of their income, 18,154-18,156, 18,513, 18,516.

Mrs. KNOWLER.

Pensions should be provided for teachers, 18,561-18,583.

Miss NAPPER.

Would be glad to subscribe towards a fund for superannuation, 19,093-19,095.

## PENSIONS TO TEACHERS—(continued).

Mr. W. RIDGEWAY.

A system of pension is desirable; teachers would be willing to contribute, 21,637–21,640, 21,809–21,811. Present salaries are not sufficient to provide for old age, 21,641–21,643. Pensions would attract better teachers, 21,644.

Mr. E. HORSFIELD.

A system of pension would be desirable, and teachers would be willing to contribute, 22,061, 22,062, 22,373–22,375. Superannuation would attract a better class of persons, 22,063.

Mr. J. SCOTSON.

A fund should be established; teachers would contribute, but the Government should also help, 23,300–23,302.

Mr. J. H. DEVONSHIRE.

Is extremely desirable. It would be an inducement to persons to enter the profession, 23,669–23,672. Compulsory deduction from salaries would be a satisfactory arrangement, 23,671.

Rev. W. D. PARISH.

A general system of pensions is very desirable, 25,063–25,067, 25,412. Teachers are willing to contribute, 25,068.

Mr. J. FISH.

Pensions would be a great boon. They should be about two-thirds of the initial salary, 25,446. Teachers would be willing to contribute, 25,447.

Mrs. FIELDEN.

There should be no provision for pensions, their salaries are quite sufficient to provide for old age, 25,940–25,942.

Rev. W. J. B. RICHARDS.

Would check the decrease in the number of teachers; the Roman Catholic teachers declined to support a scheme, 26,521, 26,785–26,787.

Mr. R. H. I. PALGRAVE.

Teachers might accept smaller salaries with a prospect of pensions, 27,694–27,699, 27,750. The system would be a public gain, and teachers who were no longer effective could be removed, 27,752–27,755.

Mr. T. W. WILKINSON.

Pensions are desirable, especially for country teachers with small salaries, 27,941.

Boards might be allowed to grant pensions after a certain length of service, 27,942.

In voluntary schools a per-centage from the grant and a small deduction from the salary would meet the case, 27,943, 27,944.

Mr. A. C. ROGERS.

The superannuation scheme of the London School Board was objected to because purely local, 28,244.

Assistants are in favour of a general system of superannuation, and would contribute, 28,244–28,247, 28,250–28,252.

The London School Board intend to present a pension scheme to Parliament, 28,248, 28,249.

## PENSIONS TO TEACHERS—(continued).

Rev. J. B. DISCLE.

The system proposed by the board is one of compulsory insurance, 29,636, 29,638–29,641, 30,254–30,261, 30,305–30,311, 30,388–30,406, 30,408, 30,411, 30,558–30,564, 30,742.

A considerable number of teachers approve of the scale, but some want better terms, 29,637, 30,262–30,264, 30,388.

The system would not constitute a claim that all promotion should go amongst the board's teachers, 30,305.

Objects to the postponement of the question until the country is prepared to carry out a general scheme, 30,407.

It is proposed to make retirement compulsory at the age of 65 and optional at 60, 30,558.

No expense will fall on the rates under the scheme, 30,560, 30,561, 30,730, 30,731.

Teachers will not object to the deduction from their salaries, 30,732–30,736, 30,742–30,744.

Mr. J. HANSON.

Is strongly averse to teachers having pensions, 35,351, 35,723–35,725.

Mr. D. J. O'DONOGHUE.

Is in favour of a national scheme of superannuation for teachers, 36,137–36,140.

Rev. J. MENET.

Some system is desirable; it was intended under the Minutes of 1846, 38,703, 39,031–39,035.

Mr. H. BIRLEY.

The system of pensions must be arranged, 40,207, 40,208.

Rev. Prebendary DEANE.

A very moderate sum spent in pensions would retain teachers in the profession, 42,013.

Mr. W. MARTIN.

Teachers should be pensioned by withdrawing part of the grant, 55,435–55,438.

Lord LINGEN.

Explains the origin and intention of the Minutes of 1846 and 1851 on this subject, 56,450–56,452.

Mr. J. G. FITCH.

Pensions might be partly deducted from the grant, and partly from teachers' contributions, 56,829, 57,701–57,703, 58,093–58,095.

Would be glad if Parliament could entertain the claims of those who were in training in 1862, 57,704–57,709.

Mr. A. P. GRAVES.

Would like pensions arranged for, 57,122–57,125, 57,214–57,216.

Rev. F. SYNGE.

If any system is introduced it should be one that will set teachers free by the age of 45 to 50, 58,138.

Mr. E. H. BRODIE.

The pensions now given are unsatisfactory; states how he would arrange them, 58,794–58,796.

Mr. H. E. OAKELEY.

A pension system would be a great advantage, and might be founded on deductions from the grant, 59,253.

## PENSIONS TO TEACHERS—(continued).

Mr. J. F. SEABROOK.

A general system of pensions should be founded, 48,248.

Mr. H. E. B. HARRISON.

Is in favour of a scheme, 49,446.

Mr. J. MURRAY.

Roman Catholic teachers desire a scheme, 50,138, 50,139.

Mr. R. BALCHIN.

Is in favour of the system, 51,700-51,705.

Mr. C. TWISS.

A general superannuation system is very desirable, 54,256.

The promise of getting a pension has not been kept, 54,256, 54,257.

## PHYSICAL INSTRUCTION.

Mr. A. ALEXANDER.

The ventilation of many schools is deficient, 29,417.

Gymnastics form an important factor of education; proper facilities are not provided in schools, 29,418-29,420, 29,436, 29,437, 29,510-29,512.

Parallel bars should be provided in every playground, 29,421, 29,422, 29,433-29,435, 29,442-29,444, 29,480, 29,529.

Teachers of both sexes should qualify themselves to give gymnastic teaching, 29,423-29,426.

Schoolrooms are not large enough; children do not get sufficient exercise, 29,427.

In Liverpool curvature of the spine and flat feet are caused through insufficient exercise; girls suffer more than boys, 29,429.

The practice of masturbation prevails largely among children of elementary schools, 29,430, 29,431.

Gymnastic exercises should commence when a child is eight years old, 29,432.

The apparatus used in school is detrimental unless there is a good instructor, 29,435-29,443, 29,485.

Would make gymnastics compulsory, 29,433, 29,454.

Where there is no playground desks should be portable, and the schoolroom used for exercise, 29,439, 29,440.

No new schools should be erected without playgrounds, 29,440.

One school in Liverpool where physical exercise is a special feature obtains very good results, 29,441.

Swings are dangerous, 29,444, 29,461.

Double parallel bars of galvanised iron are better than wood; four feet per boy should be allowed, 29,445-29,448.

The Swedish gymnastic apparatus is not so good as parallel bars, 29,449-29,452, 29,455, 29,496, 29,497.

Climbing ropes are not desirable for young children, 29,453.

Is adverse to expensive apparatus in playgrounds, 29,456.

A game is better than gymnastics for circulating the blood, but not for developing physical strength, 29,458, 29,460.

Mechanical drill is of no use for developing physical strength, 29,459.

Giant strides are dangerous and are detrimental to development, 29,462, 29,463.

The kindergarten system aims more at interesting the children than physical development, 29,464.

There is some danger of physical exercises being more attractive than intellectual ones, 29,465-29,467.

The inspectors at Liverpool discourage gymnastics, 29,468, 29,469.

Military drill is neglected, and there is no adequate system of gymnastics in Liverpool, 29,470, 29,475, 29,478.

The inspection of gymnastics should be separate from the intellectual examination, 29,471-29,475.

## PHYSICAL INSTRUCTION—(continued).

Mr. A. ALEXANDER—(continued).

Gymnastics are better than military drill for physical development, 29,476.

The increase of chest measurement is twice as great in boys who have had proper physical exercises, 29,447.

Birmingham has the best system of gymnastics of any school board, there is a fair system in Manchester, Bolton, and Leeds, 29,479.

The children who most require exercise would be the least likely to take it without supervision, 29,481, 29,482.

Teachers from the Edghill Training College, Liverpool, get certificates and teach gymnastics in schools, 29,483.

Only the simpler gymnastic exercises should be taught, 29,484.

Cricket clubs connected with elementary schools in Liverpool are encouraged by the school authorities, 29,486, 29,487.

Swimming is encouraged in the Liverpool schools; many teachers give gratuitous instruction, 29,488, 29,489.

Some of the newer board schools have baths about 12 feet square, 29,491, 29,492.

Children avail themselves largely of these privileges, and the teachers accompany them, 29,493-29,495.

Instructors in gymnastics should have an average knowledge of physiology and anatomy, 29,498, 29,501.

They should vary the exercises according to the condition of the child, 29,499, 29,500.

Teachers would be qualified to train children if they only knew the exercises, 29,502-29,504, 29,506, 29,507.

The Edghill students only learn the exercises, they have not time for more, 29,505.

For health alone, free movements are sufficient, 29,508, 29,509.

Schools should combine to fit up a gymnasium in every town, 29,513, 29,514.

There should be physical exercise for half an hour daily in schools, 29,515-29,517.

The Swedish movements are dangerous for delicate children; prefers exercises with vocal accompaniments, 29,518.

Systematic drill can be made more interesting than free play, 29,519-29,522.

Gymnastic exercises with mechanism are most valuable for developing strength, but the apparatus is expensive, 29,523, 29,524.

With the exception of parallel bars the systematic exercises are better for schools, 29,525.

Fifty children could be accommodated on parallel bars in a playground 50 feet square, 29,526, 29,527.

Scarcely one-third of the playgrounds in Liverpool are 50 feet square, 29,528.

Physical training gives boys a taste for manual labour, it is more important than mental training, 29,530-29,532.

Drill has an important bearing on the habits of attention, discipline, and smartness of the children, 29,533-29,535.

There should be a grant for physical instruction, 29,536, 29,537.

There should be less per-centages than now, and physical instruction should take equality with other subjects, 29,538.

Employers complain that the education given at schools unfits for manual labour, 29,539.

They can get higher initial wages for office work, 29,539.

In Philadelphia there is a large training school to counteract for manual labour, 29,540.

A superior education, including physical training and technical education is given, 29,540.

Would introduce physical instruction into evening schools, it would not require expensive apparatus, 29,541-29,543.

Rev. Dr. CROSSKEY.

The Birmingham board pay a special master to give physical exercises in all schools, and to train the teachers, 30,935-30,938, 30,942.

Twenty minutes a day are given to these exercises; it is not considered as a part of the recreation time, 30,939-30,941.

The apparatus costs about 10*l.* for a boys' school and 3*l.* 10*s.* for a girls' school, 30,943, 30,944.

## PHYSICAL INSTRUCTION—(continued).

Rev. Dr. CROSSKEY—(continued).

Already the advantages are apparent. Pupils are mentally and physically improved, 30,945, 30,946  
Variety of exercise is given, 30,947–30,951.

The instruction should always be under the supervision of competent teachers, 31,253, 31,255.

The inspector was a first class teacher who had developed a great interest in physical exercises, 31,256, 31,257.

The system could be extended by sending teachers for training to a gymnasium, 31,258–31,261.

Physical exercises have had some effect in warding off grave moral mischief among the boys, 33,046–33,049.

Mr. W. LEE.

Swedish drill is taught girls and infants; the teachers are instructed in it first, 37,733, 37,734, 38,068.

It has had a decidedly beneficial influence, 37,735, 37,736.

The teacher who instructs in the drill was trained under the London School Board, 38,066, 38,067.

Lord LINGEN.

Some part of the school time might be given to manual training and physical exercise, 56,510, 56,511.

Mr. H. E. B. HARRISON.

Is necessary in large towns. Increased attention is being paid to it in Liverpool and Manchester.

A diploma from some recognised gymnasium might be accepted as a guarantee of a teacher's fitness, 49,435.

Mr. W. HOLGATE.

Is a corrective to moral evils or bad practices existing amongst the boys, 50,079, 50,080.

Madame ÖSTERBERG.

The Code prescribes drill, but does not specify any time or system, 52,154.

Deficient and even injurious systems of drill are often adopted, 52,155.

Apparatus is useful and gives more variety, but is not absolutely necessary, 52,156, 52,157.

Recommends Ling's Swedish system, 52,158, 52,209–52,212, 52,226, 52,227.

Gives details of system adopted by the London and Leeds School Boards, 52,159, 52,163, 52,181–52,183, 52,211.

The training for teachers should comprise anatomy, physiology, and hygiene, 52,160.

Many inspectors are not qualified to inspect the instruction, 52,161.

Suggests appointing special inspectors, 52,162.

Neglecting physical training is injurious to the health of girls, 52,164, 52,165, 52,194, 52,195, 52,233, 52,234.

A considerable improvement has taken place in the physical condition of girls in London board schools; gives details, 52,166–52,170, 52,213–52,217.

Nearly an hour every day should be given to physical exercise, 52,171–52,173, 52,223–52,225.

Has taught Ling's system in the Whitelands Training College with good results, 52,174–52,177, 52,181.

The "free exercises" (without apparatus) are practised in London board schools, 52,178–52,180, 52,218–52,222.

A woman of middle age is able to take up the system, 52,191–52,193.

Mistresses at first grudge the time given to physical exercises, but do not regret the time so spent, 52,196–52,200.

The literary work would be easier and pleasanter if mixed up with healthy exercises, 52,201–52,204, 52,228, 52,229.

With under-fed or starving children the exercises should be modified, 52,205–52,208.

## PHYSICAL INSTRUCTION—(continued).

Mr. W. WILLIAMS.

Physical exercises are not sufficiently attended to; all teachers should be instructed, 56,562–56,566.

Mr. H. E. OAKELEY.

It is well attended to in Manchester, 59,241.

Nearly all the students in training colleges can drill the scholars when they get schools, 59,241.

POWELL, Mr. JOHN.

Has been 27 years head master of the National School, Northill, Bedfordshire, 15,700, 15,701, 15,763–15,773.

Had a school for two years before that, 15,702.

Is speaking entirely of rural schools, 15,726, 16,037.

Is a member of the National Union of Elementary Teachers, 16,083.

POWELL, Mr. THOMAS ECKFORD.

Has served as a bookbinder, and has now been a visitor under the London School Board 11 years, 52,792, 52,793, 52,801, 52,802, 52,806–52,808, 52,951, 52,952, 53,015, 53,016.

Constantly communicates with working people, and is secretary of the Bookbinders' and Machine Rulers' and Consolidated Union, 52,794–52,796, 52,985.

Has 11 children, and nine have been to schools, principally board schools, 52,797–52,800.

Has two voluntary schools, which he visits, in his district, 52,803–52,805.

Was educated at Dr. Chalmers' school in Edinburgh, 52,889, 52,993.

Believes he represents the views of the working classes more than those of officialism, 52,986–52,988.

PRICE, REV. NEWTON.

Is vice-chairman of the Bushey School Board, and manager of several schools, 39,193, 39,194.

## PRIVATE SCHOOLS.

Mr. S. WAYMOUTH.

States the curriculum, fees, and number of scholars and staff in his school, 51,030–51,035.

Many children attend board schools for whom board schools were not intended, 51,036, 51,037, 51,132–51,138, 51,055, 51,056.

This tendency is increasing yearly, 51,038–51,040.

Several children have left him for elementary schools, 51,041–51,046, 51,052, 51,111–51,113, 51,143–51,145.

Two private schools have been closed in his neighbourhood, 51,047–51,051.

Self-supporting schools are placed at a great disadvantage by public elementary schools, 51,057–51,059.

Children from elementary schools are rather worse prepared than his own pupils, 51,060–51,066.

Confines his religious instruction to the plain reading of the Bible, &c. Avoids sectarianism, 51,067–51,072.

Advantages of public elementary over private schools, 51,075.

Private teachers, however competent, cannot become teachers in State-aided schools, 51,076–51,079.

Teachers of all schools should be examined and certificated before being allowed to teach, 51,080, 51,081, 51,093–51,101.

Many unqualified persons are allowed to carry on schools, 51,081–51,083.

Such schools would be suppressed, 51,084–51,088.

His scholars are reduced to 29, 51,088–51,091.



## PRIVATE SCHOOLS—(continued).

Mr. S. WAYMOUTH—(continued).

Children receive quite as good an education in State-aided schools as in self-supporting schools, 51,104-51,106.

Would prohibit State-aided schools from receiving the children of parents living in highly-rented houses, 51,109, 51,110, 51,117.

Parents who are able to pay for their children's education may have the benefit of endowments, 51,118, 51,119.

Knows of no endowment provided for the benefit of the middle classes, 51,120-51,122.

The Act of 1870, as now administered, injures both voluntary and self-supporting schools, 51,123-51,131.

Neighbouring board schools are sapping the sources of his supply of scholars, 51,137-51,142.

The curriculum of education given in State-aided schools is too heavy, 51,146, 51,147, 51,151, 51,162-51,164.

The school life of working-class children should last up to 13 years of age, 51,148-51,150.

Children of 13 in his school are taught the same subjects as in elementary schools, 51,153-51,159.

## PUPIL-TEACHERS.

Rev. D. J. STEWART.

Have lost the interest in the classes which they formerly had, 2623-2625.

Has not heard of their health suffering from overwork, 2616.

The present medical certificate keeps out those who are unfitted to enter it, 2719-2721.

Forty years ago pupil-teachers began training at 13 years of age, and it lasted five years, 2792-2798.

In bad weather (with small attendances) they had time in school hours to prepare their own lessons, 2799, 2800.

No greater precautions are needed now against over-pressure than conscientious teachers take, 2801, 2802.

They have less time during school hours for the preparation of their own lessons now, 2803.

The number of hours pupil-teachers may be employed in school work is restricted to 25 hours, 2804-2807.

This restriction is generally observed; 25 hours a week for pupil-teachers is not excessive, 2811, 2812.

The annual examinations of pupil-teachers are not very satisfactory, but they show no signs of over-pressure, 2813-2817.

The difficulties in obtaining the same class of pupil-teachers is due to a desire to get more money, 2934, 2935.

The change from the Minutes of 1846 to the Code of 1862 cause a good many to withdraw, 2936-2941.

There is a difficulty in obtaining pupil-teachers in London, 3018, 3020-3023.

The teaching received by pupil-teachers, and the instruction given by them, is hardly satisfactory, 3031, 3032, 4090, 4091.

If pupil-teachers were discontinued the supply of teachers would fail, 3068, 3069.

Monitors in voluntary schools recruit the pupil-teachers when wanted, 3070.

Teachers complain that they have lost control of pupil-teachers owing to the centre system, 3071.

In large schools would employ as many pupil-teachers as possible, 3178.

Is able to judge at inspections whether pupil-teachers are suitably employed and well trained, 4092, 4093.

The suitable training of pupil-teachers might be made a prominent feature in awarding the merit grant, 4094-4096.

Keeping children at school until 14 would ensure a better class of pupil-teachers, 4158, 4159.

Rev. T. W. SHARPE.

There is a difficulty in finding any boy pupil-teachers in London, and girls are becoming scarcer, 4214, 4215, 4256, 4316, 4452, 4453, 4659, 4660.

The instruction by pupil-teachers during the first two years is not satisfactory, 4224, 4345, 4848-4851.

The lowest classes suffer by being placed under pupil-teachers, 4225, 4226.

## PUPIL-TEACHERS—(continued).

Rev. T. W. SHARPE—(continued).

A certain number break down, girls especially, from standing too long, 4227, 4228.

The substitution of adult teachers for pupil-teachers limits the number, 4256-4258.

Adult teachers are more efficient teachers, but they are not providing a future supply, 4259, 4260, 4805, 4806, 4867.

Parents will not send their children into the profession if there is no demand for pupil-teachers, 4261.

The multiplication of assistant teachers is discouraging the pupil-teacher system, 4262, 4263.

Some pupil-teachers are neglected, as far as teaching goes, in voluntary schools, 4277, 4278.

In some schools the pupil-teachers are largely used as substitutes for adult teachers, 4342-4344.

It is not possible to issue the report on the examination of pupil-teachers quicker, 4346-4349.

Uniformity in the examinations of pupil-teachers is settled by the Department examiners, 4353, 4354.

There would be no advantage in having an independent examination by independent university men, 4355, 4356.

Candidates for admission are strictly examined by the medical officer of the training college, 4357.

The system of pupil-teachers is almost confined to this country, 4396, 4397, 4562.

If pupil-teachers were employed half the day in study they would be more efficient at the end of their time, 4398-4403.

It would be desirable to introduce this system if expense were not an obstacle, 4404.

Many candidates for the scholarship examination do not enter training colleges, 4440.

The teachers are not responsible for the diminution in the number of the pupil-teachers, 4454.

The half-time teaching is a loss during the first two years of a pupil-teacher's apprenticeship, 4455, 4456.

Nearly all the ablest pupil-teachers go up for the Queen's scholarship examination, 4462, 4463.

The new form of medical certificate is sufficient to keep out pupil-teachers of weak physique, 4539.

Very few weak persons enter the profession now, 4540.

Pupil-teachers' time is out at 18. They leave training colleges at 21½ to 22 years, 4559.

The pupil-teacher system is the only fairly effective method of supplying teachers, 4560, 4561, 4826-4828.

On the Continent teachers are obtained from the training colleges, 4562, 4563.

A certain number have not finished their apprenticeship, but have taken up other occupations, 4662.

The number of pupil-teachers is decreasing, 4664.

Scarcely any pupil-teachers have been drawn from schools other than elementary schools, 4667, 4668.

The substitution of adult teachers for pupil-teachers would entail some extra cost, 4777.

The pupil-teacher system has not been abandoned in Holland or on the Continent, 4774-4776.

One of the original purposes of the system was to supply students who had learnt the art of teaching, 4807.

Some teachers prefer pupil-teachers of their own training in their schools, 4842, 4844.

Pupil-teachers in their fourth year are nearly as valuable as adult untrained teachers, 4843.

The system has its advantages and is the only possible arrangement at present, 4854, 4855.

The last return showed that there were 25,750 pupil-teachers, and nearly 6,000 go out every year, 4943-4946.

Advocates a shorter apprenticeship, 4947.

Children who pass the sixth standard are eligible for pupil-teacherships, 4948.

The framers of the present Code thought that the number of pupil-teachers was in excess of what was required, 4950.

The average cost of a pupil-teacher in a voluntary school is about 17l. a year, 4972.

Mr. M. ARNOLD.

The system has been invaluable and has done much good, but it has its faults, 5098, 5160, 5659.

Abroad there are no pupil-teachers, but only adult teachers, 5099, 5102, 5103, 5248-5252.

With a sufficient staff the system of adult teachers works better, but is more expensive, 5100, 5101, 5483, 5484.

## PUPIL-TEACHERS—(continued).

Mr. M. ARNOLD—(continued).

Does not recommend a longer training in a college as a substitute for the pupil-teacher system, 5161, 5162, 6197.

Adheres to his views as to the value of the pupil-teacher system which he published in 1859, 5231-5236, 5283, 5284.

One of the best fields for pupil-teachers is infant schools, but there are none in Germany, 5270, 5271.

So long as pupil-teachers can be obtained does not desire any change here, 5418.

Some of the best teachers have shown their talent for teaching when pupil-teachers, 5475-5478.

The relation between master and pupil-teacher does not continue when the pupil-teacher becomes an adult, 5479-5482.

Two or three years in a secondary school would be better than private study combined with teaching, 5511.

Pupil-teachers do not get enough instruction, 5578-5580.

The Elèves-Maitres system in France scarcely corresponds to the pupil-teacher system in England, 5600-5603.

If efficiently worked the system of training children from an early age is a good way of obtaining teachers, 5659-5667.

Rev. Canon WARBURTON.

The only means at present possible for keeping up the supply of qualified teachers is pupil-teachership, 7801, 8210, 8262.

It is very difficult to get pupil-teachers; the idea is that salaries are falling, and their position is not improving, 7802-7805, 7855, 8010.

The diminished popularity of the profession is difficult to explain, 7805, 7895.

In schools there is a great tendency to accentuate the "teacher" part and to neglect the "pupil" part, 7807-7810, 7891, 7,892.

Are overworked, 7810.

Boys are much more difficult to get than girls, 7855.

Women have a great desire for teaching, it is felt that becoming teachers raises those of a lower station, 7859.

The status of teachers has much improved since 1870, and is improving every day, 7860, 7861, 7905-7907, 8009.

Managers cannot afford to give pupil-teachers more time for study; it is a question of money, 7939-7945.

The action of the Department has been to reduce the time given to school teaching, 7940-7942.

Not making them responsible until the end of the second year is an admirable plan if it can be afforded, 7943-7945.

The standard might be raised by prohibiting probationers from taking pupil-teachers, 7963, 7964, 7966, 8358.

Pupil-teachers on entering college are frequently "wretched material," 7969, 8005.

This arises chiefly from the financial condition of voluntary schools, 7970-7974.

Their morale has fallen off, the absence of close connexion with the teachers has been a great loss, 8006.

The moral basis influences to a considerable extent their intellectual training, 8007, 8008, 8081, 8082.

Boys think it a finer thing to be a clerk than a pupil-teacher, 8010-8013.

The diminished supply does not arise from any efforts of head teachers to keep down the supply, 8013.

The relations between head teacher and pupil-teacher are very valuable, 8081, 8082.

As a rule have not much love for their work, and emerge with the narrowest practical views of knowledge, 8083-8085.

The system of employing "a woman over 18 years of age and approved by the inspector" may be responsible for the backward state of instruction, 8085-8091.

A common evil in rural districts is to put the pupil-teacher over a large infant department, 8091, 8092, 8131.

There is a per-centage every year passed into the profession who are physically unfit, 8128.

Is not satisfied unless the doctor stethoscopes each girl, but doctors are reluctant to do so, 8129.

Health received more care from the Department during last year, 8130.

## PUPIL-TEACHERS—(continued).

Rev. Canon WARBURTON—(continued).

Those who enter physically unfit, thinking the profession an easy one, would be undeceived at college, 8131.

This may account for the complaints of over-pressure on the teachers, 8132.

The ideal pupil-teachership would correspond closely in effect to university training; it is not so in practice, 8202.

More value should be placed on a knowledge of educational methods, 8212.

They know nothing of different teaching systems 8213.

There is not time to instruct them in different educational systems, 8214, 8215.

Encouraging young persons of a better class to qualify for teachers would be a good plan, 8266.

The social position does not deter any from entering the profession, 8270-8272.

The pupil-teacher system must be continued at present, 8305, 8308.

Those who become teachers without passing through this apprenticeship lose great practical advantages, 8306, 8307.

This year there is a large increase, and the office seems viewed with less disfavour, 8309, 8310.

It is difficult to decide in a 10 minutes' lesson the pupil-teacher's skill in teaching, 8347.

The head inspector should be able to properly test their skill in teaching, 8348.

The syllabus is rather crowded, but this is due to the training colleges, 8351.

Mr. T. W. ALLIES.

There is a great diminution in the numbers, which may have a serious effect on the female training colleges, 8969, 8972, 9207, 9228, 9229.

Many pupil-teachers who obtain a scholarship begin teaching at once as assistant teachers, 8969.

There is also a great diminution in the number of male pupil-teachers, 8970-8972.

One reason is the desire of young people to get work and pay at once, 9023-9027.

Some Liverpool pupil-teachers gained the prizes offered by the city owing to the collective method of teaching, 9062-9065.

Training is essential to obtain a good class of teachers, 9066, 9067.

The pupil-teachers are brought into close personal relation with the sisters at the houses where they live, 9095-9098.

All pupil-teachers are warned that if not physically fitted by health they should not enter the profession, 9149.

Not many break down during training, but there have been cases of complete collapse afterwards, 9150, 9151.

The present Government health certificates are sufficiently stringent if the managers and authorities do their duty, 9152-9155.

Rev. Canon DANIEL.

The supply of male pupil-teachers has not kept pace with the growth of the system, 11,606, 11,607, 11,874, 11,912, 11,968.

The supply of female pupil-teachers has increased enormously since 1869, 11,607, 11,968.

The first effects of Mr. Lowe's new Code were disastrous, but since 1870 the pupil-teachers have improved, 11,635-11,638.

To preserve a good supply of pupil-teachers they should have greater leisure to study, 11,640, 11,919.

Class management and discipline cannot be acquired in after-life, 11,641, 11,642, 11,870-11,873.

Teachers use pupil-teachers as reliefs rather than apprentices to be instructed in the art of teaching, 11,643-11,645.

Students who have passed the second year's papers are competent to instruct pupil-teachers, 11,669-11,672.

The centre system improves the teaching of the subject, but not always the teaching of the pupil, 11,728-11,733.

The abolition of the pupil-teacher system would be a great evil, 11,759, 11,760.

Pupil-teachers are not sufficiently instructed in the art of teaching, 11,760-11,766.

## PUPIL-TEACHERS—(continued).

Rev. Canon DANIEL—(continued).

Sufficient stress is not laid on the lessons to be delivered before the inspector, 11,767-11,769.

The head master of each school should be responsible for the success of his pupil-teachers who attend centres, 11,844-11,847.

The relationship between the two would be maintained by this, 11,847-11,850.

Pupil-teachers who obtain a third class in the scholarship examination are either very incompetent or have been neglected, 11,863-11,866.

There is a marked difference in the method of teaching between pupil-teacher Queen's scholars and others, 11,870, 11,871.

The diminution in the supply of male pupil-teachers is mainly due to the employment of trained assistants, 11,875, 11,912-11,914.

In selecting pupil-teachers in voluntary schools regard would be paid to their moral character, 11,910.

In board schools the selection of pupil-teachers rests with the local committees, 11,911.

Many ex-pupil-teachers who do not go to colleges leave the profession from want of aptitude for teaching, 11,915-11,918.

The changes introduced into the Code of 1876 would account very largely for the diminution in the number, 11,969-11,974.

Would be very sorry to lose the country pupil-teachers, 11,975-11,977.

Those from the country cannot compete intellectually with town pupil-teachers, 11,978, 11,979.

Some restriction should be put upon the number of sciences a pupil-teacher may take, 11,981-11,985.

Rev. Dr. GRAHAM.

The only alternative system to this would be one similar to that in Prussia, 12,052-12,056, 12,097, 12,102, 12,164.

The present system, though defective, is the main supply of teachers, 12,052, 12,233.

Only eight non-pupil-teacher Queen's scholars have been admitted to the Roman Catholic college, 12,052, 12,168.

In Prussia teachers occupy a better social position and have better prospects, 12,052, 12,059, 12,184-12,188, 12,239.

The absence of a pension system is an argument against abolishing the system, 12,052, 12,102.

Would be sorry to see pupil-teachers abolished, 12,056, 12,121-12,124.

Those who become pupil-teachers begin their elementary education at five or six, 12,057.

Teaching is not an attractive profession, 12,058, 12,090, 12,125-12,127, 12,184-12,187.

Pupil-teachers are generally drawn from a very poor class, 12,091-12,094, 12,103, 12,124.

The systems in Prussia and Saxony are similar, but boys in Germany remain at school longer than ours, 12,097-12,099.

Some intended for teachers go to the higher grade schools, 12,099.

In Prussia any person may enter a training college provided he has passed the specified examinations, 12,100.

Explains how the social position might be improved, 12,103, 12,104, 12,164.

By this plan people who take up teaching would know their own minds, 12,105.

There is an increased difficulty in obtaining suitable candidates, and especially boys, 12,141, 12,143, 12,234.

It arises from the poor prospects, and that a boy of 14 can earn more at any other calling, 12,142.

Teachers dissuading boys from becoming pupil-teachers are not general, 12,143-12,145.

Three years' training in a college might be taken as a good substitute, 12,164-12,166.

Most boys are apprenticed at 14, 12,167.

There is an improvement in the low estimate in which the profession has been held socially, 12,187, 12,188.

A preparatory class for admission is requisite as pupil-teachers are so badly prepared, 12,227.

It is difficult to keep boys at school till 14; that makes it so difficult to get boys for pupil-teachers, 12,234.

The system of stipendiary monitors has been used to fill the gap, but it is not universal, 12,235, 12,248, 12,249.

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## PUPIL-TEACHERS—(continued).

Rev. Dr. GRAHAM—(continued).

The boys are of a lower social position than their girl pupil-teachers, 12,236, 12,237.

Obtaining teachers from a higher class is much to be desired, 12,238.

Rev. Canon CROMWELL.

Pupil-teachers were better prepared when teachers received a special grant for instructing them, 12,561, 12,562, 12,565-12,568, 12,741-12,747, 12,846, 12,847.

Some teachers dissuade pupil-teachers from becoming schoolmasters so as not to overstock the market, 12,562, 12,762-12,764.

Their general education is rather neglected for the sake of gaining special grants, 12,563.

Pupil-teachers should not earn South Kensington grants until the end of their course, 12,564.

Inspectors should have power to exclude those who display little aptitude for self-improvement or teaching, 12,569-12,573, 12,678, 12,679, 12,737.

The Department should support inspectors in this matter, 12,671-12,675.

Some inspectors are very lenient about cases of this sort, 12,676, 12,677.

Instruction in the art of teaching might be improved 12,680.

Inspectors have not time to hear pupil-teachers teach, 12,682-12,686, 12,838-12,841.

Pupil-teachers, as a rule, have no convictions of their own as to the details of their profession, 12,687-12,694.

The system is of great benefit in preparing young people to be teachers, 12,728, 12,729.

There should be a fixed time when those who are unfitted for the profession might be excluded, 12,738.

The old system of two years' stipendiary monitorship preceding the pupil-teachership worked well, 12,739, 12,740.

The teaching of pupil-teachers has become very mechanical, 12,782-12,787.

Mr. C. MANSFORD.

Pupil-teachers from board schools pass more in the first class than those from voluntary schools, 12,877.

They are not well trained, although they are better than non-pupil-teachers, 12,908, 12,949, 12,977-12,981.

Pupil-teachers in Wesleyan schools are instructed by the teachers, 12,947, 12,948.

Untrained teachers in country schools cannot give pupil-teachers accurate instruction, 12,950.

Irregularity would account for the defective training, 12,950.

It would be fatal to success in teaching if young people got general knowledge from school, and special knowledge from college, 12,951, 12,964, 12,965.

The system is a necessary preliminary for training college work, 12,963-12,965, 13,010.

A man would not gain the requisite facility and art in teaching more easily after reaching 20, 12,965, 12,972-12,974.

It is an advantage to get practice at an early age, 12,966, 12,975, 12,976.

They have only one student who has not been a pupil-teacher, 12,970, 12,971.

About 33 per cent. fail at the admission examination, and the lower half are not well prepared, 12,977-12,981.

There is no such thing as "fail" in the annual examinations, or presumably these would fail then, 12,981, 12,982.

More care should be taken in selecting pupil-teachers, 12,982-12,984.

The 40s. and 60s. grant go mainly to teachers, 12,982.

Would be loth to recommend any severe measures to be adopted with pupil-teachers when once selected, 12,984, 12,985.

Full justice is not done to the system because its teaching side is developed at the expense of the learning, 13,011.

Head teachers should be obliged to train pupil-teachers rather than use them as assistants, 13,012.

The attention of inspectors should be directed to this, 13,013.

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## PUPIL-TEACHERS—(continued).

Miss MANLEY.

In some cases girls on entering college seem exhausted by their work as pupil-teachers, 13,164, 13,376. Almost all their students have been pupil-teachers, 13,173, 13,289.

This year a non-pupil-teacher student passed the Cambridge examination, 13,174-13,176.

Teachers on entering college show indications of defective training and are crammed, 13,199-13,202, 13,255-13,259, 13,292-13,294, 13,307, 13,333.

They show a want of teaching and of disciplinary power, 13,203-13,206, 13,255-13,259, 13,307-13,311.

They are not sufficiently taught by their teachers in the minutiae of school management, 13,207, 13,209.

The larger proportion of their students come from London board schools, 13,290.

Cannot make any very clear distinction between the attainments of London and country pupil-teachers, 13,291.

The profession is held in very high social estimation, 13,295.

Would remedy the defective training of pupil-teachers by attracting girls of a different social position, 13,298.

The training is not sufficiently literary, 13,308, 13,309.

Pupil-teachers from infant schools have more power in presenting knowledge, 13,312.

These teachers are equally good at self-application, 13,313.

The system cannot be dispensed with, but the apprenticeship might be shortened, 13,317, 13,318.

Would not apprentice girls before 16, 13,318-13,320.

Scholarships to secondary schools should be established tenable from 13 to 16, 13,319, 13,341-13,343.

Is not afraid they would drift away from the profession between 14 and 16, 13,320, 13,340.

Pupil-teachers of 18 are inferior in intellectual attainments to girls of the same age in higher schools, 13,334, 13,339.

It is not possible to compare girls taught in public schools with those in private schools, 13,337.

The proposed scholarships would be expensive, but the results would be good and effectual, 13,341-13,343.

Miss TREVOR.

They do not care to admit pupil-teachers if it can be helped, 13,459, 13,553-13,555, 13,663, 13,664.

There is great dislike in the profession to admitting mistresses who have not been pupil-teachers, 13,465, 13,478, 13,479, 13,483-13,492, 13,524-13,527, 13,568-13,574, 13,584, 13,585.

Non-pupil-teachers make as efficient teachers as pupil-teachers, 13,480, 13,484, 13,486-13,489, 13,497, 13,575-13,577.

Their students are frequently declined because they have not been pupil-teachers, 13,483-13,485, 13,524-13,527, 13,575-13,577.

The syllabus contains more than pupil-teachers can do with their present duties, 13,511, 13,544.

They pass through examinations by cramming, 13,511, 13,544-13,546, 13,602-13,605, 13,612.

It takes a year to teach them to listen to an intelligent oral lesson and to take it in at all, 13,546, 13,557, 13,610-13,612.

They are less receptive, and their training makes them less efficient and physically fit than non-pupil-teachers, 13,557-13,560, 13,610-13,612.

The system is a positive harm to the preparation for the work of teaching, 13,560, 13,610-13,612, 13,661.

A very small proportion of pupil-teachers come from educated and good homes, 13,582, 15,583.

Her criticism of pupil-teachers is founded upon no very great number, and can only be an outside opinion, 13,598-13,601, 13,663.

Parents of better position would not allow their children to go through the drudgery of pupil-teaching, 13,662.

Mr. R. WILD.

Would be glad to see none but adult and trained teachers employed, 13,771, 13,775, 13,871-13,873.

The best scholars do not become pupil-teachers, but take work elsewhere, 13,772, 13,773, 13,821-13,823, 13,875.

If the system is to be retained, every teacher should go through an apprenticeship, 13,774.

## PUPIL-TEACHERS—(continued).

Mr. R. WILD—(continued).

Teachers have not sufficient time to instruct pupil-teachers. The centre system is a great improvement, 13,776, 13,777.

The centre system checks the interest a pupil-teacher takes in his class. The advantages outweigh the disadvantages, 13,778.

A good deal of care is taken in the selection of pupil-teachers, 13,779.

By dividing the apprenticeship into two terms of two years each, those who were unfit for the profession could be eliminated, 13,780.

The inspectors' examinations are not good tests of ability; there should be a wider scope of questions, 13,781, 13,782.

The scholarship examinations give more scope for intelligence than for cram, 13,783.

There is a plentiful supply of girls for pupil-teachers, but not of boys, 13,824.

Mr. W. B. ADAMS.

The centre system has brought great relief, pupil-teachers were overworked before, 15,008, 15,081, 15,082.

The tendency to make pupil-teachers students rather than teachers must be carefully watched, 15,009.

Adults are superior to pupil-teachers for teaching purposes, 15,046, 15,127.

The system is the best way of training teachers, and providing for the future supply of adults, 15,047, 15,462.

A pupil-teacher for first two years should teach under supervision in all classes, 15,048.

Those in small schools cannot attend centres, they are taught by the head teacher, and are much overworked, 15,049-15,052.

Limiting pupil-teachers to half-day teaching would add to the expense, 15,125, 15,126.

At present there are too many, 15,128, 15,129.

It would facilitate training them in all standards if the whole school was under one head master, 15,269-15,272.

Miss WHITTENBURY.

The supply of females at present exceeds the demand, 15,550-15,552.

Prefers a larger employment of certificated teachers; it is better for the children to be taught by adults, 15,553, 15,616.

Does not wish the pupil-teacher system abolished, 15,554, 15,680, 15,681.

The centre system is a great improvement; pupil-teachers work harder and better now, 15,555-15,557, 15,592-15,594, 15,679.

Limiting them to 25 hours' work a week has improved their health, 15,558, 15,559.

Her pupil-teachers attend the centre, which is about two miles from the school, 15,589-15,591.

Mr. J. POWELL.

Does not favour employment of pupil-teachers, unless an exceptional child is got, and they are rare, 16,005, 16,006.

Mr. D. CLARKE.

Strongly recommends shortening the apprenticeship; to do so secondary schools are necessary, 16,186, 16,187, 16,254, 16,284-16,295, 16,450, 16,451.

Personal supervision by the head master is superior to the centre system, 16,188, 16,189.

Pupil-teachers in their third and fourth years are frequently as good as assistants, 16,190, 16,191.

Pupil-teachers should pay the cost of their education for the four years spent at secondary schools, 16,284-16,293, 16,342, 16,343.

There should be an interval for practical teaching between leaving the secondary school and entering college, 16,285-16,288, 16,339-16,341.

This would not lessen the supply; no salary should be paid to them while at the secondary schools, 16,289-16,293.

Parents of pupil-teachers as a rule could not afford to pay for their education up to 17, 16,295.

Introducing well-defined alternative courses would lessen the tendency to cram, 16,421-16,425.

The board prefers employing pupil-teachers; it is cheaper, 16,434-16,436.

## PUPIL-TEACHERS—(continued).

Mr. C. SMITH.

The teaching received by pupil-teachers is generally unsatisfactory; advocates the centre system, 16,561, 16,636, 16,637, 16,658-16,662.

Their employment renders undue supervision necessary, and makes the head teacher a spy, 16,562, 16,630-16,635.

The instruction given by them in the early years of apprenticeship is most unsatisfactory, 16,562.

The night classes at the Charterhouse, which pupil-teachers largely attend, are perhaps better than centre classes, 16,628, 16,629, 16,640, 16,659, 16,928-16,931, 16,960, 16,961, 16,964-16,969.

Approves of the change in age from 14 to 13; perhaps good boys are lost through it in some poor rural parts, 16,638.

Many of the best teachers grow up under the old system, but more will grow up under the centre system, 16,661.

Unsatisfactory pupil-teachers are not sufficiently weeded out during their career, 16,769-16,774.

It would raise elementary education if children went to secondary schools and then to a training college, 16,871, 16,872, 16,874.

If the system is preserved the age should be raised to 16, 16,874-16,876.

Pupil-teachers in British and Wesleyan are of a better class than those in church and Catholic schools, 16,877-16,879, 16,907, 16,908.

As many as 200 ex-pupil-teachers at a time have attended his classes, 16,928-16,931.

They are generally very backward and deficient, and not competent to take a class in arithmetic, 16,932, 16,933.

Girls especially must be very strong to bear the strain of teaching all day and studying at night, 16,935-16,937.

Ex-pupil-teachers should not be employed unless they attended some systematic course of instruction, 16,953.

Want of funds prevents the school work being lightened, so as to give leisure for study, 16,954-16,957.

The ex-pupil-teachers employed in his school as a rule have not passed the scholarship examination, 16,955, 17,019-17,021.

They work about 25 hours per week, 16,962, 16,963.

Mrs. BURGWIN.

Would abolish the employment of pupil-teachers as responsible teachers, 17,060, 17,388-17,390.

The strain upon pupil-teachers, especially girls, is very great, but the centre system has relieved it, 17,199.

Has had a variety of assistants who have not been ordinary pupil-teachers, 17,200.

Attaches greater value to the education and cultivation of the home life of a teacher than to the mechanical preparation of a pupil-teacher, 17,201.

Mr. D. HOLDSWORTH.

Do not receive satisfactory instruction; their preparation is neither for university nor training college, 17,472-17,474, 17,542, 17,543, 17,569, 17,570, 17,724.

Preparation for a training college is preferable, 17,475.

There is no centre system at Newcastle, 17,476.

The instruction given by pupil-teachers is satisfactory where it is actively supervised, 17,477, 17,478.

Would rather have trained than pupil-teachers, if it could be afforded, 17,479, 17,480.

Sufficient care was not taken to eliminate the physically unfit a few years ago, 17,481.

The syllabus for pupil-teachers should be well defined, but there is not much to complain of, 17,668-17,670.

The tendency of pupil-teachers is to give a show lesson at the annual inspection; it is mechanical, 17,909, 17,910.

Inspectors could judge better of their skill if they came unexpectedly, 17,911-17,913.

The supply of teachers would be limited if the pupil-teacher system were abolished, 17,793-17,796.

Mr. W. MUSCOTT.

Pupil-teachers do not give satisfactory instruction, 18,011, 18,012, 18,185, 18,186.

They are hard to get in his neighbourhood; children do not care for teaching, 18,446, 18,447.

## PUPIL-TEACHERS—(continued).

Mr. S. B. TAIT.

Would not advise shortening their apprenticeship, 20,286.

The methods of teaching them are most unsatisfactory, and frequently lead to over-pressure, 20,287-20,289, 20,570, 20,698, 20,575-20,578.

The Huddersfield board have adopted his plan of grouping the teachers for ordinary subjects, 20,290-20,293, 20,572, 20,573, 20,667-20,671, 20,686.

The extra subjects are taught in a technical school, 20,294, 20,295, 20,689-20,691.

Some of the male pupil-teachers are placed under mistresses for instruction, with good results, 20,441-20,443.

Girls are apprenticed at 14. Their various duties occupy them eight or eight and a half hours a day, 20,445-20,453.

Both boys and girls should have less teaching and more time for private study, 20,453, 20,454.

Pupil-teachers, assistants, and head teachers for small schools are appointed on the reports conjointly of himself and the head master, 20,455, 20,456.

In the Queen's scholarships examinations one of their male teachers stood 10th in all England, and a girl 35th, 20,489.

Adult teachers are more efficient, but pupil-teachers are necessary, 20,571, 20,574.

The value of the tie between pupil-teacher and master is some set-off to the inferior instruction, 20,572, 20,753.

Mr. J. A. NEWBOLD.

The system is defective, but without it there would not be an adequate supply of teachers, 21,602-21,605.

Mr. W. RIDGEWAY.

The instruction received by, and imparted by, his pupil-teachers is satisfactory, 21,629-21,631, 21,879.

Finds no difficulty in obtaining pupil-teachers, 21,867-21,870.

States his method of educating his pupil-teachers, 21,880-21,885.

The inspector is always careful to hear them teach, and gives them great attention, 21,886-21,891.

The tendency is to displace assistants for pupil-teachers, 22,029-22,039.

Mr. E. HORSFIELD.

Has no difficulty in obtaining pupil-teachers; he pays them well, 22,050, 22,198, 22,199.

Is acquainted with the centre system, but not as it is worked in London, 22,051, 22,052.

The system works well in Liverpool; it does not relieve the master of his responsibility, 22,053-22,056.

It is a supplementary system, 22,318-22,319.

Used to teach history to pupil-teachers at a voluntary centre under the Liverpool Council of Education, 22,121, 22,141.

He is the only teacher, and takes nearly every subject for the certificate examination, 22,142, 22,149.

All his pupils are women, and he gets a reasonable amount of work out of them, 22,150-22,164, 22,264-22,271.

There is a want of attention, which may arise from the distraction of life and its pleasures, 22,449-22,453.

No separate payment is made to him for his instruction, 22,208.

Does not attribute the unsatisfactory state of his history class to unreasonable hours of instruction, 22,276-22,291.

Pupil-teachers are required by the board to attend these classes, 22,320.

It is part of the head teacher's duty to give instruction each morning to his pupil-teachers, 22,367-22,369.

The centre system in Liverpool does not relieve over-pressure in the case of pupil-teachers, 22,370-22,372.

Mr. J. SCORSON.

Adult teachers are preferable, but if pupil-teachers are still employed, they should not be apprenticed till 16, 22,777-22,780, 22,782, 22,783, 22,894-22,901, 22,903, 23,126, 23,002.

Instruction at centres seems better than the old plan, which was not satisfactory, 22,781, 22,805, 22,808, 23,103-23,109.

## PUPIL-TEACHERS—(continued).

Mr. J. SCOTSON—(continued).

The instruction imparted by pupil-teachers between 14 and 16 is not worth much, 22,781.

There are difficulties in providing higher grade schools for pupil-teachers in small or sparse districts, 22,873-22,875, 23,002, 23,003, 23,128-23,130.

Pupil-teachership is not the best preparation for teaching; believes the system he suggests above would be better, 22,902, 22,903.

Mr. E. MORRIS.

The apprenticeship should not be shortened, the initial age might be raised to 16, 23,289, 23,290.

The teaching by pupil-teachers is mechanical until their third year, 23,294, 23,531, 23,532.

Prefers assistants; one assistant could teach two standards better than two pupil-teachers, 23,296-23,298.

It is difficult to get the best scholars to become pupil-teachers, 23,619.

Mr. J. H. DEVONSHIRE.

The pupil-teacher class is one of the best sources from which teachers can be obtained, 23,660, 23,661.

Are most unsatisfactorily taught, 23,662-23,664, 23,861, 23,862, 23,955-23,962.

The centre system gives increased time for study, but his experience is against it, 23,665, 23,666, 23,841-23,851.

Under proper supervision they form an important factor in the teaching staff, 23,667.

Two-thirds of what is taught by the centre system could easily be taught with the present machinery of each school, 23,841-23,850.

Five hours a week direct instruction is sufficient to prepare for their yearly examination, 23,851-23,853.

Has two pupil-teachers. They have two hours a day free for private study, 23,854-23,860.

The untrained teachers are mostly confined to country districts, 23,864-23,866.

Would train them specially as to teaching, 24,053-24,055.

SIR L. T. STAMER.

The instruction of pupil-teachers, except by conscientious teachers, is not satisfactory, 24,215, 24,584.

There is no central place of instruction at Stoke, 24,231, 24,581, 24,589-24,591.

Centre teaching would break the happy association between head teacher and pupil-teacher, 24,232, 24,233.

There are few male but a good many female pupil-teachers employed in the board schools in Stoke, 24,580.

They only have 25 hours a week of school teaching, 24,582, 24,583.

The majority pass the annual examination well, but a very small proportion fail, 24,585, 24,586.

Many sit for the scholarship examination at the end of their apprenticeship, but it is not obligatory, 24,587.

Few go to college, they become assistant teachers, 24,588, 24,589.

Mrs. FIELDEN.

Finds great difficulty in making them, 26,140, 26,141, 26,238.

Keeps her trained girls till they take their certificates, 26,216-26,223.

Girls can earn more money at the mills than by teaching, 26,239-26,243.

The moral tone of London pupil-teachers is not lower than it was formerly, 26,244-26,246.

Lady STEVENSON.

The supply of pupil-teachers will become more ample as the centre system develops, 26,261.

Visits the Chelsea centre; the teaching received there is open to improvement, 26,262-26,269.

The health of pupil-teachers is now well attended to; there is no over-pressure, 26,270-26,273.

Pupil-teachers are now drawn from a better class, and from more comfortable homes, 26,334-26,339.

Has no reason to complain of the demeanour of the teachers since they ceased to be taught in the evening, 26,390-26,393.

More boys than girls drop out to enter other occupations, 26,398-26,400.

## PUPIL-TEACHERS—(continued).

Rev. W. J. B. RICHARDS.

The supply of boys is decreasing largely; that of girls slightly in Roman Catholic schools, 26,516, 26,517, 26,763-26,765.

It is partly due to the early age of leaving school, 26,519.

The falling off in the number of candidates for the Queen's scholarship examination is due to the competition with school board pupil-teachers, 26,541, 26,800-26,802.

The Queen's scholarship examination should no longer qualify for an assistantship, 26,541, 26,803, 26,829-26,835.

The Queen's scholarships should be given to those only who intend to enter a college, 26,541, 26,675-26,679, 26,827, 26,828.

Would like to return to the five years' apprenticeship, beginning when children are only 13 years old, 26,602-26,605.

Some educationalists wish the age to be 15 or more for the date of apprenticeship, 26,653, 26,654.

To make children paid monitors at 13, and the apprenticeship to begin at 15, would not be desirable, 26,655.

The number of persons admitted to Queen's scholarships is based upon the number of vacancies in the colleges, 26,676-26,679.

The admission examination is competitive, and the Catholic pupil-teachers suffer for it, 26,804-26,809, 26,812-26,814.

Although the standard of examination has not been raised, a deeper and fuller knowledge of the subjects is required, 26,810, 26,823, 26,824.

The success of the Liverpool female pupil-teachers is due to the central class system, 26,825, 26,826.

Rev. R. G. MAUL.

Cannot conceive of anything better than the old system, 27,436-27,439.

The change is partly owing to the position of the parents, who belong to a poorer class, 27,440-27,445.

In some parts of London the voluntary schools find the competition of the board schools very severe, 27,446, 27,447.

Would recruit the staff of certificated teachers from pupil-teachers, 27,450, 27,451.

Mr. A. C. ROGERS.

Centre teaching is a better training, but it overpresses assistants, and reduces the working power of the school, 28,225-28,227, 28,234-28,243, 28,525-28,540.

Rev. J. R. DIGGLE.

There is generally no difficulty in obtaining pupil-teachers, except in the very poorest districts, 29,611, 29,612, 29,942-29,946, 30,371, 30,372, 30,715, 39,716.

Would admit those who have passed the senior local university examinations as ex-pupil-teachers, 29,613, 29,614.

Gives details of the centre system, 29,615.

There are, practically, now 10 pupil-teacher schools, 29,616.

The instruction is given by the head teacher and his assistants, 29,617-29,619.

Pupil-teachers are more efficiently taught in the pupil-teacher schools than in schools of their own choice, 29,620-29,624.

Generally speaking, the board are satisfied with the results, 29,625-29,628, 30,626.

Care is taken to exclude physically unfit candidates, 29,629.

Not many girls leave the profession, but some of the boys go into the Civil Service, 29,631, 29,632, 29,964-29,970.

There is no serious difficulty in getting suitable candidates, 29,947.

It is very desirable that young persons should have had something beyond elementary school education, 29,948.

Very few have been at secondary schools before becoming pupil-teachers, 29,949-29,951.

In 1886 30 per cent. qualified under Article 50, and 70 per cent. under Articles 50 and 52, 29,952-29,955.

Gives the corresponding per-centages for 1881 and 1884, 29,955a, 29,956, 30,374-30,376.

## PUPIL-TEACHERS—(continued).

Rev. J. R. DIGGLE—(continued).

The present system has turned out a much larger proportion of thoroughly qualified teachers, 29,957, 30,374-30,376, 30,627-30,629.

Gives results of the scholarship examination for 1885 and 1886 of pupil-teachers instructed at centres, 29,958-29,963.

The attractiveness of the centre system is an inducement to enter upon the work of teaching, 30,373.

A higher school candidate has no undue advantage over a pupil-teacher when competing for the admission examination, 30,383-30,385.

Hopes the present system will not raise up difficulties as between two social grades, 30,386, 30,387.

The distance from centres for female teachers has been obviated by making the attendance in the day-time, 30,595.

The board discourages the teaching at the centres from degenerating into a lecture system, 30,596.

The pay of pupil-teachers varies according to their years of service, 30,713-30,715.

Changing the age for apprenticeship may have caused the difficulty of getting boys in the east-end districts, 30,717.

Pupil-teachers are suited for large schools, which are practically a number of little schools under one roof, 30,718.

A pupil-teacher almost invariably works under supervision, and rarely works alone in a room, 30,719-30,726.

The number of children given them to instruct varies according to the head master's judgment of their capacity, 30,728.

The board desires to retain them, and that is why it began to resuscitate the centre system, 30,729.

Rev. Dr. CROSSKEY.

In Birmingham their class-room plan of teaching necessitates a larger proportion of adult teachers, 30,952-30,955.

Objects to the pupil-teacher system, 30,956-30,958.

The training college does not compensate for the defects of the system, 30,959, 30,960.

The system is bad for the scholars, 30,961, 30,966.

Ex-pupil-teachers from country schools have invariably turned out failures at Birmingham, 30,962, 30,963.

There should be none but adult teachers in schools, 30,958, 30,964-30,967, 31,070, 31,071, 31,087-31,098.

The abolition of the system would not stop working class children from entering the profession if scholarships were extended, 30,968-30,974, 31,072, 31,073, 31,074-31,081.

As a temporary expedient a half-time system with an extra State grant would be an improvement, 30,975, 30,976.

The numbers of teachers coming from the working classes depends on the educational system, 31,074-31,081.

Considers the student-teacher system in high class ladies' schools only a temporary expedient, 31,099-31,104, 33,068-33,070.

There is a centre system at Birmingham, and on the whole it works better than the old system, 31,142, 31,143.

The pupil-teacher system is very bad and very cheap; would abolish it, 32,766-32,768, 32,797.

Would let the teacher secure general education in the way those entering other professions gain it, 32,769-32,771.

The present pupil-teachers are unprepared for college work. The inspectors complain of their unfitness, 32,800, 33,026.

Prefers the system practised in Germany, 32,798, 32,799, 32,801.

If the system were abolished in country schools they would have to employ adult teachers, 32,855-32,861.

Does not complain of the curriculum, but the want of thoroughness in getting it up, 33,027-33,029.

Their pupil-teacher classes are held four times a week, 33,034, 33,035.

Ex-pupil-teachers come to them, after three years apprenticeship, at the age of 15, 33,063-33,065.

There is a fair supply of pupil-teachers in Birmingham. There is an inclination to employ adult teachers, 41,654-41,657.

Young men and women wish to become teachers, but through the sectarian restrictions are not able to do so, 41,660-41,664.

## PUPIL-TEACHERS—(continued).

Mr. E. HANCE.

The supply of pupil-teachers is sufficient, they are drawn from an increasingly good class, 32,114, 32,115. The training of pupil-teachers is the most unsatisfactory feature of the system, 32,116.

States the experience of the Liverpool School Board as to the preparation of pupil-teachers and the efforts made to improve them, 32,117-32,122, 32,374-32,376.

Makes certain suggestions which would raise the training of pupil-teachers throughout the country, 32,123-32,128.

Students from secondary schools are seldom as good teachers as those from public elementary schools, 32,320-32,326.

Training colleges are glad to get pupil-teachers from Liverpool 32,327-33,332.

The majority of their pupil-teachers go to Edgill College, 32,333-32,334.

The Liverpool Council of Education wish to secure a better training and teaching of pupil-teachers, 32,534.

The central system of training pupil-teachers creates an *esprit de corps* among them, 32,549, 32,550.

The supply of pupil-teachers should be limited by regulations, 32,553-32,562, 32,640-32,643.

Every candidate should, during training, have an opportunity of judging if he or she is suitable for it, 32,637-32,639.

Teachers must be obtained from wherever they can best be produced, 32,695-32,700.

It is not wise to depress the education of the towns to put the country upon the same level, 32,701, 32,702.

Rev. E. F. M. MCCARTHY.

There are 346 pupil-teachers under the Birmingham board, 33,128, 33,129, 33,730.

Candidates are obtained by advertisement, and are examined by the director of training classes, 33,130, 33,726-33,733.

Last year 67 per cent. of males and 43 per cent. of the females came from secondary schools, 33,131, 33,132, 33,451.

Explains the character of the education in the schools on King Edward's foundation, 33,133, 33,624, 33,625.

Pupil-teachers from secondary schools are incomparably superior to those from elementary schools, 33,134-33,137, 33,526-33,528.

Mistresses not being quite so highly educated, prefer a less-educated set of pupil-teachers, 33,138.

The board offered bonuses to attract young persons of good attainments and encourage their studies, 33,139, 33,140.

Since January 1884 the centre system has been adopted, 33,141-33,144.

Gives the staff employed, 33,145, 33,171, 33,580, 33,581.

The net cost to the board is 2*l.* 6*s.* per head, 33,146.

The director is indispensable, and is the key note of the whole system, 33,147, 33,150, 33,167, 33,455.

He receives 400*l.* a year, and is a trained certificated master and a graduate of Oxford, 33,148, 33,149.

The teaching staff consists of experts in each subject, 33,151, 33,579-33,581.

An equally effective instruction is got for all the pupil-teachers, 33,152.

The general intellectual result of the system is more satisfactory than the old system, 33,153, 33,634-33,636.

It is the only system under which eliminating unsatisfactory pupil-teachers has been made, 33,154.

The system relieves head-teachers and should give them more time for instruction in the art of teaching, 33,155.

It has made the career of teachers more attractive, and attracted a better class of candidates, 33,156, 33,394.

Puts in return showing occupations of the parents of pupil-teachers, 33,156, 33,157.

The central system weakens the tie between the head master and pupil-teacher, 33,158.

It is endeavoured to limit each class to 35 pupils, 33,159.

The lecture system is bad, but it is not the necessary consequence of having central classes, 33,160.

Under the conditions imposed it is possible to teach 35 on the class system and without lecturing, 33,161.

The system lowers the interest of pupil-teachers in their work as teachers, 33,162, 33,378.



## PUPIL-TEACHERS—(continued).

Rev. E. F. M. McCARTHY—(continued).

No objection can be raised to the system because the pupils pass through the town at night, 33,163, 33,166.

There is only one centre for each set of pupil-teachers; the board pays the fares of those who live at a distance, 33,164, 33,458.

The night classes are held at two board schools, 33,165, 33,577, 33,578.

There should be an admission examination, and subsequent elimination of any found unsatisfactory, 33,168-33,170, 33,381, 33,382.

States the changes that should be made in the curriculum if the pupil-teacher system is to be retained, 33,172-33,174.

The present Government examination is unsatisfactory, 33,175-33,178, 33,571, 33,575, 33,576.

An examination in French and Latin is important, and should be held, 33,179.

The classification into "Well" and "Fair" is arbitrary, and it would be better if divided into Classes I., II., and III., 33,180.

There is no connexion between the lesson given by the head master and those at the central classes, 33,379.

The centre system cannot be established in country districts, 33,383, 33,384, 33,386, 33,387, 33,618-33,622.

Pupil-teachers from country districts are not found efficient in board schools, 33,385.

The central system does not swamp the profession with town-bred pupil-teachers, 33,388.

It is desirable, but not feasible, to abolish the pupil-teacher system all through the country, 33,389.

Gives salaries of pupil-teachers, 33,395, 33,452.

Pupil-teachers in most cases come from homes where they can have a room at night for study, 33,445.

The board's inspector tries to dissuade parents from entering children where this is not practicable, 33,446-33,448.

The centre system has methodised the habits of the pupil-teachers as regards home study, 33,453, 33,454.

The sexes do not meet at the same time at centre classes, 33,456, 33,746-33,748.

Those with no aptitude for teaching are eliminated as soon as discovered, 33,457.

A pupil-teacher's training is not the best preparation for a teacher's work, 33,521.

They should not be apprenticed before 16 at the earliest, 33,522-33,524, 33,529.

Till then a child should concentrate his whole efforts upon his non-professional training, 33,525.

The apprenticeship might be reduced to three years, and his scheme of five years' education and training applied, 33,530-33,534.

The pupil-teachers' syllabus as a guide to teachers is defective, 33,572, 33,573.

One of the objects in establishing the pupil-teacher system was to feed training colleges, 33,623.

Instruction in Latin is necessary to enable them to discharge their teaching functions in elementary schools, 33,626-33,631.

The knowledge obtained during apprenticeship of French and Latin should be extended afterwards, 33,632.

In Birmingham the pupil-teacher system is maintained to staff the schools and not to feed training colleges, 33,633.

A circular is sent to head teachers, impressing upon them their responsibilities for training pupil-teachers, 33,734.

Keeping a journal for pupil-teachers is a very admirable system, 33,738-33,741.

Ex-pupil-teachers should take, first of all, the first year's papers, and after an interval of two years, the second year's, 33,749-33,751.

A large proportion of those from secondary schools take the shortened apprenticeship of three years, 33,752, 33,753.

Rev. Canon McNEILE.

The training of the pupil-teachers from voluntary schools has much improved of late, 33,795-33,798.

Schools which give pupil-teachers more time to study should have pecuniary assistance, 33,800, 33,801.

The Department has consented to an alteration in the indentures so that their years may all end simultaneously, 33,802.

## PUPIL-TEACHERS—(continued).

Rev. Canon McNEILE—(continued).

The diocesan board wishes to encourage the collective instruction of pupil-teachers.

There are not too many pupil-teachers. Their number is diminishing, 33,908-33,914, 34,030-34,035.

A certain number of their pupil-teachers attend the board school classes, 33,944-33,957, 34,092-34,095.

The college for pupil-teachers will probably soon be closed for want of funds, 34,084-34,091.

Is in favour of continuing the pupil-teacher system, 34,272, 34,273.

States the provisions made for his pupil-teachers' moral and religious instruction, 34,279-34,281.

A great many pupil-teachers do not proceed to a training college, but prepare for their certificates as assistant teachers, 34,282-34,285.

Rev. J. GILMORE.

There is an adequate supply of females, but it is more difficult to get male pupil-teachers, 34,606.

It would be no improvement to give pupil-teachers half-time during their first year for home lessons, 34,787-34,790.

Eighty ex-seventh standard girls applied for 12 vacancies as pupil-teachers, 34,788.

Some 60 of them would be fit for pupil-teachers, 34,789.

They are taught in centres and receive all necessary instruction, 34,790, 34,791, 34,839, 34,937.

It would be a benefit to give them more time for instruction, 34,792, 34,793.

The gap could be filled up by an ex-seventh standard girl as monitor, but the teaching would be much worse for it, 34,794-34,800.

The Code is driving managers to employ assistants and not pupil-teachers, 34,797.

The pupil-teacher system is a very good way of recruiting the staff of certificated teachers, 34,838.

Is not satisfied with the centre system, 34,840-34,842.

The system is advocated because the division of labour promotes the efficiency of the teaching, 34,843.

Under it teachers do not feel themselves responsible for their pupil-teachers, 34,844, 34,845.

Pupil-teachers do not generally go on to college, but more try to go now than formerly, 34,846.

The centre system costs about 600l. annually; the classes are looked after by the inspector, 34,938-34,943.

A change in the arrangements for instructing pupil-teachers is under consideration, 34,944.

Gives results of the Government examination in 1885 and 1886 for pupil-teachers, 34,944-34,946.

The unsatisfactory results are largely due to the want of judgment in selecting candidates, 34,947, 34,948.

They are not employed more than 25 hours a week in teaching, the centre classes are held early in the morning, 35,116-35,121.

The proposed alterations in the central classes for pupil-teachers will be satisfactory, 35,122.

Mr. J. HANSON.

Cannot get a sufficient supply of candidates, especially of boys, 35,170, 35,171, 35,596.

Have established a centre system, and next year the pupil-teachers in all four years will be half-timers, 35,172-35,176.

The pupil-teacher system should be gradually abolished, the cost for certificated teachers might not be more, 35,174, 35,199-35,204, 35,805-35,815.

Pupil-teachers mostly spring from the more intelligent class of working people, 35,597-35,600.

Explains how better teachers and improved education can be attained, 35,601, 35,602, 35,763-35,768, 35,830-35,837, 35,841-35,843.

It is undesirable that persons under 18 should teach, 32,806-35,840.

If they attained a higher standard before commencing teaching it would have a very good effect, 35,844-35,846.

Mr. D. J. O'DONOGHUE.

There should be a medical officer appointed by the Department for every large centre, 35,867.

Pupil-teachers are largely employed; central instruction has not been adopted, 36,013-36,016.



## PUPIL-TEACHERS—(continued).

Rev. J. NUNN.

Their schools are in connexion with all the training colleges, 36,418.

Has no central pupil-teacher system, 36,419, 36,791.

There is no difficulty in obtaining either male or female pupil-teachers, 36,493-36,497.

States the salary for which efficient pupil-teachers may be obtained, 36,501-36,503.

His voluntary school is worked by pupil-teachers largely, 36,504, 36,505.

Care is taken that head teachers do not neglect the training of their pupil-teachers, 36,506-36,509.

Mr. T. G. WRIGHT.

The supply is adequate, though not derived from the best class of pupils; gives scale of salary, 37,113-37,116.

Would not shorten the four years' apprenticeship, 37,117-37,119.

Their professional training is neglected owing to insufficiency of staff, 37,120-37,124, 37,419.

The largest departments in Bristol have 250 scholars, with two certificated teachers, 37,125-37,128.

It is now under consideration to try the centre system, all the teachers being in favour of it, 37,129.

Supervision as to health should be mainly exercised at entrance, 37,130, 37,136, 37,137, 37,436-37,438.

His report to the Bristol board showed astounding laxity among doctors in granting certificates, 37,131-37,133.

The Department has adopted a form of report requiring the doctor to attest each point specially, 37,134, 37,135.

The generality of their pupil-teachers have not a room to study in at home, 37,138.

Few persons in the pupil-teacher class could continue their education up to 16 at their own cost, 37,346, 37,347.

The board's scale for school staff is more liberal than the Government scale, 37,348-37,351.

Pupil-teachers in the first and second years should not teach, but either learn or watch others teach, 37,352-37,361.

A few female teachers have come to them from secondary schools; one now is doing very well, 37,413-37,418.

Pupil-teachers cannot be properly trained while they give 25 hours a week to teaching, 37,439-37,441.

Mr. W. LEE.

Only a limited number come from any of the Leeds secondary schools, 37,973.

No relaxation of work beyond that required by the Code is given to pupil-teachers, 38,040, 38,041, 38,063, 38,064.

The instruction at centres occupies five and a half hours a week, 38,042-38,048.

There are 24 centres; 30 or 40 attend each, 38,049-38,053, 38,101, 38,102.

The results are not satisfactory, and the old system will probably be reverted to, 38,054, 38,055.

The former system of individual teaching was also unsatisfactory, 38,056, 38,057.

Trained teachers are employed at the centres, 38,058, 38,061, 38,062.

The grant of 2*l.* or 3*l.* is obtained from the Department for paying them, 38,059, 38,060-38,062.

Mr. W. ANDERSON.

Employs certificated teachers, and their teaching is more satisfactory.

The teaching received by pupil-teachers is satisfactory, but it presses hardly on the girls, 38,135-38,139.

Dr. MORRISON.

The preparation of pupil-teachers is very unsatisfactory, 38,583-38,588.

They have too much teaching and too little time to themselves; the central classes also are injurious, 38,589-38,595.

The pupil-teachers are drawn from a very respectable class, 38,622-38,625, 38,672-38,677.

## PUPIL-TEACHERS—(continued).

Rev. J. MENET.

The art of teaching has not improved under the present system, 38,700-38,702, 38,799-38,801.

Pupil-teachers cannot be dispensed with; they are the source of the supply of teachers, 38,870-38,875.

The supply is sufficient; they generally come from elementary schools, 38,957, 38,958, 39,003, 39,004.

They would not earn more during their apprenticeship at any other calling, 39,040-39,045.

Mr. L. WILLIAMS.

Suggests that two years be spent at a higher grade school, and reckon as part of the apprenticeship, 39,427, 39,493-39,498.

Reform in the pupil-teaching system is necessary. Teachers with more general knowledge are required, 39,489-39,493.

At present they draw two thirds of their pupil-teachers from the higher grade school, 39,496-39,498.

At Cardiff the teachers leave college physically fitted for their work, 39,548-39,552.

Mr. J. NICKAL.

The teaching received by them is inferior; the time allowed is insufficient, 39,713-39,719, 40,009-40,012.

Supervises two centres, together having 355 pupils, 267 of whom are girls, 39,720-39,726.

As compared with pupil-teachers in the country, their results are much better, 39,727-39,730.

The pupils are certainly not less fitted under the centre system, and the best teachers are in favour of it, 39,731-39,734.

Describes the steps he takes to make himself familiar with the pupil-teachers' work in school, 39,735-39,743.

The work and ability of the senior teachers are satisfactory, and the tone of the schools is good, 39,744-39,751.

The teachers are specially selected, and teach liberally. The Government syllabus is overburdened, 39,752-39,754, 40,001, 40,002.

Under the old system pupil-teachers were not relieved from school work, and were over-pressed, 39,755-39,757.

At the centres boy and girl pupil-teachers are taught together, 39,880-39,884.

Some teachers complain that under the centre system the pupil-teachers are less valuable as teachers, 39,885-39,890, 39,947, 39,948.

The head teachers give no lessons to pupil-teachers, 39,891-39,893, 39,943-39,946.

Teachers have complained of having lost influence under the centre system, 39,953-39,957.

The present system will produce as good pupil-teachers as the old one, 39,949-39,952.

It does not tend to alienate the young teachers from the head teacher, 39,958.

The bulk of the pupil-teachers continue their professional career, 39,959, 39,960.

Gives the total cost of the centre system as compared with the cost of staffing schools with assistant teachers, 39,961-39,966.

Occasionally, pupil-teachers work up for their certificates without going to training colleges, 39,967-39,969.

It is the present intention of the board to train only sufficient pupil-teachers to meet the annual waste, 39,970-39,981.

The board has employed a few persons who have passed the Cambridge senior local examination, 39,982-39,988.

The teachers in the centre schools teach—not lecture, 39,989-39,994.

The head teachers in the schools and at the centres work in harmony, 39,995-39,999.

The religious teaching at the centres is given by the head teacher, and in accordance with the conscience clause, 40,000-40,006.

Mr. H. BIRLEY.

The pupil-teacher system is preferable to adult teachers, 40,194, 40,460, 40,461.

There is no need to shorten the apprenticeship, or to raise the entrance age, 40,196, 40,433, 40,434.

The teaching both received and imparted by pupil-teachers is satisfactory, 40,198, 40,199.

## PUPIL-TEACHERS—(continued).

## Mr. H. BIRLEY—(continued).

Sufficient care is taken to supervise their health and to eliminate any physically unfit, 40,200, 40,419.

A junior pupil-teacher should not be relieved of any part of his school work for the purposes of study, 40,415, 40,416.

The amount of work has not been oppressive or injurious to health, 40,417–40,420.

Public elementary school children are preferable to the grammar school element, 40,430–40,432, 40,791–40,795.

Practically there is no difficulty in obtaining suitable persons for pupil-teachers, 40,675–40,677.

## Rev. W. ASTON.

The supply is inadequate and inferior, 45,957, 45,958, 46,168–46,175.

## Mr. J. A. BROOKE.

The association examines, but does not give instruction, 46,327, 46,328, 46,345–46,349, 46,455–46,458, 46,520.

Board and voluntary school pupil-teachers are admitted on the same terms, 46,329–46,335, 46,521–46,525, 46,568–46,575.

Prizes are given annually, 46,336–46,339, 46,526.

The majority of board school pupil-teachers are trained in the technical schools, 46,340–46,344, 46,350–46,352, 46,459–46,461, 46,462, 46,486–46,490.

A very good class of pupil-teachers comes from the Standard VII. school, 46,344.

## Ven. Archdeacon NORRIS.

Some board school pupil-teachers are very ignorant of the Bible, 47,378–47,383.

The clergy take a less active part in the religious instruction, 47,560, 47,561.

## Mr. J. F. SEABROOK.

Suggests two grades of pupil-teachers, to extend over six years, 48,230–48,234, 48,255, 48,338–48,346, 48,387–48,392.

Some pupil-teachers are unfit for the vocation, 48,256.

Inspectors sometimes hesitate to point out incompetency, 48,257.

Thirteen is not too early to begin, 48,258–48,261.

Very few come from secondary into elementary schools, 48,262–48,264.

Teachers are partly paid for the instruction of pupil-teacher, 48,377.

## Mr. M. WILKS.

The London School Board system is admirable, 48,684–48,686, 48,694.

Pupil-teachers now get more liberal and intellectual ideas of education, 48,687.

Gives details of what is being done to improve pupil-teachers, 48,688, 48,689.

The new system has greatly improved their health, 48,692.

A higher class of candidates is attracted, 48,693.

The centre system does not undermine the authority of the head teacher, 48,695–48,698.

Prefers adult to pupil-teachers, 48,858–48,871.

A school's success ultimately depends on the teacher, 48,929.

Candidates should be drawn from a wider area, 48,930–48,933, 48,937–48,941.

It is difficult for persons to get into the profession unless first as pupil-teachers, 48,934, 48,935.

Children should not begin to teach so early as 14 years, 48,937–48,941, 49,023, 49,024.

There are about 1,400 at present under training, but the number is not sufficient, 49,019–49,021.

Pupil-teacher candidates are not paid so well as formerly, 49,022.

## PUPIL-TEACHERS—(continued).

## Mr. M. WILKS—(continued).

The aim of all is to get into a training college, but there is not room, 49,025–49,027.

The centre system has removed his objections to the pupil-teacher system, 49,190, 49,191.

Pupil-teachers may be drawn from secondary schools if desired, 49,298–49,301.

## Mr. H. E. B. HARRISON.

Would improve the pupil-teacher system, not abolish it, 49,319, 49,320.

Pupil-teachers should not teach in their first year, 49,321–49,323.

The central system must be confined to towns, 49,324–49,327.

New scheme for examinations, 49,328–49,330.

The result of the yearly examinations to be reported to managers within three months, 49,332.

The period of apprenticeship not be shortened, 49,333.

The skill of pupil-teachers in teaching is tested; gives details, 49,527–49,535.

The Liverpool plan shows to great advantage with other districts, 49,587–49,596.

If freed from all considerations would abolish the pupil-teacher system, 49,597–49,606, 49,649–49,655.

Pupil-teachers should be free one afternoon a week for private study, 49,607–49,610.

Recommends that the whole continuous teaching be given at the centre, 49,611–49,613.

The lecturers need only occasionally revise papers, 49,614–49,619.

The progress of pupil-teachers to be tested by surprise visits of the inspector, 49,620–49,624.

Teachers failing in their third year should be put back a year or leave the profession, 49,625–49,627.

In Liverpool they get pupil-teachers at 16 instead of 14, 49,628–49,633.

## Mr. J. MURRAY.

Pupil-teachers are generally employed in Roman Catholic schools, 50,199–50,203.

They are taught by their head master, but also attend the central classes, 50,204–50,206.

## Mr. C. TWISS.

The supply is adequate, 54,240–54,242.

Prefers pupil-teachers from elementary schools, 54,243, 54,457, 54,460–54,475.

In many districts they do not get sufficient instruction, 54,244–54,247, 54,354, 54,355.

Pupil-teachers are much more efficient than formerly, 54,248, 54,249, 54,476.

With proper supervision the teaching is satisfactory, 54,250, 54,251.

Most pupil-teachers go to training colleges, 54,377, 54,378.

Teaches his own pupil-teachers, 54,458, 54,459, 54,485–54,489.

Pupil-teachers should have more time for study, 54,477–54,479.

His pupil-teachers do well in the scholarship examination, 54,490.

There is a difficulty in getting boys, 54,491–54,493.

## Mr. E. B. SARGENT.

The aim of the London Pupil-teachers' Association is to improve the system, 54,537, 54,538, 54,540, 54,573, 54,610.

The association, as applicable to girls, was only recently founded, 54,539.

Until lately there has been no organised physical training, and the disciplinary effect of games was lost, 54,574, 54,787.

The association aims at developing loyalty to rules and decisions among pupil-teachers, 54,575–54,579, 54,785–54,792.

The discipline of the playground is a most important aid in building up character, 54,580, 54,581.

The instruction received by pupil-teachers is superficial, owing to want of time; they are tired with their day's work in school, 54,582–54,588, 54,590–54,592.

## PUPIL-TEACHERS—(continued).

Mr. E. B. SARGENT—(continued).

The same faults were visible in the old training and instruction, 54,589.

Their want of interest in reading and the way in which all knowledge is valued is very noticeable, 54,593-54,595, 54,793-54,798.

Very few specimen lessons are given by head teachers, 54,596, 54,597, 54,799-54,801.

Dividing the responsibility between the centre teacher and the head teacher is a bad plan, 54,598-54,601.

Would be sorry to abolish the centre system, 54,602.

The head teacher alone should be made responsible for any failure at end of year, 54,603-54,609.

Would substitute voluntary agency in the selection of pupil-teachers for the action of the board, 54,610-54,613, 54,617.

Pupil-teachers are less well selected by the board than by voluntary managers, 54,614-54,619.

Approves of extending the centre system if head teachers are made solely responsible and the time spent in teaching is reduced, 54,620-54,622.

States number of hours that should be spent in teaching each week, 54,623, 54,624, 54,639.

The training should last five years, the first year being probationary, 54,625-54,628, 54,632-54,638, 54,643-54,646.

More probationers should be employed than will be required, and definite selection made at end of year, 54,629-54,631.

Schedule V. should be re-modelled, 54,639-54,642, 54,819-54,826.

A circulating library should be started at every centre, 54,642.

The centre system could be extended to rural districts for boys, but there are difficulties with girls, 54,738, 54,750, 54,751.

The instruction would have to be given on Saturday mornings, 54,739, 54,740, 54,744-54,746, 54,777-54,784.

Teachers who give up Saturday mornings to teach at centres should be remunerated, 54,747-54,749.

Pupil-teachers get their technical knowledge of the art of education too much from text-books, 54,802-54,805.

Does not wish to abolish pupil-teachers, but wants them to learn under really adequate supervision, 54,830, 54,831.

Mr. W. MARTIN.

The teaching of pupil-teachers in Marylebone is not satisfactory, 55,384-55,392, 55,525-55,527.

Pupil-teachers under the board do better, 55,393, 55,394.

The school board takes more pains in securing good candidates for pupil-teachers, 55,395-55,400.

Senior pupil-teachers handle their classes fairly well and show promise, 55,401-55,403.

Dull pupil-teachers get on better under the old than under the centre system, 55,404, 55,405.

The centre system needs improving with reference to the examination in literature, 55,406-55,414, 55,530-55,532.

It is not practicable, though desirable, to announce the results of the examination by Christmas, 55,415-55,420.

The centres should be held in well-built and equipped rooms; the Marylebone centre is unsatisfactory, 55,421-55,425.

Pupil-teachers in their third and fourth years, if properly chosen and taught, are very useful in teaching, 55,426.

London amusements and dissipations do not interfere with pupil-teachers' studies, 55,528.

The centre instruction is not too scientific or too literary, 55,529.

It is more difficult in London to bring teachers and pupil-teachers together than in country districts, 55,578, 55,579.

A modified form of the centre system is about to be adopted by the church schools in Marylebone, 55,580-55,582.

Dull pupil-teachers are not desirable material, 55,591-55,599.

The connexion between the head teacher and his pupil-teachers is not as strong under the centre as under the old system, 55,618, 55,619.

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## PUPIL-TEACHERS—(continued).

Mr. W. MARTIN—(continued).

There is no conflict of opinion between the head teacher of the school and the head teacher of the centre, 55,620, 55,626.

Training in a training college is a desirable part of the preparation, and should not be omitted, 55,622-55,625.

Sir H. E. ROSCOE.

The system is one of the weakest, 55,904-55,900.

Mr. W. WILLIAMS.

The pupil-teacher system is not generally satisfactory; suggests improvements, 56,532, 56,533.

Mr. J. G. FITCH.

The pupil-teacher system is a very important one, 56,712.

The certificate examination should still be open to persons who have not been pupil-teachers, 56,713.

The instruction obtained by pupil-teachers is not satisfactory; points out how it might be improved, 56,714-56,718.

The central system on the whole has been a success, and the principle might be greatly extended, 56,719-56,721.

Pupil-teachers might be grouped together on Saturday for instruction in mathematics or a language, 56,722-56,724.

There is no advantage in extending the time devoted to the annual examination of pupil-teachers, 56,725.

It would be difficult to make known the result of their examination in a shorter time, 56,726-56,729.

The central system has not improved the personal relations between the head teacher and the apprentice, 56,863, 56,869.

In many rural parts of England a great deal of collective instruction might be brought about, 56,874-56,876.

States his views on the administering of the pupil-teachers' grant, 56,877-56,879.

States the great difficulties which are in the way of raising the age of admission of pupil-teachers, 56,986-56,991.

The instruction of pupil-teachers has very much improved, and it can be still more improved, 57,939-57,946.

Those who have been trained at centres take a higher rank in the admission examination, 57,947, 57,948.

A pupil-teacher should not have the whole charge of a class of 60, 57,999, 58,001.

Mr. A. P. GRAVES.

Is not satisfied with present system, 57,066.

Proposes Government scholarships by which candidates might go to good middle-class schools, 57,066, 57,143-57,147.

Something of this kind is in practice with very considerable success at Manchester, 57,066-57,068.

The instruction of pupil-teachers is not satisfactory; the books used are often mere cram books, 57,069, 57,070.

Suggests issuing a list of the best works, and holding a single annual examination, 57,070-57,073, 57,148-57,154, 57,333.

When schools are short-handed, pupil-teachers do not get sufficient time for private study, 57,071, 57,072.

Recommends pupil-teachers being orally examined in some of their subjects, 57,074-57,077, 57,155, 57,156.

It would be difficult to shorten the apprenticeship in country districts, 57,078.

It would benefit pupil-teachers to get half time for study and special instruction to their first year, 57,233-57,236.

The central system has been tried with very satisfactory results in Bridgwater, 57,237-57,239.

If books cannot be specified, the Code should lay down more definitely the course of instruction, 57,245-57,247, 57,251.

It would be a great convenience if the result of the yearly examination could be announced more promptly, 57,332-57,336.

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## PUPIL-TEACHERS—(continued).

Mr. J. McKENZIE.

Many candidates are disgusted by the dreariness of the work, 57,399.

Pupil-teachers are not found largely in small schools, 57,464–57,469, 57,479.

They should only be appointed where they can be properly trained, 57,468–57,471.

Rev. F. SYNGE.

The system is the best one for securing an adequate supply of adult teachers, 58,101, 58,449.

Would like the entrance examination more stringent, and stricter rules for teachers who have apprentices, 58,102, 58,103.

Would like lists of books recommended for pupil-teachers issued, 58,422–58,424.

There are a good many pupil-teachers in his district; they are taught in the old-fashioned way, 58,448, 58,450, 58,451.

The result of the yearly examinations of pupil-teachers should be announced earlier, 58,603, 58,609–58,620.

Points out difficulties in the way of doing so, 58,605–58,608, 58,611–58,621.

Mr. E. H. BRODIE.

There should be two or even three years' probation, and then five years as pupil-teachers, 58,712–58,715.

Would pay them more, and give them help in the way of books, manuals, maps, &c., 58,715.

Pupil-teachers on the whole are not sufficiently trained in all the art and duties of teaching, 58,716.

Teachers and managers do their duty, but the whole thing should be more satisfactorily managed, 58,717.

Pupil-teachers are badly paid; better will be got if they are better paid, 58,768.

Mr. P. CUMIN.

Wishes to maintain the pupil-teacher system, but his proposal will cut out a certain number, 59,075–59,082.

His plan of day colleges only provides for the superior class of pupil-teachers in towns, 59,097–59,101, 59,103, 59,104.

The results of the annual examination cannot be announced earlier, 59,613–59,615, 59,623.

Many complaints have been received of the delay, but they have stopped latterly, 59,616, 59,617.

Managers know whether their pupil-teachers are likely to succeed, without waiting for the report, 59,618–59,620, 59,622.

The failure of pupil-teachers may in some cases be due to the ignorance of the head teacher, 59,620, 59,621.

Inspectors do not do their duty if they fail to notice the pupil-teachers' power of teaching, 59,623, 59,624.

Complaints are made when pupil-teachers enter college of their want of intelligence in class management, 59,625, 59,626.

It would be troublesome for inspectors to have to report separately upon the teaching power, 59,627–59,629.

Gives results of teaching in centres as compared with those not in centres, 59,650–59,653.

It shows that voluntary school pupils do not do so well as the others, 59,650.

Mr. H. E. OAKELEY.

The system is the best way of keeping up the supply of teachers, but needs improvement, 59,171, 59,172, 59,254, 59,255, 59,329.

The best boys are not got, they earn more at other occupations, 59,171.

Their instruction is not satisfactory, 59,173–59,177, 59,256, 59,261–59,272.

The last 200 or 300 who pass the admission list are very weak and ought not to be admitted, 59,173, 59,335.

The syllabus of work cannot be materially lessened, but taking so many sciences should be stopped, 59,178, 59,274–59,280, 59,339–59,341.

## PUPIL-TEACHERS—(continued).

Mr. H. E. OAKELEY—(continued).

Proposes to release them partially from teaching, to extend the centre system, and to stimulate managers by increased grants, 59,179, 59,180, 59,273.

The central system would be impracticable in small rural places, 59,180, 59,257–59,260.

Proposes to substitute the admission examination for the fourth year's examination, 59,181, 59,324, 59,342, 59,343.

States the arrangements recently made for simplifying the examination papers, 59,181, 59,182, 59,344–59,347.

It would be an advantage if the results of the yearly examination could be announced earlier, but points out difficulties, 59,281–59,284.

It seems absolutely necessary that the literature examination should be held at the centre, 59,285–59,288.

The course given in the Fifth Schedule, geography, is, on the whole, a very satisfactory one, 59,235–59,237.

The syllabus might be improved by specifying books in English, Latin, and other languages. &c., 59,327, 59,328.

Gives number of pupil-teachers. The supply is becoming too large, 59,331–59,334.

It is not the fault of inspectors if teachers neglect their duty; managers only can check this, 59,336–59,338.

Attention should be paid to the convenience of pupil-teachers in fixing the place of their examination, 59,348, 59,349.

## PUPIL-TEACHERS: CENTRE SYSTEM.

Rev. D. J. STEWART.

All apprentices in London attend centres, 2617, 2618.

The papers worked by voluntary school pupil-teachers were better than those from the centres, 2662–2670.

No pupil-teachers in voluntary schools attend centres in his district, 2731, 2732.

Pupil-teachers attending the centres are exempted from the work of the school during the hours they attend, 2354–2365, 2619–2621, 2791.

Under the present system there is a tendency to cram, 2366.

The old system is better than the centre system, 2318–2326, 2761.

Unless the staff carried on the pupil-teachers' work during their absence, the children would be neglected, 2762, 2763.

The centre system is not a success, 2818, 2819.

The Queen's scholarship examinations are a fair test of the system, but it does not show any improvement in the skill of teaching, 2820–2823.

The centre system has not been in force long enough to form an opinion as to the results obtained, 2931–2933, 3028.

Teachers do not find their apprentices so useful on account of their absence from school work, 3027.

This system ought to be carried on under adequate supervision, 3029, 3030.

His great objection to the system is the divorce between pupil-teachers and the masters, 3190–3192.

Rev. T. W. SHARPE.

The centre system acts very well as far as clever and industrious pupil-teachers are concerned, 4220, 4269, 4317–4320, 4327, 4328, 4778, 4779, 4782, 4783.

They have not the same personal supervision and care from any one person specially interested in training them, 4221.

The system of instruction is by lectures, but all do not profit equally, 4222, 4223.

Pupil-teachers should learn the mechanical part before taking the more intelligent part of the teaching, 4224.

The lowest classes suffer from being placed under pupil-teachers, as they require better teaching, 4225, 4226.

The teachers at the centres are detached from all school teaching, 4270–4273.

PUPIL-TEACHERS: CENTRE SYSTEM—  
(continued).

Rev. T. W. SHARPE—(continued).

Pupil-teachers are taken away from the schools for their lessons, which reduces the teaching staff, 4272.

The system helps them in their studies, but they get less professional training in teaching, 4274-4276.

Has only visited one centre, 4313, 4314.

Has not analysed the results of the centre system of the London School Board at the last scholarship examination, 4317-4321.

The candidates for scholarships come from all parts of England, 4323-4326.

Part of the teaching is the expansion of notes and answers to questions, 4329-4331.

This system creates a greater independence on the part of the pupil-teachers, 4457-4459, 4575-4578.

The system is practicable only in large centres of population, 4780, 4781.

Those who pass good literary examinations turn out good teachers, 4784-4787, 4981-4984.

The deficiency of knowledge of school keeping is due to want of proper supervision, 4788-4790.

The comparative cost of the two systems is deserving of consideration by the ratepayers, 4791-4793.

The co-education of young men and young women at the centres is carried on under careful supervision, 4794.

During the first two years pupil-teachers are withdrawn from teaching for three days a week, 4977.

The increased intelligence gained by the higher teaching compensates for the less practice in school, 4978-4980.

Mr. M. ARNOLD.

The instruction is superior to that given at schools, but the system does not work well, 5216, 5581-5590.

Prefers their being taught at schools only, and a longer training at the college, 5217.

Rev. Canon WARBURTON.

Many pupil-teachers who attend centres are grossly ignorant of geography, 7812, 7813, 7927-7934.

Lessens the feeling of apprenticeship on the part of the master and opens up a risk of moral contamination, 7812-7815, 7990.

Under this system they acquire more and are better taught in every way, 7814, 7816.

The comparative advantages of the two systems very much depends upon the quality of the teacher under the old plan, 7817.

There are no centres in the Catholic system, but some pupil-teachers are taken into convents, 7856-7858.

Under that system the difficulty is not very great in finding competent and educated girls, 7857, 7858.

Changing the system has not relaxed the school-master's zeal in teaching, 7862, 7863.

It has not been part of his work to pay much attention to this system, 7935, 8265.

Was greatly pleased with what he saw of the system in Liverpool, 7936, 7937.

Under certain safeguards is an excellent plan, 7938, 8216, 8263.

The classes of pupil-teachers in London are now day classes, 7967.

Felt great objection to the pupil-teachers going to the centre classes at night, 7990-7992.

It should relieve the head teacher of her labour but not of her responsibility for the students' proficiency, 8216, 8217.

The system only applies to the case of schools in large towns, 8263, 8264.

Rev. Dr. GRAHAM.

The high positions taken by Catholic female pupil-teachers in the examinations is attributable to the centre system, 12,157, 12,158.

Their training college at Liverpool is the only place where Catholic girls can use the centre system, 12,153-12,160.

Catholic pupil-teachers would gain by being admitted into the school board's central classes, 12,161-12,163.

PUPIL-TEACHERS: CENTRE SYSTEM—  
(continued).

Mr. C. MANSFORD.

It might be very useful preparation, but it should not relieve the teacher of his responsibility, 12,928.

There is a danger of relaxing the bond between the head teacher and pupil-teacher, 12,929.

It withdraws them a good deal from their schools, and there is a little danger of their not being taught to teach, 12,930.

The centre system may become an apparatus for higher instruction for those who will not become teachers, 12,931-12,933.

Wesleyans have not sufficient schools in any given locality to make a centre system, 12,948.

There are not more than two men in the college who have been trained under this system, 13,014-13,018.

Many boards have no centre system, but they allow a certain time for mental preparation, 13,019-13,021.

Miss MANLEY.

The system diminishes the feudal link between the teacher and apprentice, 13,205, 13,206, 13,310.

Has not found those coming from centres more defective, educationally, than others, 13,256-13,259, 13,269.

The moral training is defective; it is not good for boys and girls to be taught together at centres, 13,258, 13,266-13,268.

Her objection is modified by the present arrangement of the London School Board, 13,265.

Cannot say that students coming from a school board district are lower in moral tone than the rest, 13,268.

Their head student was taught at a centre, 13,269-13,272.

The system has weakened the power of private application to study, 13,314, 13,315.

Miss TREVOR.

There is a great deal of cramming resorted to in these classes, 13,612, 13,665, 13,670.

One girl who came last Christmas twelvemonth with seven science certificates knew nothing, 13,665-13,667.

Has only heard of the centre classes through one of the teachers in them, 13,668, 13,670.

It is only in the last year that day classes have been properly organised, 13,669.

Has no knowledge of the way in which the new classes are conducted 13,671, 13,672.

Mr. J. F. SEABROOK.

Sees no advantage in the centre system, 48,347-48,353, 48,381, 48,385.

Impossible to establish central classes in suburban parishes, 48,374-48,376, 48,378.

Teachers who take advantage of the classes do remarkably well, 48,379, 48,380.

The old system influences the whole life of a pupil-teacher, while the centre system deals chiefly with his intellectual training, 48,382-48,384.

Rev. W. ASTON.

There are classes at Bradford, 45,959-45,961.

## RAGGED SCHOOLS.

Mr. H. R. WILLIAMS.

Were established rather as philanthropic than as elementary day schools, 53,739, 53,885, 53,964, 53,965, 54,038, 54,039, 54,050.

Attendance was voluntary, 53,740, 53,741.

Gives number of schools and scholars in 1870, 1875, 1885, and now, 53,742, 53,941-53,943, 53,994-53,996.

Are dying out, 53,743-53,747, 53,937, 54,036.

The education prior to 1870 was principally in the three R's, since 1870 the work has been more developed, 53,744-53,747, 53,889, 54,047-54,049.

## RAGGED SCHOOLS—(continued).

Mr. H. R. WILLIAMS—(continued).

The London School Board took over many of the schools, 53,747.

Seven only are recognised as public elementary schools and receive grants now, 53,748, 53,966–53,969, 53,978, 54,041.

There are some 176 ragged schools which do not carry on day school instruction, 53,749, 53,750.

The Education Act has benefited the class for whom ragged schools were instituted, 53,751, 53,754, 53,850–53,854, 53,870–53,876, 53,914–53,924, 53,940.

The Ragged School Union was formed in 1844, 53,868.

The social condition of the children has gradually improved since 1844, 53,939, 53,940.

All day school teaching of ragged schools should be absorbed into board schools, 53,963, 54,040–54,046.

Secular education was forced upon ragged schools at very great cost, 53,965, 54,037.

Ragged schools get as efficient teachers as their circumstances will allow, 53,970, 53,971.

Some of the buildings are suitable for teaching, 53,972–53,977.

Ragged schools are used as a refuge to defy school board officers, 53,979–53,981.

No children whose parents can afford 3d. or 4d. a week ever attend ragged schools, 53,982–53,984.

Where established there is generally a very large poor population, 53,986.

The absorption of ragged schools by school boards is a gain to the children, 54,052, 54,053.

Children in east end Roman Catholic schools were almost more ragged than those in ragged schools, 54,063–54,065.

## RANDAL, Miss ELIZABETH.

Has for six years been head mistress of a girls' school at Heigham, a suburb of Norwich, 20,208, 20,209, 20,212, 20,214, 20,216.

Was previously in an infant school at Yarmouth for two years, and for 4½ years at Hapton mixed school, 20,215.

Is not a trained teacher; was provisionally certificated while at Hapton, 20,274.

Sat for her certificate in 1876, taking, in the second division, the first year's papers, 20,275–20,277.

The number of children on roll of her present school is 168; the average attendance for last year was 155, 20,210, 20,211.

An intelligent class of children attend, who pay three-pence and fourpence a week, 20,218.

## RATES: ASSISTANCE FROM, FOR VOLUNTARY SCHOOLS.

Mr. H. PARKER.

Gives details of his plan to levy a limited rate to help and extend voluntary schools, 47,863–47,900.

The people of Burkenhead are willing to pay their fair share of the cost of local education, 47,901.

One representative of the ratepayers and one of the parents might be on the managing body of the school, 48,021–48,027.

Rev. J. J. SCOTT.

There is no objection to ratepayers being represented on the management of voluntary schools if there is no interference with the denominational teaching, 48,110, 48,111.

## RATES: BURDEN OF THE COST ON.

Mr. A. BOURNE.

Has to some extent considered the question of free schools, 9783.

Approves of free education for those who wish it, and payment for others, 9784, 9871–9875, 10,038–10,042.

## RATES: BURDEN OF THE COST ON—(continued).

Mr. A. BOURNE—(continued).

The society's central school was free in this sense until 1826, 9785–9787, 9850–9852, 9892.

Has one endowed school at Corby, which is free, 9789–9791.

It would probably not be free if unendowed, 9790.

Free scholars would be admitted to their schools wherever desirable, 9791.

Is not in favour of free schools altogether, 9795, 10,038.

In free schools he would limit the free teaching to the three R's, 9797, 9875, 10,050, 10,192–10,198.

His society would give the best possible education, whether it was free or paid for, 9797, 9879–9881, 9939, 10,048, 10,051, 10,052.

Would leave the final decision, whether schools should be free or not, to the board, 9873, 9874.

Where several schools are possible they should range from free schools up to schools with a good fee, 9872, 9875, 10,180.

Scholars in free and workhouse schools might be drafted off to the higher paying schools when prepared, 9875–9878, 9879, 9880, 9890.

Children in workhouse schools would be graded according to their capacities, 9878.

In free schools the education would be more meagre but more technical, 9881–9891, 10,051, 10,052, 10,192.

Would have better teachers and larger salaries in free schools, 9882.

The children's capacity should be the main regulating feature in the arrangements of free schools, 9891, 10,192.

Where parents find it difficult to pay the fee, would have free schools, 9926–9929, 9939, 10,040, 10,041, 10,047, 10,216.

Platform oratory is in favour of free schools, but there is no general demand, 9931, 10,181.

Parents who can pay are only in favour of free schools as places for the children of a lower stratum, 9932–9939.

Parents of children in ragged schools often earned higher wages than parents who paid fees, 9991, 9992.

Money saved from school is often spent in public-houses, 9993.

It is an advantage for the parent to provide the education, 10,038, 10,039, 10,047, 10,048, 10,181–10,198.

Cannot suggest how the parents' inability to pay should be ascertained, 10,042.

Free schools of different kinds would be required, 10,050, 10,051.

Is hardly prepared to support or set aside the idea of county boards, 10,053.

It would seem a good idea to throw the expense of examining for labour certificates on a local body, 10,054.

His proposal of free schools for the residuum would be partly a return to the system of ragged schools, 10,055.

The present mixing of classes probably raises the lower class, but lowers the other children, 10,056, 10,057.

Free schools would not exactly reverse this, but some advantages would be lost, 10,058.

In a large place like London, he would grade the schools up from nothing to 1s. a week, 10,059.

Schools should be graded rather by fees than anything else, 10,136, 10,180.

Would limit the character of the instruction in schools with lower fees, 10,137–10,140, 10,192–10,198.

The instruction should fit the locality, 10,138, 10,139.

Thinks establishing free schools would strengthen existing schools, 10,183.

If free schools gave the minimum of instruction, parents would transfer their children to the paying school, 10,184.

Cannot say that this principle of grading would be accepted by free school advocates, 10,185.

Free schools would to some extent weaken parents' sense of responsibility, 10,186, 10,190.

Schools are means of raising parents as well as the children, 10,187.

Parents would not send their children to school, and therefore would not be reached in any way, 10,188.

The dissipated and dissolute would probably to a large extent take advantage of free schools, 10,191, 10,192.

RATES: BURDEN OF THE COST ON—  
(continued).

Mr. A. BOURNE—(continued).

Would not restrict the curriculum to the fee paid, 10,192-10,198.

Would endeavour to raise free scholars to the higher level, 10,195.

The instruction that could be given to very poor children depends upon their physical development, 10,196-10,198.

Poor children must commence earning a living very early, 10,199-10,203.

Local contributions ought to go with local representation; defends the board system on that ground, 10,325.

Public money, whether rates or taxes, paid to voluntary schools should be by payment on results, 10,328-10,331.

Rev. J. DUNCAN.

Voluntary schools in many cases are rated too high, 10,630.

Help from the Consolidated Fund is the most feasible mode of assisting voluntary schools, 10,777-10,785, 10,879.

In the event of its being given, there should be some security that it would not be suddenly withdrawn, 10,779.

The unfair incidence of local rating seems an additional reason against assisting voluntary schools from the rates, 10,782-10,785.

Is not in favour of free schools, 10,910, 10,912.

It is not unreasonable to expect parents to pay, and most are willing to do so, 10,911.

The law provides for exceptional cases of poverty where parents cannot pay, 10,912, 10,913.

Denominational managers could have supplied the educational deficiencies for less money than the boards, 10,916-10,923.

Mr. D. CLARKE.

Has no money troubles with his school, it is rate-supported, 16,238, 16,239, 16,249.

Would give free education to all, from the gutter to the university, 16,255, 16,256, 16,372-16,383, 16,396, 16,397, 16,480.

Free schools have improved the standard of education in Canada, 16,376.

Mr. D. HOLDSWORTH.

Sees no logical difference between supporting a school out of rates or out of taxes, 17,602-17,604, 17,895, 17,896.

Sir L. T. STAMER.

Would not throw voluntary schools upon the rates, 24,155, 24,280, 24,281, 24,391-24,394.

Their school board rate this year is 6d.; it has ranged from 2d. to 8d. in previous years, 24,390.

None of the schools are rated by the guardians, 24,395-24,398.

Mr. J. NEWBOLD.

The school rate in Manchester is about 3½d. in the pound, 21,392.

Rev. Prebendary RICHARDS.

The rates press hardly on the working people, whereas voluntary schools are kept up by the rich, 25,696.

Gives an instance of the difference between a school board district and of that of a voluntary school, 25,696-25,698.

Rents of cottages go up in school board districts, 25,699.

Rev. W. J. B. RICHARDS.

There would be no objection to a local examination if aid be given from the rates, 26,616.

Cannot express an opinion on the question of paying for the three R's out of the rates after a separate local examination, 26,617-26,619.

RATES: BURDEN OF THE COST ON—  
(continued).

Rev. W. J. B. RICHARDS—(continued).

Would object strongly to members of a school board being on the board of management of the Catholic schools, 26,708-26,710, 26,860-26,862.

A portion of the rates should be allotted to the Catholic schools, 26,859.

Rev. Canon WINGFIELD.

There is danger of local interference if voluntary schools are subsidised out of rates, and is a step towards universal school boards, 27,140-27,142.

There is no fear of the present system being revolutionised if this change were carried out, 27,143-27,146.

There is no necessity to restrict the expenditure of voluntary schools as board schools, 27,158-27,161.

Mr. R. H. I. PALGRAVE.

Rural schools should receive support from the rates without giving ratepayers control over them, 27,659, 27,667, 27,669, 27,787.

The control exercised by inspectors would be sufficient, 27,661-27,665.

It might tend to extinguish subscriptions, but they form a comparatively small part of schools' income, 27,668, 27,669.

Ratepayers might reasonably contribute to voluntary schools, 27,785, 27,786.

Mr. T. WILKINSON.

At Harrow, parents now pay much more towards education than they did prior to the school board, 27,977-27,980.

The staff and the salaries have been considerably increased; the grants earned have also increased, 27,983, 28,034-28,040.

There are complaints that the rate is excessive, 28,013-28,016.

The Harrow School Board only paid fair salaries to teachers, 28,041.

Rev. J. R. DIGGLE.

The hope in London is to throw less upon the rates, 29,808.

More cannot be thrown in lieu of voluntary subscriptions without giving ratepayers control over the expenditure, 29,809, 29,810.

Hopes the time will come when all schools can be freed from the pressure of local rates, 29,850.

The present board rate is 8½d. in the pound, and the rate proposed for this year is a little less than 8½d., 30,745.

If the present voluntary schools were closed the rate would be doubled, 30,746, 30,748-30,751.

Every child costs the rates about 35s. a year net, 30,747.

The board has spent upon sites, including legal expenses, 2,604,517l., 30,752.

Rev. Dr. CROSSKEY.

The net cost of the seventh standard school in 1885 was 19s. per head, 32,852-32,854.

All public elementary schools ought to be free, 32,872-32,879.

Guardians can educate girls up to 14 or 15 years of age, and other children might have a like advantage, 33,072-33,075.

More money should be given from the Consolidated Fund, 41,918.

Mr. E. HANCE.

It is not possible to throw more of the cost of education on the local rates, 32,190, 32,191.

Compares the cost of education in Liverpool with that of London and Birmingham, 32,498-32,504.

The cost of the Liverpool School Board on the rates is 46,500l.; if voluntary schools were extinguished it would double the charge, 32,712-32,718.



# RATES: BURDEN OF THE COST ON— (continued).

Rev. Canon McNEILE.

The control of voluntary schools by the ratepayers would hamper the freedom of the manager, 33,869, 34,159-34,164.

The subscribers to voluntary schools should be exempted *pro tanto* from rates, 33,870, 33,871, 33,905.

Voluntary schools in Liverpool are only rated at nominal sums, 33,872-33,874.

If voluntary schools had a share in the rates, the school board might have a share in their jurisdiction, 34,340-34,353, 34,442-34,445.

Voluntary schools have a right to a share of the rates and taxes, 34,393-34,398.

The Canadian system of ratepayers supporting particular schools might be adopted in this country, 34,457-34,462.

Rev. J. GILMORE.

Accounts of voluntary schools should be published and properly audited; deficiency might be charged upon the rates, 34,668, 34,711-34,713, 34,718-34,721, 34,724, 34,768-34,770.

It would not do to transfer the authority and power from voluntary managers to the ratepayers, 34,669, 34,889.

Ratepayers might have control over the finances, 34,670.

States the scale of salaries for teachers under the school board, 34,714.

Would advocate free education if the integrity of the voluntary system could be maintained, 34,897-34,901.

Gives the financial statement of the Sheffield board for 1886, 35,134.

If all the voluntary schools in Sheffield were closed, the rate would be 1s. 8d. in the pound, 35,135-35,137, 35,142-35,146.

Mr. J. HANSON.

The resources of voluntary schools would be improved by giving them a share of the rates, 35,306-35,314, 35,664-35,668.

Is in favour of supporting both voluntary and board schools more by local rates, 35,321-35,324, 35,524-35,527.

Local educational authorities should be created with more extensive powers than boards now have, 35,530, 35,531.

The school rate in Bradford is now 9d. in the pound, and brings in 32,000l. The maintenance costs 13s. per head, 35,372-35,375, 35,495-35,497.

The cost of voluntary schools is less, but they have no interest on property and redemption to pay, 35,376.

If a capitation grant were substituted for payment by result, a larger proportion of the cost per head should be borne by local rates, 35,382-35,384.

The highest public schools have the assistance of what are really national funds, viz., endowments, 35,399-35,401.

Rev. J. NUNN.

The voluntary schools, including the Roman Catholic, should be allowed to share in the rates, 36,348-36,356, 36,972-36,985.

If this were adopted, the position of the voluntary schools would be strengthened immensely, 36,742-36,744.

The school board rate is between 3d. and 4d. in the pound, and is steadily rising, 36,874-36,877.

Mr. W. LEE.

The school board rate of 10d. in Leeds does not press heavily upon the people, 37,831, 37,946.

Explains how the decrease has been brought about, 37,947.

It is most important to keep a working balance at the bank for the purposes of the board, 37,948-37,950.

# RATES: BURDEN OF THE COST ON— (continued).

Mr. W. ANDERSON.

They do not increase the staff on account of the burden on the ratepayers, 38,167-38,172, 38,311, 38,312.

The schools are assessed for poor rate and local board rate, 38,327, 38,328.

Gives particulars of cost per head and the grant received, 38,332-38,337.

More children attend Sunday than day schools; they let one board school at 6l. and one free for this purpose, 38,338-38,340.

Mr. H. BIRLEY.

Voluntary schools, if they obtain a subsidy out of the local rates, will have the control taken out of their hands, 40,684, 40,685.

The school rate at Manchester and Salford is a little over 3d. in each case, 40,831-40,836.

Rev. Prebendary DEANE.

Is opposed to any system of subsidising voluntary schools out of the rates, 42,033, 42,034, 42,163, 42,164, 42,173, 42,174, 42,204-42,216, 42,302.

Mr. R. CLOUGH.

It is preferable to put the cost on the rates instead of on the Consolidated Fund, 43,678, 43,679.

Larger local freedom would then be insured to localities, 43,680.

Rev. R. BRUCE.

School board rates are 11d. in the pound in Huddersfield, 43,993.

No elementary schools should be rated, 43,996.

Rev. G. J. SIZER.

The school board rate in his parish is 2½d., 45,158, 48,159.

Rev. R. B. BURGESS.

The splendid buildings and fittings of board schools are unnecessary, 45,370, 45,413, 45,420, 45,524-45,526.

The education rate is 8½d. or 9d. in the pound, 45,527-45,529.

Rev. W. ASTON.

Gives the rating both of voluntary and board schools in Bradford, 46,083-46,089.

Mr. J. ROBINSON.

Voluntary schools should be assisted out of the rates, 46,842-46,844.

States to what extent a claim for local management should be admitted, 46,865-46,870.

Assistance to a voluntary school should be given on its educational results, 46,955-46,958, 46,984.

Parents are pressed as heavily as they can well afford, 46,959.

School boards in rural districts would be a very heavy burden, and no superior results would be obtained, 46,960-46,962.

The rates are 4d. in the rural districts to 8d. in the more thickly populated part of the union, 46,963.

Would like a larger fixed grant, but prefers assistance from the rates, 46,965-46,970.

Mr. H. PARKER.

The school attendance committee should have power to raise funds from the rates, 47,757, 47,758, 47,863-47,899.

This would not very much diminish voluntary subscriptions, 47,759.

The schools are rated to the poor at a nominal sum of 1l. per school, 47,804.



# RATES: BURDEN OF THE COST ON— (continued).

Mr. H. PARKER—(continued).

Education efficient and sufficient is provided at a great saving to ratepayers, 47,821-47,824, 48,011, 48,012.

The great bulk of the cost of education should fall upon the nation as a whole, 47,905.

It is not right to demand a substantial amount of local support, 47,906-47,908.

Mr. H. WILLIAMS.

The school board rate is objectionable to all who have to pay it, 48,568, 48,590.

Undue expenditure on buildings has occasioned the heavy rates, 48,571, 48,572, 48,583-48,594.

The objection to school board expenditure would be less if it were charged upon the general taxation, instead of from the rates, 48,573-48,580, 48,583-48,587.

The cost should fall on the well-to-do, 48,600-48,606.

Ven. Archdeacon BARBER.

School board areas should be settled like local board areas, 49,698-49,702, 49,723, 49,729, 49,739, 49,740.

Rural parishes are not, as a rule, too small to get a good working school board, 49,730-49,733.

Some country schools suffer from want of contributions, 49,750-49,756.

Many rural school boards exist in Oxford, but not owing to a preference for the school board system, 49,757-49,759.

Mr. W. S. DALGLISH.

The present school board rate of Tynemouth is 1s. 1d. in the pound, 52,058.

It would probably become 2s. 2d. if all voluntary schools were closed, 52,059, 52,096, 52,111, 52,112-52,114.

The rateable value of Tynemouth is 151,367l., 52,060.

It would cost 160,000l. to substitute board for voluntary schools in Newcastle, 52,067.

Mr. H. R. WILLIAMS.

The rate is 10d. in Tottenham and likely to become 1s., 53,821-53,825, 53,842.

The rates will not bear increasing to an unlimited extent, 53,841.

The jealousy against school board rates injures education, 54,012-54,014.

Lord LINGEN.

The central county board would meet his views as to the constitution of an educational county authority, 56,488-56,491.

A great part of the want of economy of school boards is due to limitation to their rating powers, 56,494, 56,495.

Local authorities should not rate to an unlimited amount without leave from the State, 56,496-56,498.

The ratepayers should elect one general body, either for education only, or for every county purpose, 56,521-56,523.

Mr. J. G. FITCH.

If voluntary schools are not supported by local rates they should be free from the ratepayers' control, 57,787, 57,788.

Mr. P. CUMIN.

Would not allow board schools to be leased to voluntary bodies, 59,130-59,140.

With county boards the Cowper-Temple clause might be repealed, and grants out of rates made to denominational schools, 59,485, 59,486, 59,522.

# RATES: BURDEN OF THE COST ON— (continued).

Mr. P. CUMIN—(continued).

If the county boards subsidised voluntary schools they must see that their money is properly expended, 59,516, 59,736, 59,750-59,756.

Their control would only extend to the efficiency of the school and not to its denominational character, 59,517-59,521, 59,750.

The rate would be spread over the county, and more money could be got, and with less difficulty than now, 59,531, 59,532, 59,539, 59,540, 59,743, 59,744.

## READING.

Mr. J. H. DEVONSHIRE.

Anything that interests children is conducive to good reading, 23,675-23,678.

The deterioration of reading under the present Code is due to spelling forming part of the lessons, 23,679-23,682, 23,964-23,969.

In reading history the names and character of the people referred to should be explained, 23,967-23,969.

Rev. W. D. PARISH.

For rural schools the reading is obscured too much with the explanation and formation of words, 25,073-25,077.

The style of reading in rural districts is very bad, and the present regulations have made it worse, 25,179, 25,180.

Teachers should read more to the children; reading is imitative, 25,413-25,415.

Mr. J. FISH.

There are too many books, especially in Standards III. and IV., to be got up intelligently, 25,468-25,470.

Mrs. FIELDEN.

Reading is not properly taught in most schools, 25,924-25,927.

Reading is her greatest speciality. Explains her method of teaching, 26,019-26,021.

Lady STEVENSON.

The old system of reading has greatly diminished of late years, but there is room for further improvement, 26,448-26,450.

Rev. Dr. H. W. CROSSKEY.

It is possible in many schools to make the lesson and examination more an engine of intelligence than it is now, 32,999.

Mr. D. J. O'DONOGHUE.

It receives sufficient attention, and is properly taught, 35,903, 35,904.

Mr. T. G. WRIGHT.

It is generally too mechanical, and left too much to the inferior teachers, 37,179.

Mr. W. LEE.

In Leeds it is the practice to pluck children if they fail to answer the meaning of words, 37,894-37,89.

## READING—(continued).

Mr. W. ANDERSON.

The staff is not large enough to teach reading intelligently; the Department should require a larger staff, 38,165, 38,166.

The children read individually and collectively, but are not read to, 38,211, 38,212.

In large classes the teacher has not time to examine in the meaning of words; it is a very important matter, 38,266-38,270.

Rev. J. MENET.

The examination in reading should be more general, there is too much questioning as to the meanings of the words, 39,153-39,158.

Mr. J. NICKAL.

Is spoilt by the spelling in the lower classes; sufficient stress, too, is not laid upon intelligence, 39,772, 39,773, 40,007-40,023.

Is dissatisfied with the reading on the whole, and the fault lies in the reading books, 40,024-40,027.

The inspector has no time to ask questions fitted to test the intelligence of the children, 40,028-40,030.

Teachers should, and generally do, read to the class as well as hear the children read, 40,120, 40,121.

Mr. T. G. ROOPER.

Children are not expected to get up the matter of the three reading books, 41,505, 41,506.

Inspectors make some allowance for half-timers with regard to the reading books, 41,507-41,513.

Mr. M. WILKS.

Children are kept too long at mechanical reading, 48,732-48,734.

Mr. H. E. B. HARRISON.

Much of the time allotted to reading is wasted on spelling, 49,392-49,397, 49,569, 49,570.

Considers spelling an educational luxury rather than a necessity, 49,574-49,576.

Mr. W. HOLGATE.

Reading is the weakest of all the subjects, 50,047-50,051.

Grammar and geography are much better taught according to the Code, 50,054.

Mr. R. BALCHIN.

Three reading books are too much, 51,722.

Standards VI. and VII. may read a passage from an unseen book or newspaper, 51,723, 51,724.

Teaching reading is a more mechanical process than teaching geography, 51,808, 51,818.

Mr. T. SMYTH.

The mechanical teaching of reading accounts for the want of intelligence shown, 52,464-52,466.

Mr. H. R. WILLIAMS.

Children now read intelligently for the most part, 53,752.

Mr. C. TWISS.

Reading does not receive the attention it ought, 54,286.

Mr. W. MARTIN.

A good reader is generally a good writer and composer, 55,653.

The examination tests intelligent reading, but not so much as it might be, 55,654-55,656.

Would prefer to hear individuals read, and then test the intelligence by class examination, 55,657-55,660.

The fact that money depends upon individual passes is an obstacle to reading from strange books, 55,661-55,667.

Points out the value of teaching the class subjects through the reading books, 55,673-55,676.

## READING—(continued).

Mr. J. G. FITCH.

Three reading books of a sufficient size are a reasonable requirement, 56,769, 56,770.

Teachers are apt to interrupt the reading for the discussion of particular words, 56,771.

Reading is not very skilfully taught as a rule, but the results obtained are very valuable, 56,942-56,944.

So far as the inspector can judge, intelligence is a condition of a pass in reading, 56,945-56,949.

It is impossible to ask every child the meaning of separate words, 56,950-56,956.

Elementary school children do not forget what they learn any sooner than grammar school boys, 56,957-56,959.

Mr. A. P. GRAVES.

Requiring three reading books above the second standard is too much, 57,086.

History and geography and history and literature could be combined in one reading book, 57,087, 57,204, 57,205.

Rev. F. SYNGE.

The instruction in reading is not satisfactory, 58,411, 58,412, 58,522-58,528.

It is a very important subject, 58,519-58,521.

Mr. E. H. BRODIE.

Reading is not satisfactorily taught; it requires the most intelligence and has the least, 58,668-58,672.

Does not see much objection to the system of teaching spelling out of the reading books, 58,729-58,735.

## REFUSAL OF GRANT.

Sir P. KEENAN.

The grant would be refused to any school which excluded a child on unreasonable grounds, 53,253, 53,254.

When a school has been emptied through boycotting influences, the pay of the teacher has been continued, 53,255.

Grants are refused to schools which are run for the purpose of taking in children from boycotted schools, 53,256, 53,257.

## REGULAR ATTENDANCE.

Mr. P. CUMIN.

Hands in a form of byelaws which the Department does not allow to be varied, 1602.

Gives the distribution of population under school boards and school attendance committees in England and Wales, 1602.

The provisions for securing the attendance of children work very well, 1603.

Compulsion works better in a district with a small population than in a large district, 1604, 1605, 1952, 1953.

Gives the attendance of children from 1870 to 1885, which shows that the per-centage of attendance has increased, 1605.

The residuum of children who do not attend elementary schools is much reduced, 1606, 1607, 1853-1856, 1954.

Gives details of the number of children on the register of efficient grant schools, 1609-1610.

The chief obstacle to school attendance is the desire of parents to send their children to work, 1611-1614, 1851, 1852, 2107, 2108.

The influence of school authorities as regards compulsion varies in different localities, 1615-1617.

The only difficulty is in getting the law administered. The law is strong enough if enforced, 1857-1862.

Complaints are received of magistrates not enforcing the law, 1862a, 2241-2250.

REGULAR ATTENDANCE—(continued).

Mr. P. CUMIN—(continued).

Complaints have also been received against definite school boards and school attendance committees, 1863-1866.

School boards in rural districts could carry on compulsion more effectively in an enlarged area, 1867.

Almost every child goes to an efficient school for a certain time, 1954-1960.

Migration of families is one cause of irregular attendance, 1961-1965.

The scale of fees at schools has nothing to do with attendance, 1966-1968, 2106.

Local authorities are not always judicious, and bring extreme cases before the magistrates, 2241-2250.

Rev. D. J. STEWART.

The payment of fees does not cause irregularity, 2402-2411.

Mr. M. ARNOLD.

The registers show how few absentees there are in the continental schools, 5226-5228.

Mr. J. W. GROVE.

Is anxious to recover the power of turning out irregular children, 14,919-14,923.

Mr. W. B. ADAMS.

In cases where the child has attended irregularly from unavoidable causes exemption should be allowed, 15,019.

Prefers the examining authority for labour certificates to remain as it now stands, 15,150, 15,151.

Miss WRITTENBURY.

Compulsion has not improved attendance, 15,560, 15,595, 15,647.

Magistrates have not time to hear all the summonses, people take advantage of it, and visitors get indifferent, 15,561, 15,562, 15,601-15,603.

Mr. J. POWELL.

His average attendance is 100; there are about 130 on the register; the school is rather favourably placed, 15,856, 15,857, 16,015-16,017, 16,019, 16,020.

The average attendance before 1862 was not so good as now, 15,858, 15,859.

Most of his scholars go to farm labour on leaving school, 15,861, 15,862, 15,925-15,927.

Children above 10 who go to work five months in the year do not attend regularly during the other months, 15,864-15,866.

The attendance in his parish is fairly good, but it is very bad in some neighbouring parishes, 15,993, 15,994.

Irregular attendance is one difficulty in rural schools, 16,014.

Mr. D. CLARKE.

Compulsion is very effective in his district; does not approve of the 22 weeks' system, 16,198-16,200, 16,513-16,515.

Adequate attendance is not secured, though a larger proportion of children for examination is, 16,426-16,428.

Poverty, indifference, and fees are the great obstacles to attendance, 16,436, 16,439.

Mr. C. SMITH.

About 15 per cent. are absent every day, 16,702-16,705.

Mrs. BURGWIN.

Irregularity is due principally to poverty, sickness, and the home needs of the parents, 17,064, 17,065, 17,188, 17,189.

A 53748.

REGULAR ATTENDANCE—(continued).

Mrs. BURGWIN—(continued).

About two-thirds of the children are tolerably permanent in the school, the remainder are migratory, 17,227-17,229.

Irregular attendance now is due to the laxity of magistrates in enforcing the board's byelaws, 17,391.

Mr. D. HOLDSWORTH.

Names of irregular attenders are sent to the attendance officer, 17,553.

Children of poor parents attend his school, but are not more irregular than those of the superior grade, 17,557-17,559.

Gives number present at the inspection; the usual number is between one-third and one-half, 17,914, 17,915.

Mr. W. MUSCOTT.

Has 100 on the rolls with an average of 80 or 90, 18,083-18,095.

Very few children attend after they are 10, girls leave earlier than boys to go to service, 18,178, 18,179, 18,369, 18,377-18,381, 18,448, 18,484.

The poverty of parents is the chief cause of irregularity, 18,293, 18,296.

There are 13 children in Standards V., VI., and VII. all of whom are over 10, the rest are younger, 18,370-18,376, 18,468-18,470.

Some children are kept at home to help in the summer and come to school in the winter, 18,382.

Poverty is the cause of irregularity, to prevent which the richer inhabitants help the poorer ones, 18,385-18,387.

Mrs. KNOWLER.

Children leave school earlier than formerly; when they have reached Standard IV. they leave, 18,685-18,696.

Irregularity is due to poverty of parents, who send them to work, 18,772-18,775.

No one teaches in the school besides herself, except in the Scriptures, 18,776-18,778.

The children's parents are principally labourers, 18,780, 18,781.

Miss NAPPER.

Children attend more regularly now owing to a system of rewards, 19,080-19,088, 19,195-19,199, 19,293, 19,294.

Children leave between 11 and 12 years, girls remain a little longer, 19,115-19,117.

They generally stay till they reach Standard V., 19,118.

The best way to secure attendance is to make children like school, 19,200.

Miss NEATH.

Attendance not so regular as it ought to be, 19,347.

Parents are engaged in agriculture, a few are very poor, 19,348, 19,349, 19,385, 19,386.

School attendance committee does its duty, fault lies with magistrates, 19,350, 19,351, 19,352, 19,421, 19,422.

Average not very good, 19,413.

Returns are furnished to the attendance officer, 19,414-19,419.

No children have been proceeded against, 19,420, 19,546, 19,547.

Parents earn from 15s. to 18s. per week and make over-time, children are employed in hop gardens, 19,436-19,438.

Parents have a great deal of extra work hop-picking, 19,451-19,458.

Children are pretty well clad and shod, 19,439, 19,440.

If children attend five times out of ten, attendance officer does not prosecute, 19,546, 19,547.

Miss CASTLE.

Average attendance has been 53 to 56 for the last six years, now just over 60, 19,599.

Number on the roll is 68, including over 20 infants, 19,600, 19,601.

## REGULAR ATTENDANCE—(continued).

Miss CASTLE—(continued).

Children are not compelled to come to school, but they freely attend, 19,614–19,616, 19,730, 19,731.

Will not take children from other parishes, 19,617.

Regular attendance depends greatly upon the teacher, 20,100, 20,101.

Schools should be more attractive, there would then be fewer cases of legal compulsion, 20,102–20,104, 20,157.

Earns about 17s. 6d. per head on the average attendance, which is above the average of village schools, 20,152; 20,153.

A few children come from other parishes because it is nearer for them, and *vice versa*, 20,154, 20,155.

Has only had one case of compulsion, 20,157.

Mr. S. B. TART.

Describes the machinery employed at Huddersfield in regard to compulsion, 20,296.

During the board's existence the average attendance has increased, 20,297, 20,301, 20,302, 20,461–20,463.

Explains their duplicate system of registers; under it the attendance officers have visited 50 per cent. more cases, 20,298–20,300.

A separate register is kept for half-timers, 20,427.

The parents' committee deal with about 100 cases a week. The mothers generally appear, 20,464–20,468, 20,647.

Four attendance officers are employed, who visit about 500 families a week, 20,469–20,471.

Compulsion has increased the attendance in their schools, the proportion of absentees being very small, 20,647–20,650.

Compulsion is not a sore point with parents in his district, 20,715–20,717.

Children leave school earlier than formerly; only the better class stay on, 20,718–20,721.

Mr. E. STEVENS.

The increased average attendance is due to there being more children in the parish now, 20,902–20,904.

His influence with parents ends when the children can go to work, 21,065–21,067.

Mr. J. NEWBOLD.

The Manchester School Board give books or certificates for attendance, 21,350–21,352, 21,571–21,575.

The general effect upon attendance is very good (gives statistics showing growth of numbers), 21,353–21,355, 21,488.

The prize system would very beneficially take the place of honour certificates, 21,356.

Honour certificates had a good influence, 21,380, 21,381.

The average attendance in Manchester has improved and the number on the books also, 21,394, 21,533.

Giving prizes for attendance is not the same as giving education for nothing, 21,405–21,407, 21,409, 21,571–21,575.

Sharp Street school, before the board took it, was free, but the attendance there was bad, 21,450–21,457.

Prizes for attendance would be practically inoperative with inveterate truants, compulsion must apply to them, 21,485–21,489.

The average attendance in Manchester board schools is almost equal to one-half of the total, 21,393.

Regularity increases in the board schools, but the numbers in the voluntary schools are not decreasing, 21,394.

Mr. W. RIDGEWAY.

Has a school attendance committee, which, till recently, did its work well, 21,648–21,652.

Attendance is good and he is satisfied with it, 21,653–21,658, 21,743, 21,744, 21,748.

Parents are mostly colliers and ironworkers, who are pretty well employed, 21,745–21,747.

Ninety-eight per cent. would be an exceptionally high average attendance, 21,749–21,753.

Attributes his good attendance solely to the indirect compulsion through the labour pass, 21,812–21,818.

Only a few children are kept away through the poverty of parents, 21,871, 21,872, 21,973–21,975.

## REGULAR ATTENDANCE—(continued).

Mr. E. HORSFIELD.

Attendance is enforced by means of school board visitors, who do their work well, 22,064–22,066.

His attendance averages 90 per cent; expulsion is not resorted to except in extreme cases, 22,376–22,378.

The good attendance may partly be attributed to the prizes for regularity, 22,401, 22,402.

Most of his children live near the school, 22,403–22,405.

The giving of honour certificates kept children longer at school, and induced better attendance, 22,520–22,528.

An expansion of the principle of honour certificates would counteract the effects of compulsion, 22,529, 22,530.

His children are rather mixed, including a few of the wastrel class, to whom there is some objection, 22,531–22,537.

Mr. J. BRADBURY.

The Factory Act procures regular attendance from half-timers, 22,627.

It also induces parents to send children regularly, in order that they may pass Standard III. before they are 10, 22,627.

Mr. J. SCOTSON.

The excellent attendance at the free school, Manchester, is partly due to the absence of fees, 22,836–22,841, 22,845, 22,846.

Schools generally could not require regularity of attendance as a condition of admission, 22,842–22,844.

An average attendance of 98 per cent cannot be attained if sickly or irregular children are retained on the rolls, 22,847.

Frequent sifting of the roll may tend to secure a high attendance, 22,849.

Has no faith in attendance per-centages, 22,850.

Mr. E. MORRIS.

Compulsion offends the parents, who remove their children to another school, 23,303–23,306, 23,318.

Good attendance is best secured by a system of rewards, 23,307.

Parents desire to have their children educated, but their poverty causes bad attendance, 23,312, 23,315–23,317, 23,363.

Children are admitted from one school to the other only during the month following the examination, 23,318.

Mr. J. H. DEVONSHIRE.

His children are more irregular than those in the neighbouring board schools, 24,056–24,058.

Sir L. T. STAMER.

If attendance is the qualification for labour, school attendance must be carried forward when parents migrate, 24,399.

Dull children might get a better education, but very few can claim total exemption upon five years of 250 attendances, 24,400, 24,401.

Compulsion gets in waifs and strays, but is no remedy for irregularity of attendance, 24,402.

Children are irregular from all kinds of reasons, 24,403, 24,404.

Rev. W. D. PARISH.

Have an attendance committee chiefly consisting of farmers, but they do not act, 25,089–25,091, 25,166–25,169, 25,184–25,186.

To secure attendance the school fee was raised from 1d to 3d per week in 1871, with an offer to remit part for regularity, 25,092–25,095, 25,097, 25,181–25,186.

This has had a good effect on attendance, 25,096, 25,099, 25,100, 25,210–25,215, 25,265–25,269, 25,355–25,360, 25,375, 25,376, 25,399, 25,400, 25,408, 25,436–25,438.

## REGULAR ATTENDANCE—(continued).

Rev. W. D. PARISH—(continued).

The parents now take a vast interest in their children's education, 25,101, 25,215-25,218.

The school boards have not the power to adopt this plan, though many wish for it, 25,094, 25,098, 25,099, 25,187, 25,188.

There is as much difficulty in using pressure in a country board school as in a country voluntary school, 25,189, 25,190.

The children get free education on condition of attendance, 25,219-25,221.

It would be perfectly safe to rely upon a system of returning fees in place of compulsion, 25,270-25,272.

Knows no case of compulsion in their rural deanery of 13 parishes, 25,351-25,354, 25,434.

Their attendance is far in excess of any other school in the neighbourhood, 25,374.

The children earn about 10s. by the inspection, and the usual fee paid is 12s., 25,369-25,373, 25,400, 25,401.

Increased attendance means a larger per-centage of passes, 25,425.

Mrs. FIELDEN.

In the upper standards the girls do not attend so well; in the lower they are more regular, 26,060, 26,061.

Rev. Canon WINGFIELD.

The compulsory clauses have not secured more regular attendance, 27,094.

The honour certificates were much appreciated by children and parents, and their abolition is regretted, 27,254-27,259.

Proposes to remit a proportion of the school pence for the future, 27,260.

Rev. R. G. MAUL.

Severe wintry weather and a hilly district lower the per-centage in his school, 27,305, 27,318, 27,319.

Compulsion would be of no use in their case. The attendance committees do not act, 27,320-27,330.

Honour certificates are not needed in London schools, but they are useful in the country, 27,331-27,337.

The average attendance at St. Martin's school was 85 per cent., which is much higher than is usual in London, 27,485-27,491.

Masters have not been anxious to get rid of irregular children, 27,492-27,494.

His school furnishes duplicate registers to the board, and once made a complaint with regard to irregularity, 27,495-27,499.

Mr. R. H. I. PALGRAVE.

The number not attending has been distinctly diminished, 27,702-27,706.

The majority leave as soon as they have passed the required standard, 27,707-27,711.

There were about 500 children more in attendance last year than the one previous, 27,862.

Mr. T. WILKINSON.

Regular attendance has been but little better at Harrow since the school board was established, 27,981, 28,149.

Mr. A. C. ROGERS.

There should be regular attendance, and it should be enforced, 28,261.

The attendance is very good at his school, 28,262, 28,547.

Refers to the special difficulties in schools where children go hop-picking, 28,263-28,268.

Inspectors make no allowance for such schools, 28,267-28,271.

Mr. F. F. BELSEY.

There are about 1,500 children in the Rochester board schools, and nearly 2,500 in the voluntary schools, 29,298.

The attendance committee meet every week, 29,299.

## REGULAR ATTENDANCE—(continued).

Mr. F. F. BELSEY—(continued).

The population is about 22,000, and the attendance of fully one-fifth has been secured, 29,300.

The average attendance is about 85 per cent., 29,301, 29,302.

There are a number of truant children who gradually fall into the criminal classes, 29,303, 29,304, 29,413.

Describes the steps that have been taken to meet the evil, 29,305.

The tally system is most admirable, and repeatedly cures truancy, but there are cases it fails to reach, 29,305, 29,370, 29,371.

The object of the tally system is to make parents acquainted with their children's truancy, 29,384-29,387, 29,409.

Rev. J. R. DIGGLE.

Practically the whole of the school population in London is now on the rolls, 29,656-29,658.

Greater regularity of attendance is wanted, 29,659.

In 1885 the motion to establish two day industrial schools was defeated, 29,660, 29,661.

The chief obstacle to regular attendance arises mainly from the neglect of parents, 29,662.

There is no laxity on part of school authorities in London, 29,663.

There will always be a certain number of children about the streets, 29,664.

Attendance cards have been discontinued. Medals improve the attendance more than cards, 30,419-30,423, 30,555-30,557.

Mr. E. N. BUXTON.

Nearly all the children in London appear at some time on the roll of some school, 31,572-31,574.

Mr. E. HANCE.

The children who pay medium fees are the most regular, 32,667-32,670.

The attendance of the children whose fees are paid by the guardians reaches 80 per cent. of the number on the roll, 32,671, 32,672.

Rev. Canon McNEILE.

By agreement all the elementary schools of Liverpool have uniform holidays, and the same hour for closing, 33,808-33,814, 33,958.

A scholar's name is removed from the books after a fortnight's absence, and not re-entered unless a month's fees are paid in advance, 33,815-33,817, 33,965-33,968, 34,188, 34,189, 34,251-34,262, 34,379, 34,380.

Drunken habits of the parents are the greatest obstacle to school attendance, 33,817, 33,818, 33,959.

States the agreement entered into by all the schools which checks capricious migration, 33,819, 33,820, 33,983-33,988, 34,192-34,197.

It would be well to revive the system of honour certificates, 32,845.

There is sometimes more difficulty with the wealthier classes than with the poor in regular attendance, 33,960-33,964.

His school has accommodation for 800, but 850 to 860 are on the roll, 33,980-33,982.

The attendance of the children on the whole is good, 34,190, 34,191.

The 11th section of the Act of 1876, which enables "wastrel" children to be sent to industrial schools is frequently put into operation, 34,453-34,457.

The system of removing a scholar's name from the register after a fortnight's absence has long been in force, 34,463, 34,464.

Mr. D. J. O'DONOGHUE.

Gives figures showing the per-centages of attendance, 36,056, 36,057a.

Rev. J. NUNN.

The average attendance is satisfactory; the somewhat high fee of 4d. does not prevent regular attendance, 36,803-36,805.

Children who are kept out of school are mostly those whose parents are indifferent to education, 36,918, 36,920.

## REGULAR ATTENDANCE—(continued).

Mr. T. G. WRIGHT.

The attendance in Bristol is not very satisfactory owing to the neglect and poverty of the parents in the lowest stratum, 37,153–37,156.

Their registers are marked before and after religious observances; prizes are given for punctuality, 37,168–37,174.

Mr. W. LEE.

There is no residuum of children in Leeds that is not reached by compulsion, 37,521.

School provision is estimated for 63,012, the number on the roll is 60,992, and the average attendance 49,662, 37,522, 37,523.

The number on the roll under five years of age is 3,920, 37,527.

Honour certificates were an incitement to regular attendance, 37,615, 37,616.

The attendance certificates issued later carried a reward, and were valued both by parents and children, 37,617, 37,618.

Prizes are given for regular attendance, 37,771, 37,772.

Mr. W. ANDERSON.

The class of children whose fees are remitted are naturally irregular; the attendance in the schools is good, 38,342–38,349.

Mr. H. BIRLEY.

Attendance in Salford has improved considerably during last two or three years, 40,464, 40,465, 40,726.

The inspector still regards it as unsatisfactory, 40,466–40,469.

Does not believe the variety of fees charged accounts for it, 40,470.

The duration of school life is increasing, 40,673.

Was not sorry when the system of honour certificates was abandoned, 40,807–40,811.

Approves of the principle, but it was too complicated, 40,812.

Mr. R. B. WILLIAMS.

Although influenced considerably by compulsion, it is much more so by teachers, bright schools, and the kindergarten system, 40,892–40,896.

There is very little capricious migration in his district, 41,001, 41,006.

Has introduced a system of special visitation in the streets, 41,002.

Rev. Prebendary DEANE.

Seventy-six per cent. is said to be the average attendance, the remainder are not truants, 41,991–41,995, 42,109–42,114.

Parents make the greatest sacrifices to send their children to school, and children attend most willingly, 41,995.

He estimates 85 per cent. as the possible maximum average attendance, 41,997, 42,039–42,044, 42,249, 42,250, 42,253, 42,254–42,307.

The average attendance should be more considered than the number on the roll in providing accommodation, 42,248–42,251.

The highest attendance is on the inspector's day, which is quite a show day, 42,306, 42,307.

Rev. R. BRUCE.

Attendance committees are not so good as the board, 43,819.

The attendance is 84 per cent. in Huddersfield, 43,820.

It is very difficult to secure the regular attendance of the residuum, 43,821.

Mr. G. J. SIZER.

Many parents do not like their children to learn more than they know themselves, 44,936.

The number on the roll has increased, but irregularity has also increased, 44,937–44,938.

The average attendance of Great Bentley is low, 45,001–45,003, 45,009.

## REGULAR ATTENDANCE—(continued).

Rev. R. B. BURGESS.

The average attendance has considerably increased, 45,202, 45,203.

Mr. W. H. GREENING.

Gives average attendance in board and in voluntary schools, 45,571–45,573.

Mr. H. PARKER.

Gives the number on rolls and average attendance of schools in Birkenhead, 47,729, 47,730, 47,517, 47,909–47,917.

Mr. M. WILKS.

Prizes for good attendance are given, 49,133–49,149.

Ven. Archdeacon BARBER.

The attendance in rural schools is as good as in the towns, 49,773–49,776.

There is a great migration amongst the labouring classes, 49,791–49,797.

Mr. J. MURRAY.

The school board visitors work harder for board schools than for voluntary schools, 50,140–50,142, 50,212, 50,213.

Poverty of parents in Roman Catholic schools causes irregular attendance, 50,211.

Mr. L. CONWAY.

Has not found that school board visitors favour their own schools, 50,288.

Has an average attendance of between 80 and 90 per cent., 50,289, 50,290.

Mr. R. BALCHIN.

The per-centage of attendance is only 80 in his school, 51,709–51,714.

Attendance is not better where board schools are fewest, 51,834–51,841.

Mr. T. E. POWELL.

Attendance is most irregular in poor board schools, 52,972, 52,973.

Mr. C. TWISS.

The number on the rolls has increased, but the attendance has diminished, 54,269, 54,270.

No child in his school has attended seven years without missing a single time, 54,278.

Mr. T. HEALING.

Gives the average attendance in Essex, 56,189–56,192.

Mr. A. P. GRAVENS.

States the means he used to improve the attendance, 57,129–57,134, 57,299, 57,302, 57,303.

Has found in West Somerset a large proportion of the population in school, and the average attendance high, 57,295.

Points out reasons for the high average attendance found in rural districts, 57,296, 57,297.

Cannot expect so good an attendance in country as in town, though a high attendance can be got, 57,298.

Does not admit that a positively higher attendance is got from country than from town children, 57,299.

Where the attendance is better in country districts, the authorities have done their work better, 57,299–57,301.

There should be a paid attendance officer in small villages, 57,317, 57,318.

Small boards often do not send their own children regularly, and employ children who have not passed the exemption standard, 57,319.

## REGULAR ATTENDANCE—(continued).

Rev. F. SYNGE.

Honour certificates were good in principle, but very difficult to work in practice, 58,186-58,189.

The average attendance in Norfolk varies from 50 to 90 per cent., 58,257-58,259.

Mr. E. H. BRODIE.

The attendance ranges from 66 to over 90 per cent. of the number on the roll, 58,654.

Attendance is better in towns than in country, 58,655, 58,765.

Mr. H. E. OAKELEY.

The average attendance in many rural schools is very good; cannot compare rural and urban schools, 59,227-59,230.

## RELIGIOUS AND MORAL TRAINING.

Rev. D. J. STEWART.

Sees that the times allotted to this instruction in the time-table are strictly adhered to, 3285-3288, 3374, 3751, 3752, 3797, 3840-3842.

As regards moral training, notices the manners, &c. of children, 3289, 3290, 3779-3782.

Would point out any want of obedience or truthfulness to the teachers, 3291-3298.

Judges for himself how Art. 109 of the Code is carried out, 3423-3428, 3554, 3779-3782.

There is no difference between voluntary and board schools in this respect, 3429, 3430.

Large schools are lower in moral tone than before 1870, and there is more copying in the large schools, 3441-3448.

There is not the same deterioration in small country schools, 3449-3453.

The present system does not attach more importance to intellectual attainment than to moral excellence, 3569, 3571.

With bad teachers the function of the teacher as an educator is gradually being lost sight of, 3570.

Religious teaching is not neglected for secular subjects, nor are children withdrawn from religious instruction, 3572-3575.

The system of religious instruction prior to 1870 was effective and of much value to children, 3744-3747.

Differs from the report of the Commission of 1861 as to the want of intelligence in the instruction received, 3748-3750, 3909-3992, 4176.

Draws no line between religious teaching and moral teaching, 3779-3786, 4118.

If no time was set apart in the time-table for religious instruction, he would mention it to the Department, 3798-3800, 3806, 3807, 3985-3988.

The time-table in regard to religious instruction becomes obligatory after approval by an inspector, 3801.

The time set apart for religious instruction must be devoted to it, 3802-3805.

An inspector has to judge the moral tone of a school at his visits of surprise and the inspection, 3843-3845.

As regards moral tone, teachers in small schools have more influence over the children than in large ones, 3846.

A mixed school is not an element of danger to morality to children or to teachers, 3848-3853.

There are no transferred schools in his district where religious instruction is given at the original hours of the school, 3926, 3927.

An inspector approves of the time-table strictly with reference to the time of religious instruction, 4061-4066.

A syllabus of biblical instruction might be introduced into English board schools, 4128-4130.

A school might be reported as "Excellent" where the children knew nothing of religion, 4131.

The term "discipline" has not supplanted the word "morality" in schools, 4188, 4189.

Honesty, truthfulness, industry, and thrift can only be taught by indirect means, 4039-4042, 4190.

The education of the children depends upon what the teacher is, 4191-4193.

## RELIGIOUS AND MORAL TRAINING—(continued).

Rev. T. W. SHARPE.

The moral tone of schools is as good as it was under the old system, 4999, 5000, 6426-6431.

It is the general wish of teachers and parents that religious instruction should be given in schools, 5048, 5049, 6396-6399.

In no schools in his district is religious instruction banished, 5050.

Article 109 of the Code requires the inspector to satisfy himself as to the moral and religious training, 6301-6315.

Under Article 76 of the Act all the board schools in London are examined in religious instruction, 6374-6376.

Mr. M. ARNOLD.

Describes the lessons on morals in France, 5707-5711.

Is not aware that the instruction generally is civil not religious morality, 5712.

In the Government programmes the name of God is introduced, but not in schools provided by the municipality, 5713-5716.

An inspector could not check a teacher who was examining children on their duty to God except in Paris or the Department of the Seine, 5717, 5718.

Inspectors in England have nothing to do with the religious instruction, 5719-5725.

All religion is excluded from the books used in French schools, 5735-5738.

Has not considered the introduction of a syllabus of biblical instruction acceptable to all denominations, 5792.

The religious instruction in board schools is satisfactory to the great mass of British parents, 5793, 5794.

Moral training is a dead letter in French schools, 5795-5799, 6152-6158.

Was struck with the extreme ineffectiveness of the moral instruction he heard in France, 5800, 5801.

In Germany the instruction is distinctly of a religious character, 5802, 5803, 6090-6095.

With the exception of Jews and Roman Catholics, all children must learn the Lutheran catechism, 5804-5809.

The supporters of Christian schools in France think it a hardship that they must pay for schools in addition to supporting their own schools, 5989, 5990.

No moral teaching can be successful that is separated from religion, 6068-6077.

In Germany the religious teaching is too dogmatic, but it is very effective, 6094-6102.

Teachers in Germany do not give religious instruction while lacking Christian faith themselves, 6103-6105.

A good moral influence is exercised by all the teachers in England, 6106-6110.

There are no complaints of atheistical views being introduced into French schools by teachers, 6201, 6202.

The authorities would deal with such a case if it occurred, 6203.

Attempts to instil atheistical notions would be instantly checked if discovered, 6203-6205.

The managers take no steps under Art. 109 to satisfy inspectors as to discipline, &c., 6241-6243.

Rev. D. J. WALLER.

To secure a high per-centage of passes, rewards and punishments are introduced, which weaken the moral effect, 6894.

Anxiety of pupils to pass tempts them to copy, and induces a fictitious knowledge, 6894, 7058, 7059.

Present system of passes tends to lower moral tone in teachers, 6895-6896.

The result of this training on the after-life of children is believed to be most valuable, 6895, 7235-7243.

The tendency is to value secular more than religious results, 6948.

Their best teachers are uneasy with regard to the future effect of this system upon the children, 6949, 6950.

The tone of our teachers generally is of a religious character, 6951.

Religious teaching on the Sunday would not supply the place of daily religious instruction in schools, 6952-6956.

Moral teaching is left to the teachers. Inspectors make no special inquiry, 6957-6960.

## RELIGIOUS AND MORAL TRAINING—(continued).

Rev. D. J. WALLER—(continued).

Inspectors carefully see that the sexes are kept separate in the playground, 6959.

Is the most important part of school training, 6961.

Can only be efficiently undertaken by teachers who are themselves under its influence, 6962, 7094.

Everything should be done to impress its value upon children, 6962.

The State cannot do more than see that the requirements of the Code are observed, 6963.

Would receive more careful attention if teachers knew that it would be inquired into, 6965.

Religious knowledge was never tested in Wesleyan schools by the inspectors, 6986.

Was principally given by the head master, 6989.

In each circuit the minister is supposed to visit the schools and a visitor sees if the time-table is observed, 7022, 7095, 7307, 7308.

There is no formal examination of religious examination similar to the secular examination by Government, 7023, 7051, 7095.

No report of the children's religious knowledge is made beyond answering certain questions, 7024.

The denominational aspect is reduced as far as possible, 7025, 7268.

The first catechism in majority of cases is not given to the children, but is used by the teachers, 7026, 7087, 7088, 7271.

Only one parent, and he an atheist, raised any objection to this teaching, 7027.

Is best left to the teachers, 7028.

Volunteer teaching before commencing secular instruction would probably break down, 7029.

Religion is the groundwork of moral teaching, the two cannot be separated, 7043-7050, 7246.

The system encourages teachers to produce the best secular results; moral results come second, 7060-7065, 7096-7100.

If this training is pressed out of schools, the misfortune falls on children, 7084, 7085.

The catechism used in the Wesleyan schools was prepared by the Conference, 7089.

Parents who do not wish their children to get religious instruction are exceptional, 7091.

The catechism is not used in a school where one third of the scholars are Jewish children, 7093.

Care is taken to secure that teachers themselves have come under religious influence, 7094.

The pressure of secular subjects should be lessened, and every facility given to this training, 7099.

The managers do not assist in giving this instruction, 7185.

If confined to the Sabbath, children may think it is a duty for the Sabbath only, 7186.

The great difficulty is to make religion a practical thing for everyday life, 7187.

The schools are of a distinctly religious character, 7213, 7214.

The rule is that the head teacher must be a Wesleyan. It is not compulsory for assistants, 7215-7217, 7269, 7270-7272.

Roughly about half the Wesleyan children are educated in other than Wesleyan day schools, 7221-7230, 7259-7261, 7266.

In districts where Wesleyan schools are scarce there are a great many Church schools, 7222.

Former scholars have owned their indebtedness to the religious teaching received in day schools, 7236.

The training received in day-schools increases the efficiency of Sunday schools, 7239.

The results of Sunday schools are sometimes overstated, and those of day schools under-stated, 7239.

The great value of Sunday school teaching consists in the earnest religious character of the teachers, 7239.

There are 862,279 Sunday school scholars; about 600,000 are of eligible age for day schools, 7239, 7250-7252.

The majority of parents in sympathy with Wesleyanism send their children to Wesleyan and British schools, 7262, 7263.

The denominational system enables Wesleyans to give instruction to their own children, 7264, 7265.

The influence of any good school shows itself in after life, 7289.

A good teacher is the most important factor, 7290.

The poorer class children have not much chance of religious teaching at home, 7384.

## RELIGIOUS AND MORAL TRAINING—(continued).

Rev. Canon WARBURTON.

Inspectors inquire into the moral teaching, but can do no more, 8400-8406, 8557-8559.

It is difficult to find out how far religion and morality are taught, inspectors can only go by impressions, 8406.

Prefers leaving the instructions to inspectors still in the Code, 8407.

Was struck with the usefulness of the moral lessons he heard in board schools, 8410, 8411.

The Act of 1870 has tended to diminish the attention given to this training in church schools, 8415-8417, 8476-8503, 8515, 8543, 8545, 8661, 8665, 8672-8678, 8745-8748.

Before 1870 he refused a grant where the religious instruction was defective, 8479-8488.

Giving up inspection of religious teaching is a very great loss, but does not see how it can be continued, 8491-8494.

The Winchester diocesan inspector has been invited to examine the board children whenever he can go, 8495-8498.

The tendency of board schools is to exclude any doctrinal element, 8515, 8516.

Knows one school board which throws open its schools for religious examination, 8517.

Three out of four parents would wish their children to receive this teaching, 8519.

Is unable to compare the teaching in church schools before 1870 with that given at present, 8513, 8543 8544.

Has not seen any distinct difference in the moral character and bearing of the children, 8456, 8656, 8657.

Religious inspection by diocesan inspectors sometimes tends to produce cramming, 8549, 8550.

Preparation for religious inspection would be an additional weight on teachers and scholars, 8551-8554.

Religious instruction is useless if the example of the teacher is not consistent with it, 8555.

Moral instruction does good, but it is a wretched substitute for religion, 8556.

The moral tone of a school is not necessarily low because one child was detected in copying, 8558, 8559.

Children should be punished if over-anxiety to pass leads them to unfair practices, 8560-8562.

Very often children are convicted of copying by their examination papers, 8563-8565.

Other indications besides copying would be considered in judging the moral tone of a school, 8566.

A good moral influence is exercised by the teachers, 8567.

Attributes this to the religious influences under which teachers are still trained, 8568.

Great practical difficulties exist against the State being responsible for religious instruction, 8654.

Must be left to the various denominations to supply, 8655.

So long as either teaching makes dutiful citizens the State would be satisfied, 8658-8660.

One of the principal duties of the manager in a church school is to attend to the religious instruction, 8666.

There is always a nominal committee in church schools, but the clergyman is the sole manager, 8667-8669.

This is somewhat less the case than before 1860, 8670, 8671.

Where teachers' salaries depend upon the grant, they look more sharply after secular than religious subjects, 8675, 8676.

Church teachers generally receive a share in the grant, 8677.

The tendency to neglect might be diminished by paying teachers fixed salaries, 8678.

Were not allowed after 1870 to ask any questions about religious instruction, 8744.

Knows nothing of its effects upon the children in after-life, 8749.

The tone of schools is most important; a child's conduct depends largely upon the principles it learns at school, 8751, 8752.

Home religious teaching is as important as school teaching, 8754-8756.

Knows of no inspector besides himself who examined in religious knowledge, 8773-8776.

Since a diocesan inspector has been appointed he has been a spectator rather than examiner, 8776.

Paying a fixed sum according to numbers would not do away with the preference for secular subjects, 8832-8834.



## RELIGIOUS AND MORAL TRAINING—(continued).

Mr. T. W. ALLIES.

Since 1870, when the State restricted religious instruction in schools, it has been given with greater energy and perseverance than before, 9745, 9746.

It has lowered the importance of religion and morality, 9747, 9748.

No Catholic schools were closed by the Act of 1870, 9751.

Rev. J. DUNCAN.

In church schools the teaching consists of reading and explaining the Scriptures and the catechism, 11,171, 11,372.

The school's proficiency is tested by a diocesan inspector, 11,172.

There is always one diocesan inspector for each diocese, 11,173.

They are appointed by the bishop or diocesan board, 11,256, 11,257.

A very small proportion indeed of the population is in favour of a purely secular system, 11,366–11,369.

Teachers in church schools must be church members; an atheist would not be allowed to expound the Bible, 11,373, 11,374.

It is not likely that teachers in board schools are all Church of England teachers, 11,375–11,378.

An atheist who was a teacher might expound them in a very different sense, 11,379, 11,380.

Religious teaching is denominational in voluntary schools, but in board schools it accords with the views of the teacher, 11,380, 11,381.

This difference does not justify the great financial distinction made between the two systems, 11,381, 11,382.

It is impossible to draw a distinction between religious and moral instruction, 11,383.

Religious instruction in schools does not consist chiefly in learning formularies without much understanding of them, 10,711–10,715.

The reports of the diocesan inspectors are carefully watched to see that religious instruction is not mechanical, 10,712–10,714.

Managers of country voluntary schools take great interest in their schools, 10,734–10,737.

Teachers prefer a voluntary school, as there they get more sympathy in their work, 10,738.

Religious teaching in voluntary schools loses by the time-table and conscience clause, 10,747, 10,748, 10,750.

Inspection in religious knowledge has grown up since the establishment of board schools, 10,749, 10,750.

If there is religious teaching at all there must be some doctrine taught, 10,805–10,808, 10,963–10,981.

Dr. Bell organised the method but did not found the National Society, 10,830–10,834.

Originally there was no conscience clause in the constitution of the Society, 10,835.

In its early days children learnt the Church catechism, the conscience clause was not introduced till 1870, 10,836–10,839.

The Cowper-Temple clause, forbidding use of denominational catechisms, applies only to board schools, 10,840.

In many places the only school existing is a denominational one, 10,841, 10,844, 10,974–10,978.

Children of all denominations may be compelled to attend this, but they can take advantage of the conscience clause, 10,842–10,847, 10,979.

Sensible church teachers would pass over the question of baptism in the catechism in the case of Baptist children, 10,847.

Having a second set of trained teachers to give religious instruction only is absurd, 10,664–10,670, 10,681–10,684, 10,716, 10,717, 10,751–10,754, 10,819.

The clergy would be very bad substitutes for the teachers in giving religious instruction in day schools, 10,685–10,694, 10,746, 10,751–10,754, 10,819–10,824.

The same objection applies with greater force to the laity, 10,693, 10,751–10,754.

The strongest reason against universal school boards and schools arises from the question of religious instruction, 10,741.

The conviction of the necessity of definite religious instruction is stronger than ever, 10,743.

Religious instruction being given by the teachers gives them a special power of influence and discipline, 10,753.

All moral teaching should be based upon religious dogma or doctrine, 10,795–10,798, 10,802, 10,804,

## RELIGIOUS AND MORAL TRAINING—(continued).

Rev. J. DUNCAN—(continued).

10,925–10,933, 10,963–10,981, 11,118, 11,119, 11,150–11,159.

Their dogmas rest upon Revelation as understood by them, 10,797–10,799, 10,925–10,927, 11,150–11,519.

Mr. R. WILD.

Had to discontinue the catechism and distinctive church doctrines when his school was transferred, 13,983–13,986.

Never suspends religious teaching prior to the annual inspection, 13,992–13,995.

Mr. P. BAXENDALE.

The half-timers who attend in the morning have 20 minutes of religious instruction, 14,249–14,254.

Most of the children go to Sunday schools 14,352–14,354.

Has always given the same amount of religious instruction in his school, 14,404, 14,405.

Parents are anxious that their children should be brought up morally, 14,567.

The State should give more support to moral training, 14,578.

Mr. J. W. GROVE.

The present system has indirectly the most pernicious influence on religious teaching, 14,633–14,638, 14,740, 14,795, 14,796, 14,800, 14,801, 14,815, 14,841–14,849, 14,898.

Wishes to revert to the old system, 14,682–14,684, 14,739, 14,741, 14,799–14,801.

An inspector cannot tell by his visits how the daily moral training is carried on, 14,734–14,738, 14,833, 14,840, 14,852–14,865.

Moral tone of his school has not declined, but it is not due to, but in spite of the system, 14,742, 14,805–14,807.

Parents are anxious that attention should be paid to both religious and moral training, 14,743, 14,744.

The moral tone will depend almost entirely upon the character of the teacher in charge, 14,840.

Mr. W. B. ADAMS.

The moral training has distinctly improved, 15,479, 15,480.

Gives special attention to the suggestions in the Code and the instructions, 15,481.

The more the attention teachers give the better the tone, 15,482, 15,483.

Mr. C. SMITH.

There is not such a healthy relationship between the teachers and scholars as was formerly the case, 16,566, 16,737, 16,880, 16,925, 16,926.

Objects to the diocesan syllabus of examination, 16,644, 16,645, 16,666–16,668, 16,737, 16,741, 16,881–16,884, 16,897–16,899, 16,902–16,906.

It has not been necessary to curtail religious teaching when preparing for the annual inspection, 16,678–16,681.

It would be very wrong and immoral to do so, 16,682.

Teachers value the power of religious and moral teaching, and would be reluctant to give it up, 16,735, 16,736.

Those who withdraw under the conscience clause receive no instruction while the lesson lasts, 16,742–16,744.

The church has attended a great deal more to religious instruction since H.M. inspectors gave it up, 16,900–16,902.

Mr. J. POWELL.

The religious and moral tone is more a matter of personal influence than of mere direct teaching, 15,736, 15,816, 16,022.

No questions are asked about religion; does not know how an inspector ascertains the moral tone, 15,737, 15,740, 15,833, 15,836, 15,930, 15,932.

An hour, which is ample, is given to religious teaching, 15,806, 15,807, 15,976.

The moral tone of scholars has greatly improved, 15,816–15,818, 15,933, 16,021, 16,039.

## RELIGIOUS AND MORAL TRAINING—(continued).

Mr. J. POWELL—(continued).

No one has ever made use of the conscience clause in his school, 15,829, 15,830, 15,832, 16,105, 16,106.

The instructions in the Code do not affect the moral discipline either way, 15,834-15,836, 16,022.

Lying is an almost universal fault amongst most children, 15,931.

Never sees now any obscene writing on the walls of the school, 15,934.

All the children attend the religious inspection; Nonconformists have never objected to it, 15,956-15,958, 16,101, 16,105, 16,106.

Preparing for this examination does not interfere with the other work, 15,959.

Is not enamoured of the system of diocesan inspection; too much historical knowledge is required, 15,960, 16,102-16,104.

In many schools there would be less instruction given if there were no inspection, 15,961, 15,962.

The attendance is as regular for that as for secular instruction, 15,977.

The registers are marked at the end of the first hour that is the only marking, 15,978.

The rector often has religious classes at his own house, 16,023, 16,095, 16,096.

Indirectly it has influence, 16,024.

Mr. D. HOLDSWORTH.

There is ample opportunity for religious and moral training, 17,507.

Has known an inspector inquire into the moral tone when he had reason to suspect anything wrong, 17,508, 17,763, 17,764.

There is never any difficulty or withdrawal from religious teaching, though the children are not all Wesleyans, 17,574-17,577, 17,584, 17,694, 17,695, 17,699-17,703, 17,843-17,847, 17,962-17,969.

Parents value religious instruction, but do not ascertain the denomination of the school before sending their children, 17,585-17,589, 17,837-17,842.

Religious instruction is given daily, except Friday, from 9 to a quarter to 10, 17,590-17,595, 17,979-17,984. The time-table is strictly adhered to, 17,596-17,597.

One teacher, a churchwoman, has never objected to teach the Methodist catechism, 17,598, 17,599, 17,831.

Acknowledges the necessity which precludes all religious sanctions for moral duty during secular hours, 17,632-17,638, 17,640, 17,641, 17,760-17,762, 17,868-17,870.

The moral influence exercised by the school is enormous, 17,634, 17,758, 17,759.

Anxiety to meet the examination in standards elbows out influence of that kind, 17,639.

Wesleyan children would not be devoid of religious instruction, even if not imparted in the schools, 17,696-17,698, 17,804-17,814.

Has not curtailed the teaching in order to prepare for the inspection, 17,796-17,798.

Wesleyans value their principles and would feel it a hardship if schools were so dealt with as to close them, 17,801-17,803, 17,958.

Parents lack the power to teach their children definite truth, but the teaching is valuable, even if not definite, 17,804-17,814, 17,958, 17,959.

Morality has its foundation upon general religious truths common to all religious sects, 17,848-17,850, 17,975.

An inspector cannot find out much concerning the moral tone of a school; copying is almost impossible, 17,870, 17,871.

His work as a teacher would be impaired if religious teaching were not given by him, 17,960, 17,961.

The whole tone of the special religious teaching is intended to make the children, not bigoted, but Christians, 17,970-17,974.

The sanctions of Christianity and its special doctrines increase the force of moral teaching, 17,977, 17,978.

Rev. Canon WINGFIELD.

Diocesan inspection is a stimulus to religious instruction. It is popular amongst teachers and children, 27,131-27,136.

There are no withdrawals from the inspection, 27,137-27,139.

A religious body should be allowed to erect and maintain a school for the education of its own children, 27,220, 27,221.

## RELIGIOUS AND MORAL TRAINING—(continued).

Rev. Canon WINGFIELD—(continued).

There are difficulties in the way of carrying out such a scheme, 27,166, 27,167.

Parents think more of the religious and moral training of their children than of their instruction in science, 27,169.

Parents would strongly oppose any system of education that was non-religious, 27,170-27,172.

Experiences no difficulty as to morals or improper language in the mixed school, 27,192-27,194.

A religious body having to maintain a school at its own cost would check the needless multiplication of small schools, 27,222, 27,223.

Mr. E. HANCE.

Parents are most anxious that their children should receive religious and moral instruction, 32,148, 32,710.

Children cannot suppose the Department cares much about their moral training or character, 32,736, 32,737.

Rev. Canon McNEILL.

The high pressure put upon secular subjects has a tendency to squeeze out religious and moral instruction, 33,822.

States the efforts made in his schools to impart religious and moral teaching, 34,288-34,290.

The board schools have not the same interest in the religious and moral training of the children, 34,296, 34,297.

A public competition for prizes in a biblical syllabus was not taken part in by the board schools, 34,298-34,302.

The interpretation of "undenominational" is rapidly tending to "nontheistic," 34,308-34,310.

Education is imperfect which does not include the direction of a child's moral future, 34,381-34,386.

Every denomination should, as far as possible, educate their own children in their own creeds, 34,387-34,392.

Attributes the increase of socialism to the teaching of board schools, 34,400, 34,401.

Religion is the basis of a sound moral system, 34,411-34,414.

The advocates of religion in this country are at a disadvantage, 34,419-34,423.

Mr. J. NUNN.

Cannot yet trace distinctly any effects produced by the Act of 1870 with regard to religious and moral training, 36,298, 36,299.

Mr. J. NICKAL.

Most of the teachers value religious instruction, 39,763-39,768.

The virtues mentioned in Article 109 are partly secured, but it is due to the teacher, not the system, 39,769-39,771.

The younger teachers generally are as zealous as the older ones in the matter of religion and morals, 39,898-39,902.

The inspectors, as far as they are able, impress upon managers and teachers the importance of such training, 40,137, 40,138.

It would be more satisfactory to examine by surprise visits, 40,139-40,142.

Neither ministers of religion nor parents have time to take over the religious instruction from the teachers, 40,145-40,150.

Mr. E. TOWERS.

Gives details of the work of the Sunday School Union, 42,311-42,326, 42,331-42,348, 42,557-42,565, 42,344-42,388, 42,390-42,401, 42,409-42,411.

The present system does not lower the importance of religion and morality in the estimation of managers, teachers, and children, 42,328, 42,329.

The teaching in public elementary schools has not had any religious influence on the children, although it has had a good moral influence, 42,330, 42,420-42,423, 42,444, 42,445, 42,506-42,510, 42,521-42,523.

It is the general wish of parents that their children should receive religious instruction, 42,335.

RELIGIOUS AND MORAL TRAINING—(continued).

Mr. E. TOWERS—(continued).

All teachers are unpaid, and have to prove their fitness morally and educationally, 42,349-42,356.

The management committees of schools consist only of the denomination to which they belong, 42,359, 42,360.

The hours of teaching vary in England and in Scotland.

The international lessons are used throughout America and largely in England; describes the method of teaching, 42,362-42,364.

The attendance is registered and tabulated; many scholars attend till they are 22, 42,365-42,369.

The best schools invite parents to talk with them, and teachers visit the parents periodically, 42,370.

The general idea of the association is to help the churches to supply a religious instruction, 42,371, 42,372.

The discipline and order of the scholars has improved in the last 15 years, 42,373-42,376, 42,394, 42,395, 42,424-42,431.

The Wesleyans in London and some parts of the country belong to the union, 42,378-42,381.

Some of the mission schools are undenominational, and are carried on by united denominations, 42,381-42,383.

Details of the number of children in the Sunday School Union, 42,384-42,388, 42,390-42,393, 42,432.

The largest associations next their own are the Church of England and the Wesleyans, with whom they are in friendly intercourse, 42,389.

In the provinces it is easy to get good teachers, but not in London, 42,402, 42,403.

The usual size of a class is about 10 in the main school and 30 in a class-room, 42,404-42,408.

Scholars of the labouring class stay at Sunday school till late in life; the middle classes leave too early, 42,412-42,419.

Teachers who were scholars in public elementary schools have only a limited knowledge of Scripture, 42,425-42,430, 42,514-42,520, 42,543, 42,544.

Nearly all children in public elementary schools attend the Sunday schools, 42,433-42,443.

Attaches value to religious instruction only so far as it influences the life and character, 42,445-42,447.

To a day-school teacher religious instruction is practically a secondary matter, 42,448-42,452.

The international lessons, which cover seven years, are prepared in America and transmitted to England, 42,453-42,455.

Each denomination has its own notes and outlines of lessons, and the union also issues notes, 42,456, 42,457.

Many ministers hold preparation classes for teachers in these lessons, 42,458-42,462.

Model lessons are given by experienced teachers before bodies of teachers, 42,465-42,467.

Classes should consist only of 10 to 15 children in order that the teacher may influence them for good, 42,468, 42,469, 42,498.

Class-rooms are desirable for children from 7 to 15; ordinary day schools are not adapted for Sunday schools, 42,470-42,480.

The best schools are built with one central assembly room, with small class-rooms round it, 42,474.

Describes the secular instruction given in a Birmingham Sunday school, 42,481-42,487, 42,541, 42,542.

Several ladies who are day-school teachers teach in Sunday schools, but not many men, 42,488-42,493.

The sexes are taken in separate classes, 42,494.

Local unions encourage the establishment of schools by paying part of the rent; the union also make grants, 42,495-42,497.

Gives an instance of one man who teaches 400 adults from a platform by question and answer, 42,499-42,504.

Would not exclude the Bible from the teaching in day-schools, 42,507.

Children become members of churches earlier than formerly, 42,511-42,513.

Children as young as nine years are encouraged to join a Christian band, 42,524-42,536.

Good results have followed their establishment, and many join churches and keep up their profession in after life, 42,524-42,537, 42,540.

Children remember the religious lessons taught in Sunday schools better than those taught in day-schools, 42,545-42,554.

RELIGIOUS AND MORAL TRAINING—(continued).

Mr. T. SNAPE.

Moral training can be given quite apart from religious teaching, 43,261.

Rev. C. H. KELLY.

Wesleyan schools attract many children who on Sundays go to other churches, 45,873-45,879.

Pressure sometimes used to prevent children from going to Wesleyan Sunday schools, 45,880-45,885.

Their number of Sunday scholars exceeds the number of day-school scholars, 45,886-45,889.

There is a desire to build separate buildings for Sunday schools, 45,892-45,899.

All religious instruction should not be relegated to the Sunday schools, 45,908, 45,909, 45,922, 45,929-45,932.

The instruction given in their Sunday schools is scriptural and doctrinal; describes it, 45,910-45,912.

The teachers are drawn largely from the middle classes, 45,913-45,918.

There is an improvement in the intelligence and scriptural attainments of the children coming into their Sunday schools, 45,918-45,921.

The absentees from Sunday school include the children of dissolute, ignorant, and irreligious parents, 45,923-45,926, 45,929-45,932.

If day schools become mere secular classes, the Wesleyans could not afford a complete religious teaching service, 45,927-45,932.

Ven. Archdeacon NORRIS.

Distinctly religious men and women are not so anxious to become teachers as under the old system 47,350, 47,575, 47,713, 47,714.

The non-recognition of the Department and inspectors has led to this, 47,351.

States the regulations from 1849 to 1870 for religious inspection, 47,352, 47,459.

Does not desire any direct payment made for religious instruction, 47,353.

The character of the teacher is most important, 47,403, 47,448, 47,449.

The moral and religious training of the board schools should be specially looked after, 47,475.

The instructions to the inspectors are not so explicit as they used to be, 47,562-47,566.

The first duty of a day school teacher is to give religious and moral training to the scholars, 47,595, 47,596.

Schools should be connected with some congregation, 47,597-47,602.

Ven. Archdeacon BARBER.

There is a tendency to crowd it out, 49,669.

Religious instruction is generally given before marking the registers; it should be given after, 49,671-49,673.

Diocesan inspection has a beneficial effect, 49,674-49,677.

Is sometimes crowded out before a Government inspection, 49,678.

Very few children withdrawn from religious instruction, 49,679-49,683.

Section 76 of the Act of 1870, should apply to board schools, 49,685, 49,686.

The actual time spent in religious inspection should be deducted from the attendance, 49,687, 49,709-49,718.

Knows only one inspector who inquires into moral training and discipline, 49,688-49,691.

Board and voluntary schools adopt the same course in securing attendance at religious inspection, 49,719-49,722.

Gives the system of rewards for religious knowledge, 49,734-49,738.

The board and the local clergy take an interest in religious teaching, 49,741-49,743, 49,746-49,749.

Does not encourage diocesan inspection of board schools, 49,744, 49,745.

In one country board school religious instruction is given, 49,760-49,764.

Pupil-teachers from the country are not well up in religious knowledge, 49,766, 49,767.

Moral training would be impaired without a voluntary system of inspection, 49,786-49,790.

Mr. L. CONWAY.

Children other than Roman Catholics do not claim the conscience clause, 50,267-50,270, 50,315-50,317.

## RELIGIOUS AND MORAL TRAINING—(continued).

Mr. R. BALCHIN.

The present system makes boys well principled, 15,716-51,718, 51,775, 51,859-51,872.

Takes steps to secure high tone principle and conscientiousness, 51,776-51,778.

Uses the Bible for moral lessons rather than to prepare for examination, 51,779-51,781.

Inspectors should pay more attention to the moral tone of schools, 51,782-51,785, 51,806.

In all moral delinquencies he appeals to the motive of manliness, 51,800-51,802.

Has not seen inspectors make any efforts to test the moral tone of schools, 51,803-51,807.

Religion, to be a vital influence, must be definite and dogmatic, 51,860, 51,861, 51,864-51,872.

## RELIGIOUS INSTRUCTION.

Rev. D. J. STEWART.

Prayers and hymns generally occupy 15 minutes at the beginning of school hours, 3387-3391, 3787, 3788.

Reading the Bible and other religious instruction occupies from 30 to 40 minutes daily, 3392-3397, 3787, 3788, 3970, 3971.

Religious and secular instruction is not given to different classes at the same time, 3398-3403.

Registers are marked when school opens and before secular instruction begins, 3404, 3496-3500.

Children are sometimes late, but knows of very few cases of withdrawals from religious observances, 3405-3412, 3499, 3500, 3759, 3,760.

The time-tables are adhered to, 3413-3415.

The conscience clause is effective, and has received no complaints as to its infringement, 3416-3422.

It is part of an inspector's duty to see that the time for religious instruction is not given to secular work, 3545-3547, 3840, 3841.

It depends on the Education Act whether the Department can compel religious instruction to be given, 3753-3756.

Religious service and observances occupy from 45 minutes to an hour daily, 3757, 3758.

Withdrawals from religious instruction must take place at the request of the parent, 3760-3764.

The catechism nearly always forms part of the instruction, 3766, 3767.

Jews would take no part in the catechism, 3768.

A conscientious teacher would have scruples as to teaching the catechism to Nonconformists, 3769-3771.

With a number of children of different creeds in school, a teacher would ascertain the wishes of the parents, 3772-3776.

Teaching under such circumstances might become mechanical, 3777-3778.

Children would attach more importance to secular teaching if told that religious instruction was unnecessary, 3789-3796.

Rev. T. W. SHARPE.

Has only to see that the time-table clearly sets forth the hours, 5009.

The time given to religious instruction is the same, or has increased, in London since the passing of the Act of 1870, 5001, 5002.

The time-tables should be simple enough for every parent to understand, 5003-5007, 5742.

Mr. M. ARNOLD.

An inspector can only notice that the time for secular teaching is observed, 6236-6240.

Rev. D. J. WALLER.

Usually occupies about three-quarters of an hour at beginning of each day, 6879-6882, 7281.

The registers are marked both before and after the religious exercises, 6879, 6884-6886.

A certain number of children always attend late, and miss the religious exercises, 6883, 7083, 7084.

As a rule, religious teaching is not suspended prior to annual inspection, 6887-6889, 7115, 7116.

The committee discourage any abridgment, and with these exceptions the time-table is generally followed, 9889

## RELIGIOUS INSTRUCTION—(continued).

Rev. D. J. WALLER—(continued).

The pressure of secular subjects tends to lessen the time, 6893, 6947, 6987, 6990, 7060-7065, 7097-7100.

Probably an hour or more was formerly given to this teaching, 6988, 6990, 7007-7009, 7060-7065.

Inspectors do not inquire if the time given to secular teaching encroaches on that reserved for religion, 6991, 6992.

To give this instruction during time allotted to secular subjects is an infringement of the time-table, 7008, 7060-7065, 7245.

Formerly moral influence could often be substituted for corporal punishment, 7009, 7063.

The time being shortened the teaching has perhaps now more directness, 7019.

Thirty or forty minutes daily teaching should have good results, but half-time scholars miss it, 7020.

Easing the pressure of secular subjects would destroy the complaint that there is no time for this training, 7102.

Giving moral teaching during the time for secular subjects is not done to any extent, 7244-7246.

Does not know what time is given in the children's homes, 7282.

Rev. Canon WARBURTON.

Since 1870 time in voluntary schools has not been reduced, 8488.

In paying surprise visits he would report if he found any violation of the time-table, 8489.

Religious instruction given during time for secular subjects, or *vice versa*, is an infraction of the time-table, 8490, 8814.

It is only natural for teachers to give most attention to those subjects which are tested by the inspector, 8547, 8548, 8672-8678.

Inspectors' instructions are to maintain the time-table, 8814-8816.

Discontinuing religious instruction before the annual inspection would be a violation of the time-table, 8815.

Rev. J. DUNCAN.

In church schools from 35 to 45 minutes is given, 11,170.

Registers are generally marked after, but sometimes before and after religious instruction, 11,174.

Time-tables are generally adhered to, 11,181.

Mr. J. W. GROVE.

Since 1870 the State inspection has not recognised religion, 14,628-14,630, 14,815, 14,895, 14,896.

In some cases the time is encroached upon, as the inspection draws near, 14,631.

Diocesan is not the alternative to no inspection at all, 14,797.

There should be some test, but it is now become an official testing system, 14,798-14,802, 14,817.

The diocesan examination is conducted according to a syllabus which may be chosen by the managers and teachers, 14,843, 14,844.

Does not regret that since 1870 the grant has ceased to depend upon religious instruction, 14,895-14,897, 14,899.

Mr. W. B. ADAMS.

Their school is very successful in religious examination, 15,120.

Each teacher instructs in religion on the syllabus of the school management committee of the London School Board, 15,121-15,124.

The examination is exclusively in the Bible, 15,124.

Mr. D. CLARKE.

Half an hour daily is now devoted to biblical reading and teaching and prayer, 16,213-16,216, 16,384-16,387.

The diocesan syllabus was dropped owing to a change in the political constitution of the board, 16,213, 16,263-16,265, 16,516.

Religious instruction in board schools depends very much upon the constitution of the board, 16,517-16,519.

Parents are favourable to instruction being given, 16,520, 16,521.

Has never postponed or discontinued it when the inspection is approaching, 16,522, 16,523.

## RELIGIOUS INSTRUCTION—(continued).

Mrs. BURGWIN.

No parent has ever asked for exemption from religious instruction, 17,078, 17,083-17,085, 17,234.

The school is opened and closed with prayer and hymns; Holy Scripture is taught for half an hour daily, 17,079-17,081.

The children are very mixed, and represent a great many sects, 17,235.

Mr. W. MUSCOTT.

Religious instruction is given daily for three-quarters of an hour by the teachers only, 18,337, 18,341, 18,401, 18,402, 18,452, 18,504, 18,505.

There are a few children of Dissenters in the school, but they cause no difficulties, 18,342-18,346, 18,459-18,462.

The diocesan inspector examines the school annually; no children withdraw, 18,403-18,407, 18,454-18,456.

The diocesan syllabus is used in the school, 18,453.

If religious instruction were not given in the school the children would not obtain it at all, 18,457, 18,458.

Is a better teacher through the influence he gains over the children at Sunday schools, 88,192-18,195, 18,348, 18,349.

Mrs. KNOWLER.

Religious instruction is given by the clergyman's daughter and herself, 18,654, 18,655, 18,882, 18,883.

No children avail themselves of the conscience clause, and she has had no complaints, 18,656-18,658.

Fifteen minutes is given daily to prayers, singing a hymn, reading a psalm, and learning a text, 18,881-18,883.

The catechism is taught; Dissenters do not object to it, 18,884-18,888.

The school is in a forest parish, about five miles from Totton; farms in the locality are all rented, 18,889-18,898.

The people are backward in education, so that the dulness is not peculiar to the school, 18,899, 18,900.

Not many gentry near; the clergyman is the only subscriber to the school, 18,901-18,903.

No other religious instruction except the Sunday school, 18,904.

The teaching is not crowded out previous to the examination, 18,972, 18,973.

Miss NAPPER.

Religious instruction is given by the rector and herself throughout the year; parents value it, 19,098, 19,099, 19,123, 19,177, 19,226, 19,227.

Teaches in the Sunday school; there are nearly as many children as in the day school, and they remain longer, 19,129-19,133.

There is an annual diocesan inspection, the maintenance of which is important, 19,301-19,309.

Miss NEATH.

Parents are content with day school instruction, attendance consequently not kept so well at Sunday school, 19,357, 19,358, 19,406-19,408.

Conscience clause exists but never enforced, 19,359.

States course of her religious teaching given for a full hour, 19,360-19,362.

Parents have no time to give religious instruction at home, 19,389, 19,390.

Parents wish children to have religious instruction, 19,391, 19,392.

Parents rather intelligent, 19,403-19,405.

Dissenters in parish do not object to the catechism, 19,409.

The diocesan inspection is a good thing, 19,423-19,425.

Children like the teaching of religion, 19,427, 19,428.

Clergyman visits the school but never instructs the children, 19,447-19,450.

She teaches in Sunday school, 19,567-19,571.

Miss CASTLE.

Her children are examined by a diocesan inspector according to a stated syllabus, 19,623, 19,624.

All children attend religious training, 19,627.

No complaints have been made, 19,628.

She takes the children to church, 19,629.

## RELIGIOUS INSTRUCTION—(continued).

Miss CASTLE—(continued).

Religious instruction is neglected in some schools, 19,630, 19,631.

The clergyman gives religious instruction once a week, 19,753, 19,754.

She teaches in the Sunday school, which gives her great control over the big boys, 19,777-19,780.

The children are all the better for their religious and moral training, 20,047, 20,048.

Children take a delight in, and look forward to, the diocesan inspection, 20,061, 20,062.

Would not like to give up religious instruction, 20,063, 20,064.

Giving religious instruction enables her to exercise greater influence over the children, 20,065, 20,066.

Miss RANDAL.

The vicar gives religious instruction every morning; she took the lower classes; time sometimes infringed, 20,235-20,237.

Parents, after a time, were anxious that their children should be well instructed, 20,238-20,240.

The whole system is suitable for the children in the village, 20,241.

Mr. S. B. TAIT.

In the Huddersfield board schools Scripture is read for 15 minutes without comment, the Lord's Prayer, and a hymn, 20,503-20,507, 20,658.

There are no cases of withdrawal, 20,508.

Secularists allow their children to be present at these exercises, 20,509-20,515.

Many parents could not give further instruction, and those who could probably have not the time, 20,516-20,519, 20,727-20,731.

Most of the children attend Sunday schools, 20,517, 20,520, 20,521, 20,732-20,734.

Their schools have been hired occasionally for Sunday school purposes, 20,522, 20,523.

Mr. E. STEVENS.

Present teaching satisfies parents, who are anxious that their children should receive this instruction, 20,834-20,838.

Describes the religious teaching. No scholars withdrawn from it, although Dissenters abound, 20,858-20,862, 21,075, 21,076, 21,083.

The school is under the National Society, and subject to diocesan inspection, 20,863-20,866, 21,081.

Diocesan inspection is a stimulus necessary to the full efficiency of religious teaching, 20,987, 20,988.

His religious instruction consists in reading and explaining the Bible, the Commandments, the Creed, and the Lord's Prayer, 21,071-21,082.

His school was placed under Government inspection in 1870. The diocesan inspector used to examine the school generally, and in Scripture, 21,084-21,087.

Mr. W. RIDGEWAY.

Religious instruction consists of Bible reading and hymns taken in standards, 21,768-21,772, 21,775.

School opens and closes with prayer and singing, 21,773, 21,774.

Present generation morally superior to the last in his neighbourhood, 21,776, 21,777.

One Roman Catholic has been withdrawn from his school, which is undenominational, 21,873-21,875.

Feels no restraint in enforcing moral duties, 21,876, 21,877.

Mr. E. HORSFIELD.

Religious instruction is given for three-quarters of an hour daily from Bible, Catechism, and Prayer Book, 22,072, 22,075, 22,215.

About half the scholars belong to the Church of England; none are withdrawn, 22,076-22,078, 22,204, 22,394, 22,395.

The denominational instruction does not make scholars leave the chapels of their families, 22,165, 22,167, 22,201-22,205, 22,501.

The school has a good reputation, and some dissenting parents prefer it, 22,210-22,212.

The conscience clause is taken advantage of in one or two cases only, 22,213, 22,214, 22,332-22,334.

## RELIGIOUS INSTRUCTION—(continued).

Mr. E. HORSFIELD—(continued).

Clergymen superintend the school but do not teach in it, 22,216, 22,217.

There is a fairly good Sunday school where some of his children attend, 22,236–22,238.

Teaches the church catechism to children of all denominations, 22,335–22,343.

Interests himself in the homes of his pupils, which is a valuable part of a teacher's work, 22,392–22,397.

Has no power to exclude children of Dissenters; there is nothing to distinguish these children from the others, 22,438–22,447.

The annual diocesan inspection is encouraging both to teachers and scholars, 22,460–22,465.

Children, whose parents belonged to no denomination, might be led to incline towards the Church of England, 22,502, 22,503.

Explains his interpretation of the church catechism with regard to private baptism, 22,505–22,511.

Mr. J. BRADBURY.

The moral tone of the school is high; it is not injuriously affected to any extent by the half-timers, 22,639–22,641.

Special attention is given to religious and moral training, 22,642, 22,645.

Parents send their children regularly to Sunday school; the whole of the day scholars attend, 22,643.

No religious instruction given beyond hymns and prayers, 22,644, 22,734–22,736.

The inspector does not give any encouragement to moral training, 22,646, 22,648.

The building belongs to the Congregational body, and is used as a Sunday school by them, 22,732, 22,733.

Mr. J. SCOTSON.

About an hour daily is devoted to it, 22,851, 22,852.

It includes singing and prayers and biblical instruction, as prescribed by the board; the catechism is not taught, 22,853–22,855, 22,975–22,977.

The large school is divided into about 20 different groups for religious instruction, 22,856–22,858.

The board's inspector examines the school annually in religious instruction, 22,859–22,863.

His school is not under a diocesan inspector, 23,012, 23,013.

Mr. E. MORRIS.

Religious instruction is almost crowded out by the present Code; only 20 minutes can be given to it daily, 23,321, 23,327, 23,571, 23,579, 23,581, 23,582.

The time for religious teaching is not infringed as the examination draws near, 23,322, 23,323.

In some board schools no religious instruction is given, 23,323–23,326.

Religious teaching should be left to the Sunday schools; only religious teachers should teach religion, 23,329, 23,512, 23,573, 23,574.

There is no Sunday school in connexion with the school, 23,332.

No difficulties as to religious teaching have arisen; some children go to church Sunday schools, and some to chapel, 23,500–23,505.

Nonconformists object to the religious teaching in the national school; they prefer undenominational teaching, 23,510, 23,511.

Consists of the Ten Commandments, the Lord's Prayer, and reading the Bible with comments; this is closed by a short prayer and singing a hymn, 23,572.

The Welsh are very religious and give religious instruction to their children, 23,575–23,578.

Mr. J. H. DEVONSHIRE.

The parents value the religious teaching; only one Roman Catholic has been withdrawn in seven years, 23,738–23,741, 23,913, 23,914, 23,917.

Parental control over children is on the decline, 23,743, 23,744, 24,076–24,078.

The inspector never examined on religious matters, even before the Education Bill, 23,743, 23,744, 23,747, 23,748.

That portion of the Code having reference to moral training is merely a paper regulation, 23,745, 23,746.

In his school they have prayers every day, and Bible reading three days a week, occupying two hours a week, 23,911–23,916.

## RELIGIOUS INSTRUCTION—(continued).

Rev. W. D. PARISH.

The school has useful and encouraging visits from the diocesan inspector, 25,191–25,194.

Has had no case of withdrawal, though there are many Dissenters in the district, 25,195–25,197.

In the case of Dissenters parts of the catechism is omitted, 25,198.

The clergy about him take great interest in the schools and take part in the religious instruction, 25,327, 25,328.

His teaching in the day school is confined to religious instruction, 25,409.

Mr. J. FISH.

The present system of cram and over-pressure does not tend to develop correct principles or intelligence, 25,611, 25,612.

Very few parents object to the religious instruction or avail themselves of the conscience clause, 25,639, 25,640.

Religious instruction would be neglected if left to parents, through want of time and inclination, 25,642, 25,643.

Inspectors can judge of the moral status of the school when they inspect it, 25,644–25,649.

Sir L. T. STAMER.

The syllabus of Scripture teaching is tested annually by himself and the diocesan inspector, 24,178–24,179a, 24,278, 24,279, 24,282–24,285, 24,373–24,381, 24,418–24,421, 24,612.

It is a great security for the efficiency of the instruction; nearly every school secured "Excellent," 24,180, 24,242.

None are withdrawn from the inspection; parents do not object to it, 24,181–24,184.

The board appoints the examiner; a Nonconformist took part in the last inspection, 24,182, 24,183, 24,284, 24,285, 24,376.

In voluntary schools the diocesan inspection has more than compensated for the loss of the Government examination, 24,240, 24,242.

Teachers do their duty in respect to moral training; much depends upon the teacher, 24,241.

Religious knowledge cannot be acquired without affecting the character and life of the children, 24,243, 24,244.

This cannot be tested by examination, 24,245.

There is a better security for religious teaching in national than in board schools, 24,286.

The larger proportion of the day scholars also attend Sunday schools, where denominational teaching is given, 24,287–24,289.

The careful and religious instruction in voluntary schools has shown itself in a very marked way in after-life, 24,290, 24,291.

The date of the diocesan inspection is fixed by the school board, 24,373–24,376.

It is no contravention of the spirit of the Education Act to bring spiritual force to bear upon moral duties, 24,419–24,421.

Rev. Prebendary RICHARDS.

There should be a grant for religious teaching, and it should be inspected like the other subjects, 25,675, 25,676, 25,680, 25,681, 25,792, 25,798, 25,841.

Religious instruction is vanishing in board schools, as the teachers have no inducement to give it, 25,681, 25,682, 25,793, 25,843, 25,844, 25,845.

In one board school in Ealing deanery the only teaching is by rote, 25,682, 25,683.

There is no oversight given in board schools to religious teaching, it is left entirely to the teachers, 25,684–25,686, 25,880, 25,881.

Board schools are not used for Sunday schools, 25,687.

In his schools there is religious teaching every morning, he and his curates assist, 25,704.

There is a diocesan inspection in his schools; has no difficulty to get his own teachers to prepare for it, 25,791–25,793.

Religion now occupies a secondary position in education, young teachers do not teach it properly, 25,794, 25,795.

## RELIGIOUS INSTRUCTION—(continued).

Rev. Prebendary RICHARDS—(continued).

When it was a subject of the inspection it had the moral force of being recognised by the Government, 25,796, 25,797.

Young teachers do not look on it as important, 25,831, 25,832, 25,869–25,871.

The aim of religious teaching should be to build up the Christian life, 25,833.

The effects of religious instruction can be tested by examination, 25,834, 25,835.

The tendency of the majority of teachers is to teach simple facts, 25,836, 25,837.

Religious instruction should be given in all schools, those who disliked it could withdraw, 25,840, 25,842, 25,846.

Believes there is a general desire for religious instruction in schools, 25,847, 25,848, 25,879.

The plain truths of Scripture should be taught, and there should be a formula, 25,872–25,875.

The London School Board formula, though incomplete, is the best, 25,876–25,878.

Mrs. FIELDEN.

Her children after leaving school seldom relapse into the Lancashire dialect, 25,954.

Inspectors pay no regard to the moral training of a school, 25,950, 25,952, 25,955, 26,052.

Her school is not under diocesan inspection, she is a Unitarian, 25,956.

There is religious instruction in her school, hymns and Bible reading, but no doctrine, 26,024, 26,026.

It is not a day-school teacher's place to teach religion; endeavours to impart moral qualities, 26,196, 26,197.

Rev. W. J. B. RICHARDS.

Never heard inspectors make inquiries as to moral training. The instruction, should be re-inserted in the Code, 26,582, 26,583.

To a certain extent the present system is not consonant with the principle of religious liberty, 26,714.

Religion is the only real basis for moral training. Without it an outbreak of immorality is certain, 26,718, 26,719.

Has instances from the United States and elsewhere to show that, 26,720.

A board school Protestant teacher sent her child to a Roman Catholic school to receive moral training, 26,721–26,726, 26,822, 26,889.

Would view with great apprehension any weakening of the religious principle in schools, 26,736.

Education has had an evil influence on religion in America, 26,557, 26,558, 26,850, 26,880–26,884.

The religious instruction given in the Catholic Sunday schools is insufficient to counteract the absence of positive religious teaching in day schools, 26,851, 26,852.

Would feel great insecurity in allowing any teacher but a Catholic in Catholic schools, 26,853.

Is not aware whether atheists are unable to be board school teachers, 26,854.

A certain amount of religious instruction is given in board schools, but it varies according to the teachers, 26,855.

Board school children will eventually furnish a larger proportion of the criminal classes than other schools, 26,890, 26,891.

At present the Catholics supply a large proportion to the industrial schools, 26,892–26,895.

The evils arising out of the common school system in America may be likely to arise here, 26,937–26,940.

The large growth of private schools in America is probably due to this, 26,941, 26,942.

Rev. R. G. MAUL.

In his London schools there were scarcely any cases of withdrawal, 27,290–27,296.

There is a slight tendency to squeeze the religious instruction out before the Government inspector comes, 27,297, 27,298.

Mr. R. H. I. PALGRAVE.

There is religious teaching in the board schools; it works satisfactorily, 27,525, 27,526, 27,613–27,619.

## RELIGIOUS INSTRUCTION—(continued).

Mr. R. H. I. PALGRAVE—(continued).

The teaching is not denominational, 27,595–27,605.

There is a general desire for religious teaching on part of parents, 27,530.

There was no religious inspection by the board, but individual members could inquire into the teaching, 27,670.

Mr. T. WILKINSON.

The teaching at Harrow after the school was transferred to the board did not vary, 28,154–28,158, 28,159, 28,160.

Before the transfer the whole of the religious teaching was given by himself and assistants, 28,168–28,170.

Mr. A. C. ROGERS.

Religious teaching and observances are neglected; teachers have not time to prepare Scripture lessons, 28,274–28,279, 28,347, 28,404, 28,435, 28,437.

His head teacher is more particular than the majority as to religious instruction, 28,354–28,356.

There is no suppression of religious instruction during the preparation for an examination, 28,357, 28,358.

There is an inspection of religious instruction under the London School Board, but the test might be better, 28,405–28,412.

The religious and moral teaching in board schools is not inferior to that in voluntary schools, 28,436.

Mr. A. D. C. HENDERSON.

A shorter time is given to religious instruction as the examination draws near, 29,003, 29,004.

Believes the managers are aware of it, 29,010.

Rev. J. R. DIGGLE.

Hands in syllabus of Bible instruction for board schools, 29,672, 29,673, 29,683, 29,684, 29,895–29,897.

It is given by assistants as well as head teachers, 29,674, 29,675.

The inculcation of morality is part of ordinary school training and should permeate the whole of the school, 20,676, 29,677.

Local managers are asked especially to watch over the moral and physical welfare of the children, &c., 29,678–29,681.

In past years there were complaints that they did not attend to their duties, but now they are more efficient, 29,682.

Three-quarters of an hour are given at beginning of each day to religious instruction, 29,685–29,687.

In some schools late comers are taken separately for religious instruction, but the practice varies, 29,688.

There is an examination every year for the Peek prizes, and an examination by the board inspectors which is not annual, 29,695, 29,697–29,700, 30,579, 30,587.

The Peek prizes are Bibles and books given by Mr. Peek and the Religious Tract Society, 29,696.

The examination for them is voluntary, but none have withdrawn from it, 29,700, 29,701.

The time-tables, so far as is known, are always adhered to, 29,702.

Occasionally complaints are made that the time for religious instruction is encroached upon, 29,703, 29,704.

There are no complaints of infringement of the conscience clause, 29,705.

Cases of indecent writing in the offices are very rare, 29,706, 29,707, 30,593.

Both teachers and parents wish religious instruction to be as efficient as any given in the school, 29,708.

No inquiry is made into the religious belief of teachers when appointing them, 29,709, 29,710, 29,717, 29,721.

It has not affected the teaching so far as it can be tested by examination, 29,711, 29,712.

A teacher would not be appointed who openly disbelieved the religious truths he had to teach, 29,713–29,716, 29,718–29,723.

If a teacher failed to give satisfactory religious instruction he would be called upon to resign, 29,724, 30,592.

If an atheist complied with the board's requirements, the opinions he expressed outside would have no weight with the board, 29,725–29,728, 30,588–30,591.



## RELIGIOUS INSTRUCTION—(continued).

Rev. J. R. DIGGLE—(continued).

There was religious instruction in board schools from the beginning, but it was not systematised as now, 29,898.

It is paid for by the ratepayers, 29,900-29,902.

Puts in the present rules as to religious teaching, prayers, and hymns, 30,781.

The registers are marked both before and after religious observances, 30,782-30,784.

Rev. Dr. H. W. CROSSKEY.

Religious teaching in denominational schools should be provided by those who desire it, 31,121-31,128.

Objects to board teachers giving religious instruction in school hours, 31,129-31,135, 31,181, 31,814.

In granting money to denominational schools, the State supports sectarian institutions, 41,113, 41,748, 41,760-41,766, 41,938.

It is very undesirable that religion should be taught in public elementary schools, 41,122-41,125.

Suggests two arrangements by which religious instruction might be given if universal school boards were adopted, 41,126, 41,665-41,669.

States how the clergy would be affected with regard to religious instruction if their schools were transferred to boards, 41,127.

States the practice of the Birmingham School Board with regard to religious observances, 41,131-41,139, 41,233-41,241.

Board schools are let on easy terms for Sunday schools; hands in the scale of charges, 41,140-41,142.

It would be better not to have Bible reading during school hours, 41,151-41,153.

Denominations would gain by having religious instruction before or after the hours for secular subjects, 41,190.

Parents of the lower classes cannot give religious instruction; it should be left to the churches, 41,197-41,204.

Would not use compulsion for religious teaching; children would be glad to come if it were made attractive, 41,206-41,211.

It would be a great mistake in school teaching to constantly bring in the name of the Deity, 41,214-41,221, 41,392-41,395, 41,858.

Children are much more impressed with religion when it is not mixed up with ordinary lessons, 41,222, 41,223, 41,567.

The churches would exercise tenfold activity if religious teaching were left to them, 41,224-41,226, 41,574, 41,871-41,880.

Objects to the use of sacred books and themes for the purpose of examination; the diocesan examination is very injurious to religion, 41,242-41,247.

States the effect on the children during the six years the Bible was excluded from the Birmingham board schools, 41,248-41,255, 41,575, 41,576.

Science and history can be taught without being infected with religious doctrine, 41,302-41,304.

Moral duties are taught in the Birmingham board schools without having reference to any religious sanction, 41,396-41,404.

Religious teaching is most effectively given in connexion with a Christian church, 41,425-41,427, 41,434, 41,435.

The morning would be the best time to impart religious instruction, 41,437-41,439.

Religious teaching should be given by religious people, not by the schoolmaster, 41,440-41,444, 41,564.

The great grievance is having the religious and secular training mixed up, 41,449-41,452, 41,717.

Hundreds of teachers who never took part in religious instruction would be fully qualified to teach, 41,457-41,460.

All schools should be wholly secular during particular hours, 41,561-41,563.

It is well for children to be attached to some definite religious body, but not by the public schools, 41,565, 41,566.

Secular instruction is quite enough for a teacher's energies, 41,568.

The present system has not succeeded in attaching the children to religious instruction, 41,569-41,572, 41,603.

The Irish system, which in some respects was similar to the one he advocates, did not succeed, 41,578-41,586, 41,637, 41,694-41,700.

## RELIGIOUS INSTRUCTION—(continued).

Rev. Dr. H. W. CROSSKEY—(continued).

The present system excludes a number of young Non-conformists from becoming pupil-teachers, 41,588-41,593.

The aim of elementary education is to make moral and intelligent citizens, 41,594.

Sufficient religious power exists in the many organisations to make proper provision for religious teaching, 41,595, 41,596.

A special and peculiar skill is needed for religious teaching, 41,597, 41,598.

The Birmingham schools are occasionally let on Sundays for social or political lectures, they are let to either side of politics, 41,604-41,608.

About 75 per cent. of board school children attend Sunday schools, 41,609-41,613.

No religious instruction is given by the board to its pupil-teachers, 41,614-41,617.

An experiment on his system is succeeding very well in Dr. Wilkinson's school in Birmingham, 41,670-41,672.

One teacher might take a class of 150 children for religious instruction, 41,673, 41,674.

The resources of a church should be devoted to its religious instruction, 41,675-41,680.

Did not give the Irish system as his ideal, 41,689-41,696.

Religion and morals should be entirely separated from each other in Sunday school instruction, 41,707.

If the churches were released from carrying on day schools they could do much more towards the supply of religious training, 41,710-41,716.

Some boards unfortunately prefer teachers with definite religious convictions, 41,747.

In board schools where the Scriptures are read and explained, there is a direct endowment of religion out of the rates, 41,768-41,773.

States in what manner religious instruction could be given to the children by the various denominations if a secular system were universally adopted, 41,774-41,781.

States the grounds which led to the re-admission of the Bible into the Birmingham schools, 41,804-41,812.

He does not disparage or scorn religion, but speaks for the honour of the Bible, 41,813-41,816.

The Church abdicates its duty by teaching in the school rather than in the church, 41,890-41,897.

Discusses the possibility of giving the moral lesson without the religious sanction, 41,904-41,910.

The "public necessity and advantage" of education are the moral principles of life, and the cultivation of intelligence, 41,911-41,914.

Would not object to the teaching of religion by voluntary agencies before or after the secular hours, 41,935-41,937.

Mr. E. HANCE.

States the provision made by the board for religious instruction and observances, 32,147-32,149, 32,517-32,519.

There is an annual religious inspection; it is an oral examination held by the board's inspector, 32,521-32,526.

The number of ministers of all denominations is quite inadequate to deal with the population of Liverpool, 32,706, 32,707.

It would be most disastrous to forbid religious instruction in the schools, 32,708, 32,709.

Rev. E. F. M. MCCARTHY.

Religious teaching is given in King Edward the Sixth schools "according to the principles of the Christian faith," 33,507-33,513.

Rev. Canon McNEILE.

The hard and fast line drawn between religious and secular subjects is injurious to religious training, 33,828-33,834, 33,837.

There should be liberty to give a religious tone to the teaching in all the subjects, 34,104-34,112, 34,122, 34,230-34,238.

A large number of children of various denominations attend the Church of England schools in Liverpool, 34,113-34,117.

Would like religious instruction to be given at different times to different classes or standards, 34,230-34,240, 34,311-34,314.



## RELIGIOUS INSTRUCTION—(continued).

Rev. Canon McNEIL—(continued).

It would not be more inconsistent to take the religious lesson in the middle of school than at the beginning or end, 34,316-34,318.

Not more than six children have been withdrawn from religious instruction during 20 years, 34,354-34,356.

There is a great demand for religious instruction on the part of parents, 34,357, 34,378.

It was a hardship when the Department refused payment for the religious inspection of his school, 34,433-34,438.

States the arrangements in his school for religious instruction, 34,446-34,450.

Religious teaching is permitted, not encouraged, by the State, 34,473.

Would not do away with the conscience clause, 34,474-34,478.

Rev. J. GILMORE

The present system lowers the importance of religion and morality in the children's estimation, 34,620, 34,759-34,764.

The Sheffield board has always insisted upon religious teaching; 40 minutes daily is given to it, 34,620, 34,621, 34,623, 34,624, 34,725, 34,726, 35,009-35,035.

Parents can withdraw their children while it is being given, but only one or two have done so, 34,622, 34,961-34,964.

The time devoted to it is apt to be diminished before the Government examination, 34,625.

Inspectors do not inquire into the moral state of schools, 34,626, 34,627.

Parents would not like their children deprived of religious instruction, 34,628, 34,629, 34,765, 34,766, 34,958-34,960, 34,978, 35,142.

Children now have as good a knowledge of their religious duties as before the Act of 1870 passed, 34,630, 34,812.

There has been no difficulty in appealing to religious sanction as a reason for refraining from wrong-doing, 34,631.

The majority of the parents would approve of this, 34,632.

Sees no difficulty about religious teaching. The Bible should be taught without creed or sectarian bias, 34,633, 34,965-34,974.

Does not share the opinion of others as to the unsatisfactory nature of religious teaching before 1870, 34,813-34,819.

Gives the most efficient biblical instruction in the board and voluntary schools, and is satisfied with it, 34,820-34,827, 34,965.

Gives syllabus of religious instruction under the Sheffield School Board, 34,870, 34,871.

Teachers have had no difficulty in teaching the syllabus, 34,880, 34,881.

Lately, the doors have been closed before beginning the religious instruction, 34,954, 34,955.

Attendance at Sunday schools is not compulsory, but it is not what it should be, 34,956, 34,957.

Schools that give religious teaching are under a disadvantage with other schools as regards time, 34,977, 34,979-34,981.

The interpretation of the biblical passages read daily in board schools depends on the teacher, 35,009-35,035.

It is impossible to forbid teachers to give religious instruction and leave ministers of religion to supply it, 35,138-35,140.

It could not be supplied in the homes of children of the working classes, 35,141.

Mr. J. HANSON.

In the board schools, they have the Lord's Prayer, a hymn, and the Bible read and explained, 35,223-35,227.

The head teacher alone offers explanations, though in large schools the senior assistant reads every alternate day, 35,230.

The instruction has given great satisfaction, and is quite equal to that in voluntary schools, 35,231-35,234.

Remembers only about six cases of withdrawal in 15 years, 35,235, 35,236.

They have a syllabus of the instruction, 35,422, 35,423.

The religious instruction in all schools should be undenominational, 35,736-35,739, 35,752, 35,753, 35,801-35,804.

## RELIGIOUS INSTRUCTION—(continued).

Mr. J. HANSON—(continued).

Would do away with the conscience clause, 35,728, 35,736-35,753, 35,785-35,804.

The instruction in their board school is tested yearly by examination under the school superintendent, 35,759-35,762.

Mr. D. J. O'DONOGHUE.

Ten minutes are devoted at the opening and closing of the school to religious instruction, including the Bible, 35,885-35,887.

Pupil-teachers and candidates receive an hour's religious instruction weekly from the head teacher out of school hours, 35,888, 35,839, 36,017, 36,018.

There is no examination, except by the head teacher, in religious instruction, 35,890-35,893, 36,002.

The registers are marked before and after religious instruction, 35,894.

Religious instruction is suspended occasionally before the inspection, but not with board's consent, 35,895, 35,896.

Only 20 children have been withdrawn in 16 years; the time-tables are generally adhered to, 35,897, 35,898.

No complaints have been made with regard to the conscience clause, 35,899.

Religious instruction is somewhat neglected because it is not inspected, 35,900.

The present system turns the children out well principled; distinctive religious tenets cannot be impressed on young children, 35,901, 35,902.

Religious lessons were adopted and adhered to since the board commenced, 35,977-35,979.

Rev. J. NUNN.

States the practice of the Manchester School Board. The teachers are not restricted, 36,300-36,308, 36,622-36,624.

There is great danger of the religious instruction falling into the hands of unqualified people, 36,309-36,313.

The board would be opposed to appointing a Roman Catholic teacher to a board school, 36,666-36,671.

States the character of the religious teaching in the Manchester board schools, 36,672-36,677, 36,817-36,821.

Payment for religious teaching in board schools is included in the teacher's salary, 36,678-36,682.

There is a clear distinction with regard to voluntary schools in this respect, 36,683-36,696.

The present system of religious education in denominational schools creates a religious population, 36,824-36,826.

A larger number of the Manchester children attend Sunday schools. Parents have no time to teach them, 36,921-36,931.

There is no large class of schools where the religious instruction is given chiefly by rote, 36,950, 36,951.

The board cannot inquire more explicitly into the religious character and opinions of their teachers, 36,952-36,957.

The character and life of the teachers powerfully supplement the influence of their religious instruction, 36,958-36,961.

The rates contribute towards both religious and secular instruction in board schools, 36,962-36,971.

Mr. T. G. WRIGHT.

Its abridgment before the day of inspection is now prohibited, 37,175.

There have been withdrawals from two families; the other children attend more or less regularly, 37,176-37,178.

A committee of the board examine the children in Scripture. Half a day is set apart for it, 37,336-37,342.

The instruction is popular with both teachers and scholars, 37,363, 37,364.

Mr. W. LEE.

From 9 to 9 30 each day is given to religious instruction; there is a regular syllabus and a yearly inspection, 37,573-37,577.

Not more than 20 children altogether have been withdrawn under the conscience clause, 37,578.

There are no complaints made about the religious syllabus in any way, 37,579.

## RELIGIOUS INSTRUCTION—(continued).

Mr. W. LEE—(continued).

Religious teaching is desired by the parents, 37,611.  
The clergy would not be effective substitutes for teachers in giving the daily religious teaching, 37,612, 37,613, 37,693-37,699.

Children, as a rule, would not get it in their own homes if it were discontinued at school, 37,614.

No evil results have been seen or heard of from committing religious teaching to trained teachers, 37,755.

No complaints have been made of the manner in which they give religious teaching, 37,756.

Has seen no sectarian element in the religious teaching of the board schools, 37,982, 37,983.

Mr. W. ANDERSON.

The present machinery for religious and moral training works well, as does the Act as a whole, 38,154, 38,163, 38,164.

Describes their system of religious instruction, which lasts half an hour every morning, 38,155-38,158.

Inspectors never make any inquiries as to moral training, 38,159-38,163, 38,313-38,319.

The diocesan inspector does not examine the school, and there is no outside examination in religious instruction, 38,320-38,322.

Religious instruction is very important both to the children and teachers, and parents desire it, 38,383-38,388.

Rev. J. MENET.

Diocesan inspection is very important; without it there would be none in religious knowledge, 39,026-39,030.

Mr. J. NICKAL.

There is little difference between the religious instruction given now and that before 1870, 39,758.

There is a yearly competitive examination for prizes offered by Mr. F. Peek and the Religious Tract Society, 39,759.

Cases of divergence from the time-table in the matter of religious instruction are rare, 39,760-39,762.

The religious teaching of pupil-teachers at the centre schools is generally undertaken by the head teacher, 39,870-39,872.

The Scripture lessons for scholars occupies 40 minutes daily. Extra marks are given for attendance, 39,873-39,879.

Mr. H. BIRLEY.

Thirty minutes daily are given to prayer and singing, and 40 minutes to reading the Bible, with comment, &c., 40,227-40,230, 40,232-40,282.

Gives copy of syllabus of religious instruction, 40,231.

In Salford schools it is tested annually by the board's inspector, and in voluntary schools by the diocesan inspector, 40,233.

Believes religious instruction is given in all the voluntary schools, 40,234-40,236.

Registers are marked both before and after religious observances, 40,237.

Religious teaching is not knowingly suspended or abridged before the annual inspection, 40,238, 40,364.

In 1886 six children were withdrawn from religious instruction in board schools, 40,239.

Time-tables are generally adhered to, 40,240.

There are no complaints of any infringement of the conscience clause, 40,241, 40,681.

Neglect of religious instruction is avoided by giving the teachers no interest in the grant, 40,242, 40,243.

The effect of the religious and moral teaching is satisfactory, 40,244, 40,245.

The general wish of parents and teachers is decidedly in favour of religious teaching in schools, 40,246, 40,844.

Would be glad to have a grant for religious instruction, 40,362, 40,363.

Neglect of it before the annual examination is probably due to its being the only subject without a grant, 40,365.

## RELIGIOUS INSTRUCTION—(continued).

Mr. H. BIRLEY—(continued).

There is no byelaw in Salford forbidding school board teachers to give denominational teaching, 40,456-40,459.

Is satisfied with the religious training of teachers from training colleges, 40,752.

There are not sufficient ministers of religion, nor are they competent to impart religious instruction, 40,837.

A Roman Catholic teacher is employed to give religious instruction to Roman Catholic children, 40,838-40,842.

If religious teaching were abolished in schools there would be very little except in Sunday schools, 40,843-40,846.

Rev. Prebendary DEANE.

The religious and moral state of schools is better than it was before the inspection was separately carried on, 42,015, 42,160.

There is no tendency to crowd out religious teaching in favour of secular subjects as the inspection draws near, 42,016.

There are three diocesan inspectors in Chichester, and every school that admits it is examined, 42,017, 42,265, 42,266.

The syllabus of examination is completely successful, and both children and teachers look forward to it, 42,018.

Has no knowledge of the kind of religious teaching given in board schools, but some are inspected by the diocesan inspector, 42,161, 42,162.

Board schools might take a biblical syllabus, and voluntary schools carry on religious instruction with a conscience clause, 42,305.

Mr. T. SNAPE.

The board schools give much better religious instruction than the voluntary schools, 43,260, 43,265.

Religious teaching would not be injured by a transference of the voluntary schools to the school boards, 43,263.

Prefers the churches to give their own religious instruction, 43,264, 43,265, 43,400-43,411.

The boards might give religious instruction to children who do not receive any elsewhere, 43,269-43,272.

Distinctive religious teaching should not be given at the expense of the State, 43,360-43,364.

The people have not expressed a strong desire to retain religious teaching, 43,365.

Boards should have power to give religious instruction if the churches fail to do their duty, 43,465.

The children of the very poor should be left to the churches for their religious instruction, 43,422-43,425.

Attaches little importance to the theological influence of a school where the home is not in sympathy, 43,521-43,524.

No influence is so great as that of voluntary schools in drawing children away from their respective denominations, 43,526.

Most of the religious denominations prefer the secular education placed in the hands of the ratepayers, 43,531-43,535, 43,581-43,588.

There are portions of the Bible upon which all are agreed, 43,536-43,539.

Teachers should not give religious instruction unless the churches cannot give it, 43,576-43,580.

Mr. R. CLOUGH.

Gives number of day and Sunday schools and scholars in Keighley, 43,597-43,601, 43,603-43,607, 43,608-43,610, 43,671, 43,733, 43,734.

There are more Wesleyan Sunday school scholars than day school scholars, 43,602.

Wesleyans are content with board schools, as Sunday schools give religious teaching, 43,662-43,664, 43,669.

There is not time for religious teaching in denominational schools, 43,665-43,667, 43,740-43,744.

The ignorance of pupil-teachers in religious knowledge is lamentable, 43,668.

The religious teaching in Wesleyan schools is the same as in board schools, 43,697-43,699.

## RELIGIOUS INSTRUCTION—(continued).

Rev. R. BRUCE.

Gives number of Congregational churches and ministers in England and Wales, 43,756.

There is no religious instruction or examination under the Huddersfield board, 43,824-43,826, 44,152-44,164, 44,323-44,325.

Two or three children have been withdrawn from the opening prayers, &c., 43,827-43,829, 43,880-43,887, 43,980-43,987, 44,052-44,055.

If religion is separated from daily secular instruction children regard it as a thing for Sundays only, 44,006, 44,007.

Many parents trust to the Sunday school teachers, and a large number neglect it, 44,008, 44,009, 44,126-44,128, 44,271, 44,363-44,366.

Children attend Sunday schools three hours on the Sunday, 44,010-44,012.

The time is long enough to instil religious truth into the children's minds, 44,013.

Nonconformists are certainly not indifferent to religious education, but object to its being taught by Government money, 44,076, 44,086-44,090, 44,140-44,151, 44,258-44,271, 44,354-44,356, 44,504.

The Bible should be read without explanation, 44,164-44,169.

Religion is a most essential element in education, 44,256, 44,540.

It is not the duty of the State to see that children get religious instruction, 44,357-44,362, 44,367, 44,445, 44,446, 44,502, 44,509, 44,538.

There is no common basis of Christian facts which can be taught in elementary schools, 44,463-44,469.

A formal opening of school, reading of Scripture, singing, and prayer is preferable, 44,470, 44,471, 44,531-44,536.

Most parents are willing to leave religion to Sunday schools and the clergy, 44,537.

The objection is to a particular religion being taught, 44,500, 44,501.

Rev. J. ATKINSON.

States number of churches and members in connexion with the Primitive Methodists, 44,543-44,546.

A large number of children must attend Church day schools, 44,548, 44,555.

The ministers are drawn from the working classes, 44,554, 44,607-44,613.

Religious teaching in day schools is best left alone by the State, 44,588-44,601, 44,604, 44,606.

No one should be compelled to receive religious instruction, 44,602, 44,603, 44,605.

Primitive Methodists, without any State aid, have brought religion to many neglected homes, 44,614, 44,615.

Mr. G. J. SIZER.

Parents do not care much about the denomination of the day school if they can choose the Sunday school, 45,012, 45,026, 45,077, 45,078.

Religious instruction in board schools consists of prayers and reading the Bible, but without any explanation, 45,162-45,166.

There are Nonconformist pupil-teachers in church schools who discharge their duties satisfactorily, 45,027-45,032.

The Bible should be explained, 44,167-45,169.

Wesleyan managers usually select Wesleyan teachers, and would object to their going to other churches, 45,174-45,179.

Board school teachers can select their own churches, 45,179.

No bias is given to the teaching in the Wesleyan school, 45,180, 45,181.

Rev. C. WILLIAMS.

Baptists prefer a purely secular system, but accept the religious teaching in board schools, 44,643, 44,795, 44,822.

If unsectarian schools were within reach of every child, the demand for purely secular schools would be silenced, 44,644.

There are two unsectarian schools in Accrington, but there is no sectarian teaching, 44,657-44,663, 44,666, 44,667, 44,679-44,682, 44,708-44,714, 44,719-44,725, 44,748-44,751.

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## RELIGIOUS INSTRUCTION—(continued).

Rev. C. WILLIAMS—(continued).

There is a variety of sects among the teachers, 44,664, 44,665.

There is difficulty in carrying on unsectarian schools, 44,675-44,679.

No complaints made against the unsectarian schools at Accrington, 44,679-44,683.

It is difficult to teach efficiently the virtues without the sanction of religion, 44,688, 44,729-44,742, 44,752.

The teaching of religion is at present assisted by the Government grant, which is objectionable, 44,688, 44,689.

The State by ostensibly giving the grant for secular instruction should limit its support to secular instruction, 44,690.

Before 1870 the Baptist Union gave religious instruction without the Government grant, 44,702-44,707.

The age of scholars in Nonconformist Sunday schools is higher than in church schools, 44,715-44,718.

Nearly every child in Accrington attends some Sunday school, 44,753.

The doctrine of the Incarnation is a sectarian doctrine, and is unsuited for day school instruction, 44,765-44,769.

Religious instruction should be left to parents, Sunday school teachers, and ministers to supply, 44,770-44,777, 44,779-44,786, 44,838, 44,839.

The Church catechism is objectionable to Baptists, 44,827-44,832.

Denominational managers take no pains to ascertain what children are Baptists, 44,833-44,837, 44,858-44,861.

Baptists do not object to the Lord's Prayer, 44,840-44,842.

The present system violates the principle of religious equality, 44,843-44,847.

To get religious equality in villages there must be unsectarian schools, 44,849, 44,850.

Secular schools would be perfectly consistent with the religious education of children if churches did their duty, 44,855.

The majority of people are opposed to purely secular schools, 44,856, 44,857.

Nothing will meet the objections of Nonconformists except practically universal school boards, 44,862, 44,863.

Low church and Wesleyan schools resemble each other more than low and high church schools, 44,919.

Rev. R. B. BURGESS.

The present system is very acceptable in church schools, 45,204.

The teaching in board schools is worthless, 45,215-45,217, 45,348, 45,349, 45,531.

In his voluntary schools the diocesan syllabus is adopted, and works admirably, 45,218.

There is a great deal of roughness and horseplay about board school children, 45,220, 45,221, 45,536, 45,537.

His system is to teach morals, &c. upon the foundation of God's word, 45,222.

The secular plan in operation in board schools is objectionable, 45,223-45,226, 45,266-45,271, 45,318, 45,518-45,520.

No system of unsectarian religious education can be given in schools, 45,227.

Religion would be better taught by each denomination of Christians teaching it in their own way, 45,228.

Sunday schools do not reach the children who most need religious teaching, 45,239, 45,321-45,324.

Parents have a right to demand that religion shall form part of the education, 45,240.

The great majority of parents are unable to impart adequate religious instruction themselves, 45,241, 45,256-45,258.

Apart from the ordinary school staff it is impossible to impart adequate religious instruction, 45,255, 45,259.

Nothing in the instructions to inspectors compensates for the change made in religious inspection in 1870, 45,260.

Politics in Birmingham have been too strong to carry a school board election on the basis of religious education, 45,279.

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## RELIGIOUS INSTRUCTION—(continued).

Rev R B. BURGESS—(continued)

If politics were put aside parents would vote for the Bible, 45,280-45,282.

The diocesan inspection in denominational schools is acceptable to the teachers, 45,313-45,315, 45,533-45,535.

A large number of parents do not know the distinctions in religion, 45,318-45,320.

The attendance of Sunday schools is falling off, 45,325-45,328, 45,403-45,412, 45,421.

Religious teaching if not definite is of no use at all, 45,350, 45,351.

Teachers feel it a great loss not being allowed to give a Bible lesson at the beginning of school, 45,352.

Nonconformists are not indifferent to religious education, 45,353.

The secular policy adopted by the school board in 1873 was not popular, 45,423, 45,426, 45,427.

The Religious Education Society was formed to lessen the objections to the secular policy, 45,424, 45,425.

Unitarians were excluded from it, while Churchmen and Wesleyans would not furnish teachers for it, 45,428-45,436.

Gives instances of children's ignorance of the Bible, 45,538, 45,539-45,541.

States his plan for giving denominational teaching in denominational schools, 45,551-45,554.

Mr. W. H. GREENING.

In the country religious teaching is acceptable to the parents, 45,578.

In Birmingham the religious question has never been settled on its merits, 45,579, 45,580, 45,590, 45,740.

There is nothing to show that the parents are opposed to religious instruction, 45,581.

In 1879 simple Bible reading was allowed in board schools, 45,590-45,594, 45,623-45,627, 45,677.

Excluding all Bible teaching is sectarianism in its worst form, 45,597, 45,600, 45,607.

Moral laws cannot be taught apart from Divine sanctions and authority, 45,601, 45,602, 45,608, 45,609.

Refers to the utter ignorance of children of the Bible, 45,602, 45,670, 45,752.

The Religious Education Society proved quite inadequate to the work, 45,603, 45,623.

Neither parents nor Sunday schools can meet the deficiency in religious teaching, 45,604, 45,605.

Four years ago there were over 25,000 children not in Sunday schools, 45,606.

If the State undertakes education, then it should teach the elements of religious knowledge, 45,608.

The committee of the Liberal Association stopped instruction in the literature of the Bible, 45,611-45,614, 45,616-45,622, 45,678-45,684, 45,685-45,708, 45,739.

The Bible might be made a class book, and included in the Code, 45,615, 45,660-45,669, 45,685-45,708.

Gives further details of his proposal to admit biblical geography, history, and grammar, 45,685, 45,716, 45,728-45,734, 45,741-45,747, 45,753-45,759.

It is an immense drawback that the children do not learn Bible history in board schools, 45,761-45,763.

Mr. J. PALMER.

The Church of England Sunday School Institute was established in 1843, 45,775, 45,809-45,813.

Its object is to improve and extend Sunday schools, 45,776.

Religious teaching in elementary schools lays a foundation for the work in the Sunday schools, 45,777-45,788, 45,792, 45,793, 45,824.

The supply of Sunday school teachers has always been a difficulty, 45,789, 45,790, 45,801, 45,802.

Religious instruction is better given in the Sunday school, 45,794-45,798.

Only a small proportion of the teachers pass the voluntary examination, 45,799, 45,800.

Describes the "writing out of a lesson," which forms part of their examination, 45,803-45,808.

The bulk of the children go to elementary schools, 45,814-45,816.

In London there are 2,000 church Sunday schools, with 195,000 scholars, 45,820-45,823.

## RELIGIOUS INSTRUCTION—(continued).

Mr. J. PALMER—(continued).

There is no observable difference as regards discipline now and 10 years ago, 45,825, 45,826.

The improved teaching in the day school has compelled them to take more pains in the instruction and employment of teachers, 45,827, 45,828.

Is satisfied with the board school work in matters of discipline, order, and intelligence for Sunday school work, 45,829-45,831.

Parents could not supply the religious teaching, but are in favour of letting their children have such instruction, 45,832-45,837.

Rev. W. ASTON.

The religious instruction is in accordance with the syllabus of the diocesan inspector, and is tested by examination, 45,971-45,974.

The present system lowers the importance of religion and morality in the estimation of managers, teachers, and children, 45,975.

The superintendent of schools reports unfavourably of the results of the religious instruction, 45,976, 45,977, 46,193-46,195.

Many neglected children of the worst class of parents do not attend Sunday school, 46,040-46,042.

Mr. J. A. BROOKE.

Is in favour of giving the fullest system of religious instruction allowed by the Act, 46,353-46,355, 46,472, 46,479.

In Huddersfield board schools the religious observances consist of repeating the Lord's Prayer, singing a hymn, and the reading of the Bible without note or comment, 46,356, 46,398-46,402, 46,465, 46,466, 46,482, 46,483.

There is no other instruction and no examination in religious subjects, 46,357-46,359.

An immense majority of the parents wish for religious instruction, 46,362, 46,363, 46,365.

The Huddersfield board do not inquire into the religious beliefs of their teachers, 46,364.

Denominational schools in the district do not object to receiving State aid, 46,436-46,444.

In the training school students are obliged to conform to the religious observances, 46,463, 46,464.

Supporters of denominational schools object to supporting board schools because no religious instruction is given, 46,467-46,472, 46,476, 46,478-46,481.

The Church catechism is taught in the church schools, 46,473, 46,475.

Church schools draw support from taxation, but not for religious instruction, 46,475, 46,476.

Many parents select voluntary schools because religious instruction is given, 46,605-46,609.

Mr. J. ROBINSON.

Children attend fairly for religious teaching; none are withdrawn. The register is marked before and after, 46,828, 46,829.

The parents generally desire religious teaching for their children, 46,996-46,700.

Rev. Canon WILLES.

Religious instruction is very popular with both parents and children, 47,039, 47,040.

The school board and voluntary managers of Leicester have arranged a system so that religious instruction should not be interrupted, 47,041.

With one exception, the schools of the union are Church of England schools, 47,163-47,166.

In the county of Leicester only 12 children out of 29,000 were withdrawn from diocesan inspection. The religious instruction includes the Church Catechism, 47,167-47,170.

Mr. J. S. HORN.

There is no difficulty as to the attendance of children for religious instruction, 47,256.

The discipline of a school would suffer if religious teaching were abolished, 47,329, 47,330.

Parents could not teach religion to their children at home, 47,331.

Only 168 children are withdrawn, and 70 out of that number are from one school, owing to special circumstances, 47,257, 47,333-47,339.

## RELIGIOUS INSTRUCTION—(continued).

Ven. Archdeacon NORRIS

The Department might again recognise the importance of religion, 47,384-47,387, 47,583.

It would be disastrous to make the day schools merely secular classes, 47,450, 47,453, 47,454, 47,457, 47,458, 47,504-47,506, 47,588.

In Bristol, the parents value the religious teaching, 47,451, 47,452.

The moral character of teachers would suffer if forbidden to teach religion, 47,456, 47,520-47,534, 47,574, 47,576.

The Bristol School Board have not resorted to diocesan inspection, 47,477-47,482.

The Bristol School Board provide for examination in religious knowledge by other means, 47,483-47,485.

In Bristol, fewer children attend the Sunday schools than the day schools, 47,618.

Religious sanctions should flow all through the lessons during the day, 47,621-47,623.

Attaches great importance to the biographies of the Old Testament, 47,624-47,626.

The diocesan inspection at his Redcliffe school is very popular, 47,706, 47,707.

Mr. H. PARKER.

The little importance attached to religion tends to lower it in the estimation of managers, teachers, and children, 47,786, 47,787, 47,973-47,979.

It is not neglected in denominational schools, 47,788.

Religious teaching is not stopped before the inspection, 47,789.

There is a strong desire for religious instruction, 47,832, 47,833, 47,899.

Would call British schools denominational schools, 47,877-47,882, 47,892.

Undenominational teaching eliminates the points that are distinctive of any particular denomination, 47,966, 47,971, 47,972.

Nonconformists are satisfied with undenominational teaching, 47,967.

Roman Catholics and church people are dissatisfied with the religious teaching in board schools, 47,968, 47,969.

The Act of 1870 endowed Nonconformity at the expense of the then existing schools, 47,970.

If religious instruction were forbidden in day schools it would be very difficult for ministers to meet the want, 48,035.

Such a thing would be a serious loss to the children, and be against the wishes of the inhabitants, 48,036.

Rev. J. J. SCOTT.

Religion should be taught in day schools by the teachers, 48,046-48,049, 48,056.

Neither Sunday teaching nor evening classes can meet the religious want, 48,053-48,055.

Had to ascertain that schools were properly instructed in religious knowledge, 48,057-48,060, 48,162, 48,180.

The time-table for religious knowledge in church schools is arranged for the whole week, 48,061.

The religious inspection in board schools consists of a written examination, 48,062.

Each school is visited once a year, 48,063-48,070.

There are very few church schools that refuse to have a religious inspection, 48,071-48,074.

The syllabus in use in Manchester board schools seems very large, 48,075, 48,133, 48,136-48,141.

The religious knowledge required from church pupil-teachers is tested annually, 48,085, 48,145.

Gives details of the religious teaching in church schools, 48,090, 48,141-48,146.

The diocesan examination is sometimes carried on in board schools, 48,113-48,116.

The general opinion is in favour of giving religious instruction, 48,131, 48,132.

Holding the religious examination has not exaggerated its intellectual side at the expense of the other side, 48,147.

Day school teachers teach in Sunday schools voluntarily, 48,183-48,186.

The teaching in church and board schools is not very minute as to difference, 48,206-48,210.

## RELIGIOUS INSTRUCTION—(continued).

Mr. H. WILLIAMS.

The religious instruction is satisfactory, 48,472-48,474, 48,478.

Religious instruction is one of the best parts of education, 48,474, 48,475, 48,477.

The demand for secular schools does not express the general feeling of working people, 48,476, 48,564-48,568.

The religious question is a difficult one, 48,514.

Attaches more value to the religious teaching children get at home than to that they get in school, 48,522, 48,523, 48,562.

Parents cannot give religious instruction, 48,562, 48,563.

Mr. M. WILKS.

Religious motives at present have no influence with the lower classes of parents, 48,877-48,879.

Would keep Christian teaching apart from the daily instruction of school, 48,900-48,902, 48,966, 48,967, 49,161-49,165.

The majority of parents are unable to give instruction, 48,915-48,919.

The Sunday school system is not so successful in London as in Yorkshire and Lancashire, 48,961, 48,962.

Has not found parents who though indifferent to religion themselves yet wish their children brought up religiously, 49,158-49,161.

Repudiates the idea that the broad system of religious teaching is one in which nobody believes, 49,166, 49,167.

Mr. H. H. S. CUNYNGHAME.

Thursday is a school holiday in France, and affords children an opportunity of receiving religious instruction, 51,450, 51,451, 51,499-51,501, 51,504-51,508.

The public elementary schools are not available for such purposes, 51,452-51,456.

It is illegal to use schools in France on Sundays for religious purposes, 51,457, 51,458.

Very few of the scholars receive religious instruction in the holidays, 51,459-51,461.

The moral and civic instruction is sensible and good, but lacks sufficient basis, 51,503.

Miss FOX.

Gives three-quarters of an hour to it daily, 51,639-51,642, 51,646, 51,647.

As the annual inspection approaches she uses a little of the time set aside for it, 51,643, 51,644.

Mr. T. SMYTH.

Objects to any religious teaching in board schools, 52,298-52,306, 52,332-52,347, 52,354-52,357, 52,445, 52,544-52,552, 52,569-52,571, 52,598-52,602.

A great many parents do not want religious teaching, 52,247.

Believes many children compete for the Peek prizes regardless of their parents' opinion, 52,504-52,510.

No religious teaching was given in the Irish National School at which he was educated, 52,680-52,687.

Prefers that his children should get all their religious teaching from himself, 52,688-52,690.

Roman Catholics insist on either having their own schools or that their children should be sent to absolutely secular schools, 52,729, 52,730, 52,734-52,750.

Mr. T. E. POWELL.

The unsectarian teaching in board schools is more acceptable to dissenters than distinctive church teaching, 52,856-52,861.

Is satisfied with the present compromise on religious teaching, 52,874, 52,903, 52,993-52,997.

Does not believe that the religious teaching is ineffectual, 52,903-52,905.

Children do not gather in sectarian doctrines, 52,906-52,908.

The majority of parents are unable to give religious teaching to their children, 52,909-52,912.

Children attend the Sunday school well, 52,913-52,917.

Parents, while not religious themselves, value religious teaching for their children, 52,918-52,920.

## RELIGIOUS INSTRUCTION—(continued).

SIR P. KEENAN.

There are few national schools in which children do not daily get instruction in their own religion, 53,353, 53,535, 53,555, 53,558.

The original intention of the Irish scheme\* to unite literary and moral and separate religious instruction has been carried out, 53,355-53,358, 53,368, 53,467-53,488, 53,559.

Children not of the same faith as the teacher are removed during religious instruction, 53,359-53,362, 53,423-53,425, 53,531.

Gives number of denominational schools and scholars, 53,363.

A declaration by 2,754 members of the United Churches of England and Ireland was signed in favour of continuing united secular education in Ireland, 53,364-53,366.

Gives statistics of schools attended and taught by both Protestants and Roman Catholics, 53,367.

There is no such thing as common religious instruction given in Irish schools, 53,426-53,428, 53,491, 53,492.

The Marlborough Street College is undenominational, 53,429, 53,430.

The denominational opposition to the national system has been assuaged, 53,489, 53,490, 53,500-53,507.

Up to the present day there are only 2,600 vested schools, 53,493, 53,494, 53,496, 53,497, 53,510, 53,511.

Does not apply the term denominational to non-vested national schools, 53,495.

There are 837 schools under Presbyterian management, 53,507.

Explains the nature of vested schools, 53,508, 53,509, 53,512.

Some are, but the majority are not, vested in trustees for their own churches, 53,513.

Vested schools must admit the pastor of the children of the minority of the parents, 53,154, 53,155.

Teachers usually give the religious instruction, 53,516, 53,525, 53,540.

Religious matters are under the clergyman or denominational patron, 53,526-53,530, 53,556.

Religious instruction can be given only once in each attendance, 53,531-53,537, 53,539.

The Commissioners determine the hours for religious instruction in the model schools, 53,538, 53,541, 53,542.

In the model schools the religious instruction takes place in a separate department for each denomination, 53,542, 53,548.

This arrangement is objected to by Roman Catholics, but is adhered to by the board, 53,549, 53,552.

Catholics are not satisfied with the rule which forbids the exhibition of religious emblems during united instruction, 53,557.

MR. H. R. WILLIAMS.

Religious teaching is of the greatest possible value, 53,891.

It cannot be carried out in board schools, but Bible instruction can, 53,892-53,898, 53,952, 53,953, 54,027-54,029, 54,031.

Making all schools board schools would not distress the consciences of ratepayers, 53,939.

They value religious instruction as now given, 53,900-53,903.

The Bible should be daily taught and read in every school, 53,904, 54,054-54,057, 54,083-54,085.

Children come under as good influences now as under the old system in ragged schools, 53,945.

The teachers in ragged schools were voluntary workers, 53,945.

There is a difference between teaching given as result of personal conviction and that given in discharge of an official duty, 53,947, 54,031-54,033.

The last report of London School Board upon religious teaching is as good as the former one, 53,948-53,950.

Habits of order make it easier to give definite religious teaching when required, 54,030.

Desires to keep alive voluntary teaching of religion by people who have religious convictions themselves, 54,034, 54,035.

Rev. Prebendary ROE.

In many cases religious subjects are dropped prior to the inspection, which has a bad effect upon children, 54,909-54,911.

In many schools the religious teaching is much better than and beyond mere head knowledge, 55,239, 55,240, 55,243.

The clergy and teachers are most conscientious in the work, 55,241, 55,242.

## RELIGIOUS INSTRUCTION—(continued).

MR. T. HEALING.

Parents in agricultural districts are not able to teach children the principles of religion, 56,184-56,186.

MR. J. G. FITCH.

Compulsion for secular hours only would greatly interfere with discipline, 57,802-57,804.

Rev. F. SYNGE.

Progress has been made in religious instruction since the Act of 1870 came in, 58,175-58,178.

Time-tables in board schools provide sufficient time for religious instruction and are observed, 58,445-58,447.

MR. E. H. BRODIE.

Registers are with few exceptions marked after the religious observances, 58,660, 58,661.

Religious teaching is occasionally abridged previous to the inspection, 58,662.

MR. P. CUMIN.

Teachers feel very keenly being excluded from the right to give moral and religious instruction, 59,128.

Many excellent teachers would refuse to be restricted to secular subjects, 59,788-59,793.

RICHARDS, REV. PREBENDARY HENRY  
WILLIAM PARRY.

Is vicar of Isleworth; has been connected with education since 1848, 25,650.

Has five schools containing 850, and once took charge of 700 in next parish, 25,652-25,655.

Gives list of numerous schools with which he has been or is connected, 25,655.

As rural dean and secretary of the committee of the London Diocesan Conference, is acquainted with schools in Middlesex, 25,656, 25,657.

RICHARDS, REV. W. J. B., D.D.

Lives at St. Charles' Roman Catholic College, Notting Hill, but has no special connexion with it, 26,503, 20,504.

Has been diocesan inspector for 16 years, and is on the committee appointed by the Catholic bishops to inquire into matters affecting Catholic schools in England, 26,505, 26,506, 26,875-26,877.

His main work has been connected with religious, not secular, teaching, 26,872-26,874.

RIDGEWAY, MR. WILLIAM.

Is head master of the Staveley Works boys' school, Chesterfield; was appointed 22 years ago, 21,606-21,609, 21,733.

Has been engaged in education 26 years, 21,610.

Was once a member of the National Union of Elementary Teachers, 21,878.

RIGBY, MR. THOMAS.

Is secretary to the Cheshire Chamber of Agriculture and to the Royal Manchester, Liverpool, and North Lancashire Agricultural Society, 53,662.

Has been connected with farming all his life, 53,663, 53,664.

## ROBINSON, MR. JOHN.

Is chairman of the school attendance committee of the Leek Union. Is also manager of several voluntary schools, 46,783, 46,784, 46,971.

Has devoted a good deal of attention to this education question, 46,785.

## ROE, REV. PREBENDARY HENRY.

Is rector of Poyntington, Somerset, and prebendary of Wells, 54,839.

Is a diocesan inspector and was 12 years lecturer of the training college at Highbury, 54,840, 55,144.

His statistics are based upon board as well as voluntary schools in Somerset, 55,087, 55,088.

## ROGERS, MR. ARTHUR CLEMENT.

Is a certificated assistant teacher under the London School Board at Ballenden Road boys' school, Peckham, 28,171, 28,172, 28,179.

Has been 10 years under the board; was previously a pupil-teacher, and then a Queen's scholar at Battersea Training College, 28,173-28,178, 28,212, 28,213.

## ROOPER, MR. THOMAS GODOLPHIN.

Is an inspector of schools, and objects to some of the statements made by witnesses about inspectors, 41,503, 41,504.

## ROSCOE, SIR HENRY E., M.P., F.R.S.

Has paid great attention to science teaching in elementary schools, and has taken part in the science examinations at training colleges, 55,809, 55,890, 55,891.

Was a member of the Royal Commission on Technical Education, 55,811.

## RURAL SCHOOLS.

## Rev. Canon Warburton.

Require not less strict, but more liberal treatment, 8870, 8871, 8890.

The distances forbid anything being done upon the grouping principle, 8871, 8873, 8874.

Must be small where it is only possible to get together from 25 to 35 children, 8872.

Under a universal school board one school might serve three or four parishes, 8875, 8914.

In rural parishes one large school would be better, distance permitting, 8876, 8878, 8879.

Small schools with 300 population receive a subsidy of 10*l.* or 15*l.*, 8880, 8911, 8919-8926.

Had many of these in his district, 8881.

The subsidy generally went to the staff; the recommendation of the inspector prevents misappropriation, 8882-8887, 8919, 8921-8926.

Would not award the grant unless the staff was satisfactory, 8887, 8900, 8915.

Liberal treatment goes with liberal education in the school, 8888.

The new Code has not helped them adequately, 8889.

Where schools are in a better condition in all respects the present grant helps them most, 8891.

Often put up with inferior teachers; they cannot pay good ones, 8892, 8893.

The Code is for towns rather than for the country, 8894.

No injustice is done to country schools, but they want something more than bare justice, 8895.

It would not do to relax the standards, but suggests a separate grant where necessary to the school's existence, 8896, 8899.

## RURAL SCHOOLS—(continued).

## Rev. Canon Warburton—(continued).

The special difficulty is the impossibility of subdividing the school and having a sufficient staff, 8897.

The cost per school would vary almost inversely with its size, if the same standard is to be reached, 8898.

It would be a dangerous principle to pay a higher rate per child for the same results in small schools, 8899.

Sees an objection to children being collected and conveyed to a central school at the public expense, 8901-8904.

The interest in voluntary schools in rural districts has diminished of late years, 8905-8907.

Extending the school board system would still further lessen the interest, 8908.

The financial difficulties extend to the small board schools, but the inspector can insist upon having things done, 8909, 8910.

In rare cases there are schools that could be grouped and combined, 8912-8914.

With this grouping and efficient teaching the grant would be in inverse proportion to the size of the school, 8917.

Some compensating power is needed to equalise these necessary differences, 8918.

It was hoped the special grant of 10*l.* or 15*l.* would enable schools to get better teachers, 8922-8926.

To refuse the 15*l.* would throw a school back, 8925.

A pupil-teacher would be a luxury in a school of 20 to 25 children, 8926.

Has known cases of a board school belonging to three parishes, which produced bad results, 8928.

## Mr W Muscott.

The population of the parish is 600, spread over a large area, 18,128-18,129.

Nearest school is mile and a half away, in next parish. One school for the two parishes would not answer, 18,130, 18,131, 18,432.

Gives fees charged, 18,132, 18,133.

The parish belongs to several landowners, who contribute to the support of the school, 18,134-18,136.

Conducts the musical part of service in church on Sunday. This is covered by his salary, 18,137-18,142.

Would not like to give up these duties, though he suffers from over-pressure during the week, 18,143, 18,144.

## Miss Napper.

Many children live a long distance from school; this affects attendance considerably in wet weather, 19,020-19,026.

Those who come often arrive wet through, 19,022.

The children are slower and require more teaching than town children, and the examination results are only attained by harder work, 19,027-19,031, 19,317-19,319, 19,322.

They have no home influence as both parents work in the field, 19,032-19,036, 19,230-19,233.

The parents are anxious for the children to pass Standard IV. when they are 10 and go to work, 19,041.

Has boys in Standard V. and VI. this year, as farmers are well supplied with boys, 19,041-19,043.

No general interest is shown in education beyond the day school, 19,219.

## Miss E. M. Castle.

The difficulties cannot be overcome, nor can her school be placed on the same footing as a large town school, 19,863-19,867.

Is not in favour of different standards of attainments for town and country schools, 19,868.

London children are more artful and quicker, but cannot learn any better than country children, 19,869, 19,870.

Her children remember the moral lessons after having left school for two or three years, 19,871.

Teachers have to remain some years before they obtain authority and weight with the children and parents, 20,180-20,183.

Ex-pupil-teachers who cannot get a place anywhere else are usually sent into the country, but they do not stay long, 20,184-20,186.



## RURAL SCHOOLS—(continued).

Miss E. M. CASTLE—(continued)

Rural schools want better teachers than town schools, but the present system does not meet that requirement, 20,188-20,192.

Good teachers who find teaching in the country very lonely should be well paid, and the place made attractive, 20,193-20,200.

Cannot say if the managers desire good teaching, 20,201, 20,202.

Some of the farmers complain that their children do not know so much as those taught in her school, 20,203, 20,204.

If the State confined teaching to the three R's she would quit the profession, 20,206, 20,207.

Mr. E. STEVENS

The chief difficulties are attendance, the number of grades and standards being the same as for large schools, 21,045-21,047.

The extension of the special grant to places having a population of 500 would be a relief, 21,048, 21,049.

Mr. E. MORRIS.

Small schools suffer from want of staff and from bad attendance owing to distance in wet weather 23,349, 23,350, 23,555-23,557.

Country schools have greater disadvantages than town schools, 23,368.

Rev. W. D. PARISH.

The agricultural children are very patient and plodding, but do not do so well as urban children, 25,139-25,141, 25,239, 25,238-25,240, 25,333-25,335.

Parents who have gone through his school endeavour more than the others to keep up their children's education, 25,147, 25,148, 25,149, 25,150.

There is no time for instruction in handicrafts, but hopes to introduce a system of school gardens, 25,154-25,158.

Could get better results with a better staff, 25,241.

It is useless to teach country children the elements of physical geography and natural history, 25,242-25,244.

Inspectors should not require the town standard for these schools, 25,336-25,340.

Mr. R. H. I. PALGRAVE.

It is difficult to obtain sufficient staff; a different standard might be recognised for rural schools, 27,531, 27,532, 27,534, 27,671, 27,672, 27,727-27,729, 27,823-27,834, 27,903-27,908.

Country children are generally less sharp at learning than town children, 27,533, 27,909.

A larger proportionate staff in rural to that provided in town schools is not required, 27,673.

A larger staff might be required if the Government at the same time increased the grant, 27,674, 27,675, 27,906.

The education of country children is as important to the State as that of town children, 27,730.

Part of the work in rural schools should prepare children for their future occupations, 27,731, 27,732.

The curriculum fails to interest the children in the subjects which enter into their every-day life, 27,832.

Children belonging to the fishing classes are sharper than those coming from the agricultural classes, 27,835-27,839.

Would not propose that a school with one teacher only should not be considered as efficient by the Department, 27,903, 27,904, 27,907.

Mr. E. HANCE.

Small schools in the country should be under the control of female teachers, 32,645-32,650.

Mr. G. J. SIZER.

The distance from school and the weather affects the attendance very much, 44,974, 44,975.

Different standards of proficiency should be recognised under varying circumstances, 44,976-44,980, 45,063.

## RURAL SCHOOLS—(continued).

Mr. G. J. SIZER—(continued).

Manual work would be a stimulant to children in rural schools, and elementary science might be introduced, 45,064-45,067.

There is no kindergarten in the infant departments at Great Bentley, it is too costly, 45,088-45,096.

Teachers should have more liberty in the classification of scholars, 45,097-45,101.

The staff in rural schools is generally a mistress with a pupil-teacher or monitor, and a woman over 18 is sometimes employed, 45,102-45,108.

Educationally it is not desirable to have two schools in a small village, 45,110-45,111.

Rural schools get little of the extra grants for special subjects as the children leave as soon as Standard IV. is passed, 45,127-45,130.

Mr. J. F. SEABROOK.

The parishes in the Rochester diocese are of all sizes, 48,278, 48,279, 48,374.

Parishes in country districts are usually too far from each other to unite them, 48,280-48,283, 48,375, 48,423-48,425.

In small villages it is best to unite boys and girls together as a mixed school, 48,336.

Mr. H. E. B. HARRISON.

The same standard is applied to rural schools, though more leniently, 49,455-49,460, 49,647, 49,648.

Under his scheme, a school in a rural district can obtain a good grant to support itself, 49,461-49,463.

Ven Archdeacon BARBER.

Attendance is much affected by bad weather; allowance should be made for this, 49,692-49,694.

Rev. Prebendary ROE.

The smaller the school the less the success and the lower the rate of grant received, 54,841, 54,842, 54,874-54,877, 54,922-54,926.

It is chiefly owing to insufficient staff, which is due to the want of funds, 54,843-54,862, 54,882, 54,914, 54,927, 54,928, 54,932, 55,099, 55,106-55,118.

There is little chance, if any, of increasing the grant by improving the attendance, 54,863-54,872, 54,878-54,881.

Many wish not to mark the register on bad days or to bring the number to 400 attendances in all, 54,899, 54,984-54,986, 55,216-55,222.

Children in rural schools are slower rather than duller than town children, 55,053-55,055.

The schools in his part educate farmers' as well as labourers' children, but the former pay rather more, 55,092, 55,093.

Rural schools ought to have the same opportunities as those in larger places, 55,098, 55,114-55,118.

Small rural board schools need relief as much as the voluntary ones, 55,139-55,141.

In many of the small rural board schools nobody supervises the teachers, 55,142, 55,143.

Teachers will accept rural schools if a fair salary is offered, 55,223-55,225.

They constantly leave for better situations, 55,226-55,229.

Mr. T. HEALING.

Their difficulties arise very largely out of their constitution, 55,976, 55,977.

There are too many classes for the limited staff employed, 55,978-55,980.

The teacher is generally a mistress; the better teachers are drawn to large town schools, 55,981-55,983, 55,986-55,989, 56,108-56,114.

There are a few rural teachers who have been certificated without examination, 55,984.

The number who with little experience obtain provisional certificates is limited, 54,985.

The isolation of rural teachers keeps them in the rear of educational progress and the Code alterations, 55,990-55,994, 56,006, 56,111, 56,115-56,119.

It is a great drawback that a teacher should be dependent on temporary monitors, 55,995.



## RURAL SCHOOLS—(continued).

## Mr. T. HEALING—(continued).

A larger staff and improved apparatus is largely a question of funds, 55,996, 56,010, 56,145, 56,146.

Suggests extending Art. 84 so as to obtain further assistance, 55,997, 55,998, 56,152-56,166.

It might be a boon in some cases if the sewing mistress were counted, 55,999, 56,000.

A good many of the schools have not sufficient accommodation for the infant class, 56,002-56,004.

The apparatus and equipments are not of the best pattern, 56,005-56,008.

These deficiencies prove a serious obstacle to teaching, 56,009.

Country children are generally slower and duller than town children, 56,011-56,017, 56,022, 56,024, 56,025.

The migration of labourers from place to place constantly destroys the continuity of the instruction, 56,018-56,021.

Educational reasons do not always determine the selection or dismissal of teachers, 56,023.

Bad weather affects the attendance of rural children much more than in towns, 56,026-56,032.

Many schools have been closed in consequence of epidemics, 56,033-56,035.

Many farmers promote education, while others employ the children without regard to their education, 56,047.

Managers must mainly consider the grant, and not the educational interests of the children, 56,057-56,059, 56,062.

The Code is framed rather for large town schools than for rural schools, 56,060-56,063.

The standards might be restricted to five, and managers allowed a choice of class subjects, 56,064-56,066, 56,069, 56,071.

The number of children in Standards VI. and VII. is large enough to interfere with the teacher's work on the rest of the school, 56,067, 56,068.

Would extend the operation of Art. 111, 56,070.

Encouraging teachers to visit selected schools and watch their methods would be most useful, 56,074-56,076.

There is a very large proportion of small schools in rural districts, 56,099-56,102.

Has not found much difference physically between town and country teachers, 56,147.

The lower grant given for infants if over the 20 limit is a hardship, 56,167-56,170.

## Mr. J. McKENZIE.

The present conditions press heavily upon small schools, 57,340, 57,341, 57,357-57,363.

It is almost impossible where one teacher takes all the standards for the work to be done properly, 57,342.

A small school naturally falls into an upper, lower, and middle class, and that is the only way in which it can be efficiently worked, 57,343.

The slight relaxation allowed small schools in the matter of reading books is not sufficient, 57,344, 57,534.

The ill-consequences of the system are most felt in the upper division, 57,345.

It presses very hardly on teachers, although the quality of the work is occasionally praiseworthy, 57,346-57,349.

It would be better if teachers were less fettered, 57,347.

Children should be grouped in a natural manner, and the examination should follow the lines of the teaching, 57,350.

The examination should be conducted carefully, but not with a view of recording each individual performance, 57,351.

Every subject should not be taken up for the sake of the special grant, 57,351.

Questions the desirability of having special grants at all; they lower the general efficiency of schools, 57,352-57,355.

Small schools cannot be expected to get or retain the best teachers, for pecuniary reasons, 57,356, 57,418-57,420.

These schools sometimes get a higher merit grant than is properly deserved, 57,421-57,435.

The village board schools are in no better condition than the voluntary schools, 57,436-57,441.

Their bad state is largely due to want of resources or to want of proper method in the work, 57,442-57,445, 57,454.

## SARGENT, MR. EDMUND BEALE.

Has been connected with Toynbee Hall 2½ years, where he had a pupil-teacher centre for some months, 54,524-54,529, 54,541-54,545, 54,752-54,756, 54,827-54,829.

Has also been manager of the Tower Hamlets pupil-teacher centre for girls, and secretary of the London Pupil-teachers' Association, 54,530-54,536, 54,754-54,756.

During a short walking tour last summer he visited as many schools as possible, 54,546-54,559, 54,765, 54,766.

Has spent about three weeks in Collingwood Street board school, 54,550, 54,551, 54,637, 54,767.

Has also made numerous systematic inquiries in other schools, 54,522.

Has a large knowledge of adult teachers; his remarks are chiefly based on his London experience, 54,553, 54,554, 54,764, 54,768-54,777.

Is a graduate of Cambridge, 54,828.

## SCHOOL AGE IN FRANCE.

## Mr. H. H. S. CUNYNGHAME.

The professed school age of children in France is from 6 to 13, 51,253-51,258.

Before leaving, every child must hold a certificate of having passed at one of the annual examinations, 51,260-51,264.

## SCHOOL BOARDS

## Rev. J. GILMORE.

The Sheffield board is pledged to economy, to supply deficiencies, but not to supersede existing schools, 34,754, 34,755, 34,757, 34,758.

There was a reaction among the electors at the last election in this direction, 34,756.

## Mr. T. SNAPE

Clergymen, ministers, and all denominational managers should not be members of school boards, 43,311-43,343, 43,354-43,359, 43,371, 43,372.

States his objections to clergymen on school boards, 43,431-43,443, 43,527.

There are many who could be elected as managers who have equal qualifications as denominationalists, 43,444-43,447.

## Rev. C. WILLIAMS.

There is no school board at Accrington, and there is no disposition to create one, 44,668, 44,726-44,728, 44,787-44,789, 44,875-44,885.

## Rev F. SYNGE

There is still a difficulty in getting some boards to work, 58,546, 58,547, 58,560.

## SCHOOL BOARDS: DISSOLUTION OF.

## Mr. W. LEIGH.

Explains the dissolution of the Stockport School Board, and the establishment of the school-attendance committee, 46,616-46,620, 46,654-46,657.

The rates have not diminished since the dissolution of the board, 46,658, 46,659.

Was not in favour of dissolution, 46,723.

## SCHOOL BOARDS: EDUCATION TO BE SECULAR ONLY.

## Rev. Prebendary DEANE.

Most strongly objects to limiting the education to secular teaching, 42,029-42,031, 42,305.

## SCHOOL BOARD ELECTIONS.

SIR L. T. STAMER.

Better men would be got and retained on school boards if the elections were quinquennial, 24,448, 24,449.

The power that members have of filling up extraordinary vacancies is very fairly exercised, 24,449, 24,450.

[MR. R. H. I. PALGRAVE.

The present system is not good; the cumulative vote is unsatisfactory, and the period of election is too short, 27,564-27,566, 27,576, 27,577, 27,628-27,641, 27,654-27,656, 27,682-27,686, 27,733-27,737, 27,913-27,917.

School boards should be allowed to form and dissolve in as easy a manner as possible, 27,567.

School attendance committees were well attended on the part of the board, 27,568-27,570.

Would allow one vote only to each person, 27,578, 27,913-27,916.

It is better to divide a constituency into wards, so that each member represents a ward, 27,579-27,584.

Abolishing the cumulative vote would not aggravate the political turn which elections now take, 27,620-27,627, 27,917.

Has known one or two school board members who had special educational qualifications for the position, 27,687-27,691.

At Yarmouth elections educational qualifications were to some extent considered, 27,692-27,694, 27,776-27,780.

The selection of members by popular election is very likely to exclude persons who would be most eligible, 27,773-27,775, 27,793-27,795.

The expense of an election at Yarmouth is not so high as in London, 27,781-27,784.

The Yarmouth School Board as regards efficiency is a fairly representative board, 27,796, 27,884-27,887.

A town council committee could not avoid politics more than a school board in elections, 27,917.

REV. J. R. DIGGLE.

The essence of the cumulative vote should be preserved 29,834, 30,245.

It would be desirable if new members came in at different intervals and not all together, 29,835.

Complaints have been made as to the undue interference of teachers in elections, 29,836, 29,837.

Such practices should be put an end to, 29,838-29,843.

The expense of elections is believed to be considerable; a sub-division of the larger divisions would lessen it, 29,846-29,848.

There is much waste of power under the cumulative system in the case of a popular candidate, 30,246-30,248.

Is in favour of some scheme of proportionate representation if such could be devised, 30,249.

Is opposed to dividing London into single constituencies, with a bare majority of electors deciding the election, 30,250-30,253.

There is nothing under the system of cumulative voting which shuts out or admits useful members, 30,431, 30,432.

REV. DR. CROSSKEY.

Would not do away with the cumulative vote, 31,031-31,035.

Is favourable to the periodical renewal of the board, but elections should not be less than triennial, 31,036-31,038.

MR E. N. BUXTON

Under equal electoral districts some members would have many more schools to attend to than others, 31,369, 31,370.

The single transferable vote would be a great improvement on the cumulative vote, 31,371.

Members should not be elected for more than three years, 31,372, 31,373.

A general election is better on the whole than a partial one, 31,374-31,376.

Several elections cost him 700*l* each, as he has no denominations<sup>1</sup> following, 31,454-31,463.

## SCHOOL BOARD ELECTIONS—(continued).

MR. E. N. BUXTON—(continued).

Would like to limit the expenditure at school board elections, 31,464.

Owing to elaborate political organisations the votes have been fairly equally distributed, 31,645-31,650.

Parliament should create a method of representation which would render organisations unnecessary, 31,650, 31,651.

The present system of cumulative voting is bad, 31,353-31,355.

A very popular candidate sometimes endangers the election of those standing with him, 31,356-31,358, 31,644.

The opposite also occurs, 31,359.

The present system causes great uncertainty and irregularity in the results of the voting; the cost also is great, 31,359-31,362.

Would have a system of equal electoral districts throughout London with a single member for each, 31,363-31,366, 31,716-31,719.

There have always been one or two Catholics on the board, 31,367, 31,368.

The interests of denominations would be effectively guarded by church candidates and advocates of voluntary schools, 31,367, 31,368, 31,720-31,722.

Approves of no scheme except election by ratepayers of members of the board, 31,723-31,725.

MR. E. HANCE.

Voters should not be allowed to give more than three or five votes to any individual candidate, 32,194.

MR. J. HANSON.

The present system is unsatisfactory. There should be three divisions or wards in Bradford, 35,334-35,339, 35,628-35,630, 35,710-35,712.

Cumulative voting is open to abuse. Members should be elected as are members of the town council, 35,340-35,343, 35,631, 35,710-35,714, 35,782.

MR. D. J. O'DONOGHUE.

The cumulative vote should be abolished, this would ensure a better class of members, 35,958, 35,960, 35,970, 35,972.

Boards should be elected triennially, but one-third should remain to preserve the board's continuity, 35,961, 36,005, 36,006.

The cost of an election to the board is about 300*l*, this might be lessened, 35,962-35,966.

There are sufficient members on the Hull board, 35,973.

The board have always tried to act in harmony with denominational schools, 35,992, 35,993.

The majority vote would not result in the election of persons all of one political complexion, 36,003, 36,004.

Elections are hotly contested at Hull, this hinders many good men from standing, 36,024-36,026.

One Roman Catholic is returned, and still would be if the cumulative vote were abolished, 36,051-36,055.

MR. T. G. WRIGHT.

There was no contest at the last election, 37,403-37,405.

MR. W. LEE.

School board elections have been keenly contested at Leeds, 37,633.

The cumulative vote is convenient, and gives adequate representation, 37,634-37,637, 37,720-37,722.

The board consists of 15 members, 37,638, 37,725.

If the town was divided into wards by law there would be a better representation of the borough, 37,639-37,642.

It would be a great misfortune to transfer the functions of the school board to the town council or other body, 37,643, 37,644, 37,990-37,996.

The social status of school board members is higher than that of members of the town council, 37,645.

The character of the school board socially and generally is not so high as when the first board was elected, 37,713, 37,714.

SCHOOL BOARD ELECTIONS—(continued).

Mr. W. LEE—(continued).

The worry of the elections and the election meetings has prevented the same class of men coming forward, 37,715-37,718.

Making the area smaller would not remedy it, 37,719.

The last two elections have been run on political lines, 37,723, 37,724, 37,998-38,004.

The cost of elections is about 60% per candidate, 37,757-37,764.

Mr. W. ANDERSON.

Members should not be elected for more than three years, but all the members should not go out at once; the cumulative vote is bad, 38,201-38,205, 38,210, 38,350.

Particular members are appointed as visitors, but the majority of the board take an interest in the schools, 38,206-38,209.

The board is composed of professional men and employers of labour, the working classes are not represented, 38,295-38,300, 38,306.

There are no religious difficulties at the elections and no complaints as to the composition of the board, 38,301.

Attaches much importance to the fact that the press is not admitted to the meetings for the election of members, 38,351-38,353.

Mr. H. BIRLEY.

The cumulative vote has worked pretty well, 40,800-40,802.

Rev. Prebendary DEANE.

The cumulative vote has not been entirely successful, and is not so efficient as the preference system, 42,035, 42,187.

It gives to the smaller portion of the community who are highly organised an undue proportion in school board administration, 42,036-42,038.

Wards returning three or four members under the single transfer vote system are preferable to dividing the whole town into single seats, 42,188, 42,196, 42,197.

There is an objection to single seats under the school board system; minorities would be unrepresented, 42,189-42,195.

A man's great popularity may be a danger to him under the cumulative vote, 42,198, 42,199.

In all cases the creeds of different schools in neighbourhoods should be represented on the school board, 42,200-42,202.

Lord LINGEN.

Is in favour of the cumulative vote, and is satisfied with its working, 56,469-56,473.

The school board have not been economical administrators, 56,474, 56,475.

Elections should take place every two years, a third of the members remaining to preserve the continuity of the board, 56,484-56,486.

Rev. F. SYNGE.

Small school boards have not been much affected by the cumulative vote, 58,198, 58,199.

Very often in small parishes there is no contest at all, 58,290-58,292.

Mr. P. CUMIN.

Is in favour of the cumulative vote though it produces curious results, 58,987, 58,988, 59,156-59,160.

It is the cheapest form of election, 59,147-59,155.

By having county boards an immense number of elections would be got rid of, 59,533, 59,534.

SCHOOL BOARD MANAGERS.

Rev. J. R. DIGGLE.

Increased powers were given to the local managers in order to maintain the efficiency of schools, 30,616.

Managers themselves had a strong feeling that their authority must be increased, 30,617.

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SCHOOL BOARD MANAGERS—(continued).

Rev. J. R. DIGGLE—(continued).

No one should become a school board member who is not prepared to make a considerable sacrifice of time, 30,618.

He is occupied himself every day on the work of the board, 30,619.

Members cannot do their work efficiently unless they have efficient local aid, 30,620.

Sub-divisional committees are appointed to deal with compulsion as a relief to members, 30,621, 30,622.

There is a committee sitting now to see if the pressure on members can be relieved, 30,624.

A great deal would be lost by dividing the board into several sub-boards, 30,625.

Rev. J. NUNN.

There are no managers except the members of the board, 36,777, 36,778, 37,074.

There ought to be managers; the intermediary between the board and the schools is the inspector, 37,075, 37,076.

They have one inspector and three assistants, 37,076, 37,077.

Mr. T. G. WRIGHT.

The Bristol board themselves act as managers, 37,407, 37,408.

Mr. H. BIRLEY.

There is no weakness in the system of managing board schools by a committee of the board, 40,818.

SCHOOL BOARDS: REASONS FOR OR AGAINST THE UNIVERSAL ESTABLISHMENT OF.

Mr. T. W. ALLIES.

Everything is against the universal establishment of school boards, 9329.

If established the Catholic committee would oppose the system and not allow their children to go to these schools, 9330.

It would not answer to transfer to boards the administration of denominational schools, 9331, 9332.

Power should be retained to impart religious instruction during the whole of the secular instruction if necessary, 9333, 9334, 9405-9418.

The Canadian system, which recognises every denomination, might be adopted here, 9337, 9338, 9419-9423, 9486-9490, 9740, 9741.

Under this system people desiring a school can have it built at the public cost, 9338, 9339, 9402, 9403.

Nothing but evil could come out of a system of education which was opposed to convictions of the people, 9341-9344, 9349, 9355.

Parents would object to entrust their children to teachers in whose belief, morals, and influence they had no confidence, 9356-9360, 9596-9599.

Parents also desire that their children should be brought up amongst those who are of the same opinions as themselves, 9361, 9362.

Would not approve of all schools being board schools with complete freedom as to religious instruction, 9377-9381.

Religious teaching on Sundays only would be turning the Sunday into a day of hard work, 9382.

To preserve the Catholic schools the appointment of teachers must be retained by the committee, 9400, 9401.

Other denominations should have the right to impart religious instruction by historical or other text-books, 9405-9418.

The rating of school buildings is an injustice, 9479-9481, 9482, 9483.

The number of subjects taught in board schools increases the expense, and education is no longer elementary, 9484, 9485.

Dissenters object to any payment for that which involves religious teaching. It applies to all religious bodies, 9600-9603.

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SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. A. BOURNE.

Education is primarily the duty of the parents, then of the locality, and then of the State, 9757, 10,064, 10,097, 10,098.

The teaching should include study of the Bible, but creeds and catechisms should be relegated to the home, church, or Sunday school, 9759, 9769, 9770, 9778, 9811-9820, 9839, 9900-9902, 10,263, 10,275.

Is in favour of their universal establishment, 9764-9767, 9800-9802, 9821, 9867-9870, 9903-9906, 9996-10,026, 10,099-10,129, 10,146-10,150, 10,179, 10,222-10,226, 10,300-10,333.

His society still exists because some boards adopt the secular principle, and some denominational teaching, 9768-9770.

There must be exceptions to undenominational teaching. Jews and others should have their own schools, 9771, 9772, 9781, 9800-9802, 9823-9829, 9868.

Would give freethinkers the benefit of the conscience clause, 9772, 9800-9802, 9868.

If they were sufficient in number they might establish a school and have State aid, 9772, 9773, 9800-9802, 9823-9829, 9868.

Transferring administrative and financial responsibilities to school boards, leaving religious provision to denominational managers is not advisable, 9774-9776.

An ideal school board would achieve the objects of his society, 9777.

All State-aided schools should be placed under representative but not necessarily school board management, 9778, 9836.

Would not insist upon the denominational majority anywhere having an undenominational school, 9779-9781, 9800-9802, 9821-9829, 9868, 10,103,-10,129, 10,179, 10,208-10,214, 10,312-10,320.

Denominations might establish their own schools and receive State aid for certain definite results, 9781, 9782, 9800-9802, 9821-9829, 9868, 10,101-10,129, 10,179, 10,208-10,214, 10,325-10,331.

The religious teaching in British schools is biblical not denominational, 9803-9810, 9893, 9972, 10,036, 10,093-10,096, 10,169-10,178.

The question of children getting religious instruction outside the school is outside the functions of an educationalist, 9816-9820, 9840-9842, 9845.

Universal school boards would probably for the present clash with the existing state of things, 9821, 9822.

Given the support, he would allow a denominational school to be set up, 9828-9830.

If British schools were transferred to school boards their system should be carefully preserved, 9830-9832, 9962.

He would be willing to leave the appointments of teachers to school boards, 9832, 9835.

Teachers exercise great influence and power over children, 9833.

It is of vital importance that the teachers should be well selected, 9834.

British schools are generally established and managed by a committee appointed by the inhabitants, 9837, 9856, 9857.

The promoters of State education intended to secure education to all grades, 9843, 9844.

A biblical education is to a large extent a religious education, 9845, 9893-9899.

Roman Catholic teachers would be disinclined to give the biblical teaching he suggests, 9846.

The biblical teaching should be given by the teachers, 9848, 9849.

The doctrinal differences of the various sects are beyond the capacity of children, 9895.

Compulsion may be possible under a voluntary system, but it has yet to be devised, 9904.

Country school attendance committees are not as efficient as school boards, 9905, 9994, 9995, 10,301.

Prefers school boards to school attendance committees, 9906.

Cannot suggest anything better than the present absolute centralisation of the direction of schools and standards, 9907.

County boards could better judge of the needs of localities, especially as regards technical instruction, 9909-9911, 10,052-10,054.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. A. BOURNE—(continued).

There are advantages in having a central body, 9912-9919, 10,052-10,054.

Would be sorry that any county board should fix the maximum of instruction, 9914.

Classification of the sort he alludes to could be established as readily from a centre as from the locality, 9917-9919.

The areas of many school boards are at present too small, 9920.

It would be an advantage to have a local controlling power of a larger kind than the local school board, 9922, 9923.

It is not easy for schools to exclude the lower standards and teach only above Standard IV. unless under a board, 9956, 9957.

A third reason for their universal establishment is the financial difficulty felt in many voluntary schools 9960.

Schools are crippled through inadequate resources which might be efficiently carried on if under a board, 9961.

Has opposed transferring British schools if the board refused their principles, 9962, 9963.

The Act of 1870 made the system of their schools the religious system of board schools, 9963, 9964.

School treats, &c. are inducements to children not to take advantage of the conscience clause, 9969-9971.

Children should be taught to regard the Bible as authoritative but not the particular explanation of it, 9972, 10,095.

Holds denominational differences as being very important, 9973.

Does not consider that denominational differences affect the temporal good of teaching, 9974, 9975.

Distinguishes between religious teaching, which is necessary to base morality upon, and that which seeks denominational ends, 9976, 9979.

Does not think any motive power or firm foundation can be got from morality outside of religion, 9977, 9978, 10,203.

Those who conscientiously objected to their children receiving religious teaching should be protected, 9980, 10,103, 10,129, 10,312.

People have no right to demand definite church teaching, 9981, 10,108, 10,127, 10,128.

Those who object to religious teaching in board schools must help to pay the cost of such teaching, 9982-9988, 10,151-10,155, 10,160.

All existing schools, as a rule, should be absorbed gradually by school boards, 9997, 10,011, 10,071-10,077, 10,317.

This would debar parents from the choice of a school, 9999.

By giving this choice, it was thought compulsion could be carried out, 10,000.

It could be enforced without that choice, 10,001, 10,002.

Parents are compelled to send children to schools they disapprove of, 10,003.

Would only apply compulsion to subjects where no difference of opinion could exist, 10,003, 10,004, 10,192.

Competition between board and voluntary schools is good to a certain extent, 10,005, 10,006.

Every characteristic feature of voluntary schools could be preserved in board schools, 10,007.

Except pecuniary difficulties, board schools have the same difficulties to contend against as voluntary schools, 10,008.

Voluntary teachers from deficient equipment may work harder, but it is better for them not to spend force uselessly, 10,009, 10,010.

Schools lose in efficiency if teachers work under difficulties, 10,014.

The teacher being the keystone of education, everything developing him is beneficial to education, 10,015.

Mr. Gladman's and Mr. Long's schools would probably have lost in efficiency by being transferred, 10,016-10,018.

The individual attention of the head master depends rather upon the size of the school than upon the distinction between board and voluntary schools, 10,019, 10,020.

As much power of initiative should be allowed board teachers as to voluntary teachers, 10,021, 10,022.

School boards are apt to be arbitrary towards the teachers, 10,022.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. A. BOURNE—(continued).

School board managers could take as much interest in the school's progress as voluntary managers, 10,023.

If the voluntary schools were absorbed, many local managers would become members of the board, 10,024, 10,025.

British schools are kept up in several cases by individuals, 10,026.

It is difficult to say if country school boards are a success, 10,027.

There is greater difficulty for rural boards to get proper members, 10,028–10,030.

In many cases they would not be of sufficient culture to have a good influence on the board, 10,031, 10,032.

By "biblical instruction" he means an intelligent reading of the Scriptures and an acquaintance with their contents, 10,033–10,035.

The bulk of the people would like their children to be taught the facts and contents of the Bible, 10,036.

Their teachers are at liberty to point a moral lesson from a passage of the Bible, 10,037, 10,093.

A great many inefficient voluntary schools have been absorbed, but many remain, 10,073.

Wishes to see the existing Acts as to formation of school boards carried out; does not propose further legislation, 10,074–10,077, 10,114, 10,115, 10,126, 10,146–10,150, 10,317–10,323.

215 British schools have been transferred to school boards, 10,088.

A great many dissenters do not find undenominational teaching solves the religious difficulty, 10,092, 10,153, 10,154.

It is difficult to define the limits within which religious or biblical teaching shall be confined, 10,095.

Has heard of Welsh boards excluding the Bible because of the violation of the unsectarian rule, 10,096, 10,308, 10,309.

The majority is in favour of voluntary schools, 10,011–10,114, 10,149.

The majority in a district should decide what school is most suitable, 10,113.

Under the present system the majority is governed by the minority, 10,116.

In many cases two or three struggling voluntary schools are kept up when one school would suffice, 10,121, 10,122, 10,126.

The fairest system would be to divide the funds between board and voluntary schools, 10,123–10,126, 10,324–10,331.

The majority in any place would have the right to decide upon the curriculum of their school, 10,128.

Indirectly the State grants help towards the payment of religious teaching in voluntary schools, 10,156–10,161.

The State now limits itself to secular teaching and takes no cognisance whatever of religious teaching, 10,157–10,159.

Schools have no right to insist upon children receiving religious teaching, 10,164, 10,165.

If compulsory attendance be imposed, a parent has no right to refuse to send his child to school where there is no religious teaching, 10,165, 10,166.

No denominational bias need be given to religious teaching, 10,176, 10,177.

Cannot prevent the duplication of schools while religious bodies supply their own schools, 10,208–10,214.

His reasons for universal establishment lose force if boards neglect compulsion, 10,223–10,226, 10,300–10,307.

Is not sanguine of seeing his views on compulsion adopted, 10,227, 10,228.

Compulsion must be made as little difficult as present circumstances will admit, 10,229–10,232.

Universal school boards would not facilitate compulsion, 10,233, 10,234.

There would be great difficulties in the way of universal compulsion, 10,235.

Roman Catholic schools would probably never be merged in a school board system, 10,236.

These could not be maintained and other denominational schools brought to a compulsory end, 10,238, 10,239.

If British schools have become denominational it shows how strong the demand for denominational schools is, 10,255.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. A. BOURNE—(continued).

Churches may be right in supplying other than Sunday schools, but it would be better for them to combine with others, 10,256, 10,257.

Churches did not act up to their views and provide education to the full, or the Act of 1870 would have been unnecessary, 10,258.

Churches have generally felt it desirable to supply secular schools as far as they could, 10,259–10,261.

Thinks this feeling and principle might with advantage be set aside by a national arrangement, 10,262–10,267.

Day schools should be provided by Christians who agree on essentials. This could not be realised by school boards, 10,266, 10,267, 10,269–10,275.

Does not approve minimising biblical instruction, 10,268.

A combination of school boards and denominations would be acceptable, 10,273.

Those who do not approve of the use of the Bible would regard those who did as denominational, 10,279, 10,280.

Sunday school influence would not be co-extensive with the moral and spiritual needs of the neediest children, 10,281.

Does not consider that Sunday schools can do the religious work, 10,282.

The children who most need religious instruction are most likely non-attendants at Sunday schools, 10,283.

Sunday schools should be improved and their organisation for reaching the masses increased, 10,284.

Board school teachers, as a class, can deal with that class of children as well as others, 10,286, 10,287.

Possibly under universal school boards schools might become absolutely secular, 10,288.

Doubts if Christian enthusiasm would be kept up if all denominational schools were extinguished, 10,289–10,293.

His views as to centralisation were not held by the early supporters of the society, 10,295, 10,296.

His views of centralisation would not make the work of the central office far heavier, 10,297–10,299.

Is not entirely in favour of centralisation; a great deal of the responsibility should be thrown on local boards, 10,299.

School attendance committees are not so inefficient as some imagine, 10,302, 10,303.

Compulsion is not more efficient under a school board than under a school attendance committee, 10,307.

About 20 boards give no religious teaching, 10,308–10,311.

Parents have the power in every parish of forcing a board to be established, 10,315–10,317.

Is in favour of universal board schools after making allowance for the just claims of majorities and minorities, 10,318–10,320.

Rev. J. DUNCAN.

Is entirely opposed to the universal establishment of school boards, 10,576, 10,577, 10,741–10,744, 10,848, 11,024, 11,106.

To supplant the National Society by universal school boards would be a breach of faith, 10,601, 11,095.

No religious teaching can be of any substantial value that is not definite in its character, 10,604–10,606, 11,150–11,159.

Limiting school boards to secular education and religious teaching to the various bodies would break down, 10,608, 10,609, 10,656–10,670, 10,681–10,694, 10,746, 10,751–10,753, 10,818, 11,013, 11,014, 11,529–11,533.

Would maintain the voluntary system, and independence of management is essential to its efficiency, 10,610.

The extinction of voluntary schools would re-act unfavourably upon board schools, 10,647, 10,648.

The Irish national system is based upon united secular and separate religious instruction, 10,825, 10,826, 10,934.

The board school system is not desirable as compared with the denominational system, 10,847, 11,08–11,085.

If no further board schools were built, the voluntary system could probably keep pace with the demand, 10,849, 10,850, 10,916, 10,920.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Rev. J. DUNCAN—(continued).

Considerable latitude should be given to denominational bodies to establish their own schools, 10,851, 10,852.

The board system has increased the burden of cost and has injured and supplanted the society's schools, 10,853-10,868, 11,058.

Some inefficient voluntary schools have been transferred, but some have been very good, 10,880, 10,881.

Greater facility for compulsion is not a reason for adopting universal school boards, 10,887.

A school attendance committee answers the purpose, 10,888.

The alternative system of schools rather facilitates compulsion by offering a choice of schools, 10,889.

Denominational managers could have supplied the deficiencies for less money than school boards have spent, 10,916-10,923.

School boards, as well as other bodies, are dilatory sometimes in supplying deficient accommodation, 11,029, 11,030, 11,035.

The delay by the Willesden board in providing education was entirely due to denominational opposition, 11,031-11,035.

If there were universal school boards it would be their duty to supply deficient accommodation, 11,037-11,044.

The Education Department can press on negligent school boards, but its operation is sometimes tardy, 11,040.

The facility for supplying schools is not limited to school boards, 11,041.

Is aware of delays occurring, but also knows of the summary formation of school boards, 11,042.

The choice of schools in rural districts should be between denominational schools rather than between church and board schools, 11,075-11,084.

Prefers denominational schools, but would not exclude their opponents from having board schools, 11,084, 11,085.

He is no advocate for maintaining inefficient schools, but would not surrender them to school boards, 11,095-11,100.

Such schools could be closed without being transferred, 11,100-11,102, 11,123-11,127.

Moral training has no recognised part in the school board system, 11,120, 11,121.

Such a system, if made universal, would not be acceptable to the English people, 11,122.

The religious instruction given by the board is better than none at all, 11,529-11,533.

Rev. Dr. GRAHAM.

Is very strongly opposed to universal school boards, 12,257.

Mr. G. J. SIZER.

Are undesirable, especially in rural districts, 44,946, 44,963-44,966, 44,971, 45,074-45,076.

Board schools are likely to favour socialism, 44,946, 45,054-45,055, 45,074.

Rev. R. B. BURGESS.

It would be a bad plan to put all schools under board management, 45,331-45,333.

It violates religious liberty to compel people to pay for a system which they do not approve of, 45,334, 45,335.

It is not possible to maintain religious teaching without denominational schools, 45,336.

Rev. W. ASTON.

The difficulty of reconciling the religious convictions of parents has been overcome without resort to a school board, 46,055-46,059.

Mr. J. A. BROOKE.

The reasons are all against the proposed system, 46,387, 46,431-46,435.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. J. ROBINSON.

The establishment of board schools in his district would not be an advantage, 46,833, 46,834.

Board schools only exist in rural districts owing to the difficulty in obtaining money, 46,835.

Rev. Canon WILLES.

It would be injurious to education in rural parishes, 47,028, 47,073-47,075, 47,097.

A union of parishes would be better than a school board for every parish, 47,030.

Ven. Archdeacon NORRIS.

If the State took over the voluntary schools the deficiency left by the withdrawal of the subscriptions would have to be made up, 47,710, 47,711.

Mr. T. SNAPE.

National education is hindered by denominational schools, 43,066-43,070.

Denominational managers on school boards impede the progress and efficiency of the schools, 43,073, 43,103, 43,136, 43,137.

The provision of adequate accommodation is checked by denominational schools, 43,071-43,077.

The financial difficulties of some voluntary schools keep down the quality of the teaching, 43,086, 43,087.

The cause of education suffers through the rivalry between voluntary and board schools, 43,088, 43,458-43,460.

Where no board schools exist, voluntary schools raise the fees for "half-timers," 43,089-43,102, 43,163, 43,201, 43,202.

The universal establishment of school boards would secure greater efficiency, 43,127, 43,132.

A religious injustice would be averted, 43,131.

The assembly of the Methodist Free Churches, advocates secular instruction only, 43,133, 43,134.

Children would be relieved from persecution and ridicule by universal board schools.

Technical and special subjects can only be supplied by school boards, 43,138-43,140.

Religion should only be taught at the expense of the respective denominations, 43,169-43,184.

School boards are becoming everywhere more popular, 43,185-43,188.

When a school is unpopular, parents do not insist on regular attendance, 43,297-43,302.

Board schools are preferable to voluntary schools in rural districts, 43,303-43,309.

The universal establishment of school boards would not eventually lead to secular education, 43,334.

The 9d. fee introduced by the Widnes School Board for the seventh standard is too high, 43,541-43,548.

States how the State would be affected financially by the merging of voluntary schools into board schools, 43,555-43,557.

Rev. R. BRUCE.

The Congregationalists were opposed to the settlement of 1870, 43,757-43,760.

Advocates the compulsory universal establishment of school boards, 43,761, 43,762, 43,854, 43,869-43,872, 43,907-43,909, 44,102, 44,133, 44,235-44,241, 44,286-44,312, 44,447-44,452, 44,475-44,530.

No grants should be given to denominational schools, 43,763, 43,910, 43,911, 44,243-44,245.

Existing denominational schools receiving a grant should be under a school board, 43,764, 44,303.

Both board and denominational schools should be put on the same footing as regards the space allowed each child, 43,765.

Denominational schools are employed to teach and strengthen denominational doctrines, 43,775, 43,776.

Associating children of different denominations together in one school would lead to much good, 43,777-43,778.

The expenditure of voluntary bodies has been largely for Sunday school purposes, 43,934-43,939.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Rev. R. BRUCE—(continued).

A body of *bonâ fide* managers should be enforced for every school, 44,374.

A parent should have free choice of efficient schools, and freedom of conscience, 44,493-44,499.

Rev. J. ATKINSON.

Advocates the universal establishment of school boards, 44,568-44,573.

Mr. R. CLOUGH.

Board schools have increased the number of older scholars in the Sunday schools, 43,616, 43,617, 43,671-43,674.

The Wesleyan Conference considered the education question in 1872, 43,618, 43,619.

It recommended that State education should be unsectarian and under school boards, 43,620-43,627, 43,632-43,637, 43,676, 43,677, 43,681, 43,682, 43,689-43,714, 43,720, 43,745-43,748.

An annual resolution is passed, recommending the maintenance of its existing schools, 43,628-43,632, 43,716.

Wesleyans prefer board schools, 43,638, 43,639, 43,690, 43,694.

In the Bingley district one Wesleyan school only remains, 43,640, 43,652, 43,653.

Wesleyans consider it unfair to subscribe as well as pay rates, 43,641-43,643, 43,646, 43,647, 43,649-43,651, 43,691-43,693, 43,696.

Day schools are an injury to connexional funds, 43,644, 43,645.

Through limited means managers are obliged to put up with inferior school accommodation and appliances, 43,648.

It is very difficult to obtain managers for denominational schools, 43,654.

The nominal managers frequently meet only once a year, 43,655.

Public funds should not be entrusted to the hands of one or two managers, 43,656, 43,705.

Sunday school buildings are not adapted for day school purposes, 43,657, 43,658, 43,661.

They value Sunday schools much more highly than day schools for religious purposes, 43,659, 43,660.

It would be a great advantage if Wesleyan schools were absorbed in a national system, 43,675.

The policy in his neighbourhood is towards establishing school boards, 43,735-43,737.

Rev. C. WILLIAMS

The teaching would be more efficient, 44,669-44,674.

There should be a board school in every school board district, 44,816-44,821, 44,866-44,869.

It would be unjust to close voluntary schools at once, 44,870, 44,871.

Two schools in a small parish would be injurious to educational efficiency, 44,873, 44,893.

The school buildings in Accrington are fairly good, but the voluntary schools are not well furnished, 44,886-44,890.

A denominational system can only be tolerated in dense districts, 44,894, 44,895.

Mr. J. S. HORN.

The abolition of voluntary schools would not involve too large a cost, 47,320-47,322.

Mr. M. WILKS

Is in favour of universal school boards and opposed to the endowment of religious teaching and doctrines, 48,903-48,910, 49,031, 49,077, 49,161, 49,220, 49,224-49,226-49,248.

Universal school boards would increase the rates but secure greater efficiency of instruction, 49,077-49,081, 49,086-49,092, 49,263-49,265.

If compulsory powers to establish universal school boards are given, every locality should adopt them, 49,084-49,086.

Proposes to extinguish voluntary schools by withdrawing the grant, 49,220-49,223, 49,249, 49,250.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. R. BALCHIN.

All schools should be board schools, 51,786-51,799, 51,834.

Mr. T. SMYTH.

Prefers board schools because cheaper, 52,251-52,253, 52,498, 52,499, 52,612, 52,628-52,636.

Many Roman Catholics prefer board schools, 52,263-52,266, 52,348, 52,349.

Working people regard board schools as their own, 52,426-52,428, 52,498.

Objects to voluntary schools, 52,613-52,619.

Voluntary schools have done good work in the past, but might be gradually extinguished, 52,620-52,627.

Mr T. E. POWELL

School boards are the most suitable to carry out the Education Act, 52,872.

Has no objection to the maintenance of voluntary schools, 52,875, 52,876, 53,018-53,020.

Mr H. R. WILLIAMS.

Universal school boards are morally and educationally desirable, 53,808-53,817, 53,993-54,001, 54,010, 54,088, 54,091.

Mr. C. TWISS.

There is no school board in Warrington, and the feeling is decidedly against having one, 54,390-54,393.

Rev Prebendary Roe

A school board, generally speaking, is not at all efficient in a small parish, 55,124-55,126.

Is opposed to universal school boards, 55,127, 55,128.

Rev. D. J. WALLER.

Their universal establishment is very undesirable, and would be gross injustice to denominational schools, 7583-7585, 7589, 7608, 7622, 7623, 7641.

Voluntary schools should have more financial aid, 7586, 7614, 7615, 7667, 7771, 7725-7727.

It is impracticable to limit denominational managers to religious teaching in their schools, 7587, 7590, 7613, 7614.

It would be objectionable to limit school boards to secular subjects, 7588.

It is not necessary to extend the provision for their establishment, 7589, 7637, 7652.

The national education in Ireland is far more denominational than ours, 7591.

The committee may have been in favour of universal school boards, but not of board schools, 7592, 7593.

The appointment of teachers should be retained by denominational managers, 7597, 7598.

Transferring voluntary schools gradually leads to a change of teachers, 7599.

The religious character of the teachers is a cardinal point, 7598-7601.

Religious instruction outside the hours of secular teaching would not win children's respect or liking, 7602.

A choice of schools is essential to the maintenance of religious teaching, 7603.

If religious instruction is not given by the teachers, it will probably not be given at all, 7604.

No objection is raised to the general religious instruction in board schools, but more is wanted, 7605, 7661.

This is a reason for extending the public elementary education on existing lines, 7606.

Their universal establishment, as far as regards secular results alone, might have advantages, 7607.

A Jewish school which has been transferred still retains its denominational staff and teaching, 7610-7612.

Their universal establishment would ultimately result in an universal system of secular education, 7612.



SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Rev. D. J. WALLER—(continued).

Knows of no district where there is reluctance to provide the necessary accommodation, 7641-7644.

Twelve months probably cover the time required to establish a school board, 7645-7649.

The board and denominational system are both desirable, 7650-7652.

There are no board schools at Staleybridge, Burnley, and Warrington, and no complaints are heard of excessive fees, 7653-7655.

Boards without board schools work well in certain districts, 7654.

Efficient education is the first consideration rather than cheapness, 7656.

One school board might delegate all but its financial powers to managers, but its successor might revoke it, 7665, 7666.

The chief difficulties to voluntary schools receiving rates are the authority of the school board, and non-interference in denominational management, 7667-7670, 7675.

The right to teach religious formulas would not remove the difficulty, that had better still be forbidden, 7670, 7671.

Voluntary contributions in lieu of rates would be difficult to work, 7677.

Rev. Dr. H. W. CROSSKEY.

So long as voluntary subscriptions are required at all, denominational schools must remain inferior, 41,080, 41,081.

States where the denominational system is radically defective, 41,082-41,086.

States the grounds upon which his contention for the creation of universal school boards is founded, 41,108-41,112, 41,128, 41,129, 41,164-41,180.

There should be one school board system of secular instruction, entirely undenominational, and supported out of the rates, 41,143-41,150.

The State has the right to educate the people for a certain number of hours a day, 41,181-41,189.

The majority of Nonconformists claim representative management of schools, 41,227-41,229, 41,370.

No body is so fit to take charge of education as a body elected by the people for that purpose, 41,287-41,292.

It told that the prevalent feeling of the working classes is in favour of representative boards, 41,826, 41,827.

Scotland, which has universal school boards, has been held up as a pattern to England in educational matters, 41,828-41,832.

Each locality should decide whether it should possess a denominational system under the conditions that exist, 41,834, 41,835.

Up to a certain point the denominational system had been beneficial to education, but now it is injurious, 41,919-41,921.

Education would have been in a much better position if the Government had introduced a national system at an earlier date, 41,922-41,929.

States what in his opinion would be a suitable area for school boards in towns and in rural districts, 41,939-41,944.

The only remedy for the present system is universal school boards, 41,980.

Mr. J. HANSON.

Would prefer to see voluntary schools swept away and board schools substituted, 35,290-35,294.

Rev. J. NUNN.

The establishment of universal school boards would be a great misfortune; it would secularise education, 36,358, 36,359, 36,651-36,654.

Regards the present elementary schools as chiefly intended for the manual labour class, 36,360.

Is opposed to the introduction of free schools, 36,738-36,741, 36,822, 36,823.

SCHOOL BOARDS: REASONS FOR OR AGAINST  
THE UNIVERSAL ESTABLISHMENT OF—  
(continued).

Mr. W. LEE.

The transfer of voluntary schools in Leeds has never been a practical question with the school board, 37,626.

The present board rate is 10d. in the pound, and would be considerably increased if voluntary schools were transferred to the board, 37,627-37,632, 37,749-37,754.

Mr. W. ANDERSON.

Is not in favour of the universal establishment of school boards, or the suppression of voluntary schools, 38,363-38,366.

Rev. J. MENET.

Board schools should not be universally organised, 39,146.

Mr. H. BIBLEY.

There are no reasons for their universal establishment; competition is good for both schools, 40,306, 40,307, 40,391.

SCHOOL BOOKS IN IRELAND.

SIR P. KEENAN.

School books are supplied at cost price, 53,384.

Managers are not bound to take them, but those used must be approved by the Commissioners, 53,385, 53,431, 53,433.

The inspector has no power to disallow a book; he can only report his opinion to the Commissioners, 53,386, 53,387.

Recommending books restricts the latitude of teachers, 53,435-53,438.

SCHOOL LIBRARIES AND MUSEUMS.

Rev. D. J. WALLER.

Grants in aid to meet local contributions are desirable, 7782.

Rev. W. D. PARISH.

Rural schools should receive a certain grant for these purposes, 25,124.

The schoolmistress gives object lessons from objects in their little natural history museum, 25,285, 25,286.

Mr. R. H. I. PALGRAVE.

They had a rudimentary collection for object lessons; it was of considerable use, 27,560-27,562.

A grant might be very fairly made for this object, 27,561-27,563.

Rev. J. R. DIGGLE.

School libraries are placed in every school, and school museums when practicable, 29,833.

Rev. Canon McNEILE.

Has heard that the cost of a school library would not be allowed to count as an expense of the school, 33,887, 34,072-34,075, 34,171, 34,172, 34,439-34,441.

A library for the use of the parish generally should not be provided out of the school funds, 34,173.

Rev. J. GILMORE.

There are a good many school libraries in connexion with the schools; a grant is given to each of them, 34,722, 34,723.



# SCHOOL LIBRARIES AND MUSEUMS— (continued).

Mr. JAMES HANSON.

They are a great help to scientific teachings, and is in favour of their larger development, 35,333.

Mr. W. MARTIN.

Libraries should be an essential part of the fittings of every school so as to cultivate home reading, 55,502.

Museums stimulate observation, but in most schools that have one they have been shut up, 55,502-55,504.

Mr. T. HEALING.

Would like grants made for establishing village libraries, 56,072, 56,073.

## SCHOOL SAVINGS BANKS.

MISS LAMBERT.

Her attention was first called to the subject in 1885, 31,989-31,991.

Wrote an article in the "Nineteenth Century" on this subject, 31,992, 31,993.

Has also written a school bank manual, which she hands in, 31,994-31,996.

The matter has been taken up in America and the Colonies, 31,997, 31,998.

Quotes from the circular on school savings banks of Education Department on the value of teaching children to be thrifty, 31,999.

In England, only 2,000 schools have banks, in Scotland there are 123 banks, and in Ireland there are none, 32,000, 32,001.

In France there are 24,000 school banks, 32,001, 32,002.

Gives reasons why school banks do not increase more, 32,000, 32,011, 32,014, 32,025.

A certain time should be taken out of the school hours for receiving deposits and for lessons on thrift, 32,012, 32,013.

The weekly exercise of the school banks should be recognised in the Code, and provision made for it in the time-table, 32,015, 32,016, 32,060-32,070.

The State should give grants to schools having properly managed school banks, 32,017, 32,068.

Training colleges should teach their pupils how to manage these banks, 32,018.

Inspectors should make special inquiries as regards these banks, 32,019.

Necessary books should be provided by the managers and the bank books properly audited once a quarter, 36,021.

The Education Department should define a school penny savings bank, and should insist on its being properly carried out, 32,022, 32,033, 32,065.

School banks should be established in connexion with the Post Office Savings Bank or a certified savings bank, 32,024.

The adverse opinions of the school managers are due to a complete misunderstanding of what a school bank is, 32,026, 32,027.

A person sent by the Post Office to receive deposits would not be so good as having school banks managed by teachers, 32,028.

It would take only half an hour a week in a school of 70 to carry on a school bank, 32,029-32,031.

The experiment has been tried in Liverpool with excellent results; half an hour a week has been found ample, 32,031-32,034.

In some schools more has been paid into the banks than in fees; the children earn money by running errands, 32,035-32,038.

The system might be worked with even better success in country schools; it should be applied to all schools, 32,039-32,045.

The object is to teach children to save and spend money wisely and to keep accounts, 32,046-32,051.

In schools where the system has been started she has received co-operation from the managers, 32,052.

Does not superintend the working of the banks herself, but starts them and urges their necessity on others, 32,053.

# SCHOOL SAVINGS BANKS—(continued).

MISS LAMBERT—(continued).

In Liverpool and Birmingham the voluntary co-operation of teachers has been remarkable, 32,054-32,056.

The teaching of these banks are so important that she would sacrifice drill and singing for them if necessary, 32,057-32,059.

Describes the exercise of the school bank, 32,071.

Reading might form part of the lesson on thrift; account-keeping and book-keeping should be taught, especially to girls, 32,072-32,074.

Is not aware that children waste money at their summer treats, 32,075, 32,076.

Some use the money saved to buy clothes or school articles; one boy paid his fees while his father was out of work, 32,077, 32,078.

Children should be allowed to withdraw their savings when they wish to; does not recommend they should accumulate till the child leaves school, 32,079-32,082.

## SCHOOL STAFF.

Rev. D. J. STEWART

Large schools have great advantages over small schools by reason of the staff, 2611-2614.

There are great difficulties in having an uniform standard applicable to all schools, 2615.

A school with 100 children is better to manage than any other, 2616.

The Code requirement is the minimum staff for which grants will be paid, though personally he would not work a school with such a staff, 2944-2947.

The staff should be reckoned on the average attendance, 2948-2951.

Is not prepared with any complete scheme as to how small schools in the country can be effectively staffed, 2952-2955.

There are great difficulties in administering special grants to small schools, 2955.

The basis of a school staff adopted under the Minutes of 1846 was a sound one, 3035.

Classes vary from 60 to 80, though he has seen an assistant with 100 infants single-handed, 3179.

Class-rooms in the London School Board schools accommodate 60 scholars, which is too many for one pupil-teacher, 3180, 3181.

Mr J. ROBINSON.

No schools have less than the minimum, 46,911, 46,913.

Rev. Canon WILLES.

Their schools are well supplied with teachers, 47,151-47,158.

Mr. H. PARKER.

The schools are very well staffed, 47,748.

Mr. M. WILKS.

States the board's rule as to staff, 48,715, 48,716.

The head teacher should never count in a school with over five class-rooms, 48,717.

Prefers large departments, 48,719.

A less number should be allotted to an ex-pupil-teacher than to a certificated teacher, 49,199-49,201.

Mr. H. E. B. HARRISON.

Supplies proposed scale for staff, 49,348-49,351, 49,514.

The regulations as to number of pupil-teachers are reasonable, 49,352.

Mr. J. MURRAY.

Some Roman Catholic schools have an insufficient staff, 50,097, 50,098, 50,102.

Gives the staff in his school, 50,099-50,101, 50,226, 50,227.

## SCHOOL STAFF—(continued).

Mr. J. MURRAY—(continued).

Compares the salaries of masters in Roman Catholic, Church of England, and board schools, 50,102–50,112.  
In many Roman Catholic schools sisters are employed with advantage, 50,192–50,191

Mr. L. CONWAY.

Gives the staff of his school, 50,290–50,293, 50,345, 50,346, 50,358, 50,359.  
As they cannot pay high salaries, the school suffers, 50,294–50,296.

Mr. R. BALCHIN.

The staffing is insufficient, 51,697–51,699.

Mr T. SMYTH.

The teaching staff is insufficient, 52,290–52,295, 52,415–52,418, 52,518–52,520, 52,581, 52,693–52,695.  
Teachers are overworked, 52,296, 52,297.  
It is cheaper to have a larger staff, 52,582

Mr. T. E. POWELL.

In large schools the head teacher should not count, 52,926, 52,927.

Sir P. KEENAN.

Gives rules for staff in Irish schools, 53,231, 53,232, 53,276  
Paid monitors are entered between 13 and 16, and serve for five years, 53,271–53,273.  
They correspond with English pupil-teachers, 53,274, 53,275  
The head teacher instructs the monitors daily and they are examined annually, 53,277, 53,278.  
Their payment and retention depends upon their proficiency and passing, 53,279.  
A village school of 40 or 50 can be conducted by a good teacher alone, 52,280–53,282.  
A monitor helps in the teaching and at same time is training for his future profession, 52,280–53,282.

Mr. C. TWISS

Gives his idea of a proper staff, 54,252.  
The principal teacher in a large school-should not count, 54,253, 54,254.  
States the number of his staff, 54,480–54,484.

Rev. T. W. SHARPE.

No teacher in ordinary schools should have more than 40 children in a class, 4229, 4230, 4279, 4280, 4752–4754.

In the absence of teachers two classes are often thrown together, 4230.

The instruction should never be allowed to fall below the minimum requirements of the Code, 4232

The proportion of staff to the number of children in London board schools is not much higher than in voluntary schools, 4265.

It would be very unwise to allow a head teacher to superintend only. Every teacher should have a class, 4266.

Would like to see the staff increased in all board and voluntary schools, 4267.

Voluntary schools are limited in their staff by want of means, 4264, 4268.

In board schools the classes are made up regardless of age. In voluntary schools the upper classes are smaller, as a rule, than the normal number for a class, 4281–4283.

Good teaching cannot be carried out with one teacher and a pupil-teacher for 120 scholars, 4332, 4333.

Would give managers liberty to employ more teachers rather than specify the numbers in the classes, 4333.

As a rule, young women over 18 are employed under Article 84 as additional teachers, 4334, 4335.

## SCHOOL STAFF—(continued).

Rev. T. W. SHARPE—(continued).

Many schools cannot bear the expense of a more liberal school staff, 4336, 4337.

Some of the London board schools, and also some voluntary schools, have only adult teachers, 4390–4392.

Rating senior pupil-teachers at 40 children, and adult teachers at 80 children, fairly represents the difference in value between them, 4393, 4394.

Prefers the exclusive employment of adults, 4395.

A person entering a school as a teacher under Article 51 counts as an assistant for 60 children, 4670–4673.

The staff of a school is reckoned upon the average attendance. In the summer, temporary assistance should be obtained, 4674–4676.

Young women over 18 should be capable at least of teaching some of the lower standards, 4677, 4678, 4768, 4769.

Some secondary schools have a school staff for classes not exceeding 40 scholars, 4755–4759.

"Student teachers" are employed in some girls schools, though not as a rule in high schools, 4831–4841.

Some teachers prefer pupil-teachers of their own training, though, as a rule, they prefer adult teachers, 4842–4844.

There is some danger of insubordination with a staff of adult teachers, but they are very loyal as a rule. 4845–4847.

A staff of well selected pupil-teachers with one assistant works very well, 4852.

Pupil-teachers must be employed in small schools, 4853.

In Germany and Prussia teachers have very large classes, 4856–4862.

With large classes it is impossible for one teacher to carry on efficient teaching without monitors, 4863–4865.

English elementary schools have generally been contrasted with German schools of a superior class as regards the standard and organisation, and not with the people's schools, 4868–4872.

Trained male teachers on leaving the colleges ask for 85% to 90% as salary, and female teachers about 10% less, 4931–4934.

Schools under 70 children, as a rule, are not able to afford a male teacher. When a school has 100 in average attendance, a second certificated or trained teacher is required, 4930, 4935–4937.

In the last school he visited there were four adult teachers for 200 children, 4938, 4986, 4987.

The supply of certificated teachers in the London schools is ample, 4939–4942.

An ex-pupil-teacher (female) is worth from 35% to 50% a year, and a man from 60% to 70% a year, 4963.

Would employ an assistant teacher instead of a number of pupil-teachers if he had funds, but prefers adults, 4974–4976.

The present body of teachers are a very honourable body as a whole, and have a great sense of their duties, 4992, 4993.

Mr. M. ARNOLD.

The classes abroad are larger than in England. In Switzerland 50 scholars form a class, 5104–5107, 5211, 5212.

The management of a school at Zurich with one teacher was excellent, 5213–5215, 5237–5239, 5393, 5394.

The arrangements for appointing teachers and regulating the number in each school are left in the hands of the local authorities, 5207, 5240–5249, 5508–5510.

The large classes under one teacher would be the better for one or two pupil-teachers, but the system would not work abroad now, 5286.

The minimum staff as set forth in the Code is sufficient to conduct an elementary school, 5392

If a teacher in Prussia has more children to teach than he can manage, he divides them into classes, and takes one part in the morning and the other in the afternoon, 5508–5510.

In France a teacher has from 40 to 60 scholars in a class, according to the course of instruction, 5591–5593.

Does not know the number of scholars to a teacher in Holland, but the schools were excellent, 5594–5599.

SCHOOL STAFF—(continued).

Mr. M. ARNOLD—(continued).

Abroad schoolmistresses would not have sole charge of a school; they are much less employed than schoolmasters, 5672-5674.

In Germany women are seldom employed above the third or fourth classes, 5726-5729.

In France women are much more employed, and continue to teach children up to 14 years in most subjects, 5733, 5734.

In Paris, there was a school taught by a Swiss schoolmistress, as a model of what good teaching ought to be, 5734.

His remarks on schools apply to girls' as well as boys' schools. The condition of the girls' schools is good, and the teaching is satisfactory, 5726-5730.

With competent teachers, classes in town schools might contain 50 scholars on the registers, 5927-5929.

Schools of 300 scholars are not organised on the same lines as those with 80 or 100, 5969, 5970.

Rev. Canon DANIEL.

In large schools of 300 or more scholars the head teacher ought to be free to supervise the whole of the teaching, 11,893, 11,894.

Rev. Dr. GRAHAM.

The girls' schools are superior to the boys' schools because the staff of the latter is only half the former, 12,219.

The high rate of mortality among Catholic teachers is due to the demands made upon them and the unfavourable nature of their surroundings, 12,066-12,068, 12,076, 12,109-12,112, 12,146.

Teaching may be accounted the second most healthy employment in England, 12,077.

Catholic male teachers have not been supplanted by "religious" teachers or brothers, 12,131-12,133.

The Christian Brothers are not as efficient under our system as trained teachers, 12,131-12,133, 12,242-12,244.

Catholic teachers who from necessity entered board schools are not shut out of their own schools, 12,134-12,136.

There are a few foreign teachers in Catholic schools; they are mostly Belgian Brothers, 12,215, 12,216.

Their managers are glad to get a teacher at as low a salary as possible, 12,217.

There is a Christian Brother at Clapham, but they have none on the north side of the river, 12,240.

Those are Marist Brothers at Tudor Place school, 1224.

Stipendiary monitors are paid 7l., 8l., or 9l. a year; their salary comes out of the general funds, 12,248, 12,249.

Rev. W. BROMILOW.

Is not aware if teachers make any provision for old age; on the whole they are prudent, 12,422, 12,427.

Does not think any proportion of their teachers sink into destitution, 12,426, 12,427.

A woman can continue teaching beyond 50. One retired recently who was over 70, 12,428, 12,429.

Mr. C. MANSFORD.

In Prussia classes become very large; taking the whole of Prussia, there is only one teacher for every 70 children, 12,968, 12,969.

Miss MANLEY.

Girls, in many cases, after a year or two, find the work very fatiguing, 13,128.

It is attributable chiefly to the size of the classes, 13,129.

It seems impossible for a female teacher to teach six standards and an infant class without assistance, 13,215, 13,216.

Many teachers do suffer from over-pressure, 13,377, 13,380.

In many cases it is attributable chiefly to the size of the classes; many girls have classes of 70 or more, 13,376-13,380.

SCHOOL STAFF—(continued).

Miss TREVOR.

Want of efficient help leads to over-pressure; it is hard work in a school of 80 or 100, with one pupil-teacher and one monitor, to teach all the standards, 13,540.

A lady teacher, of about 20, does best as an assistant, but older ones could take a headship at once, 13,631.

The combination of a subordinate lady working under a really good honest head teacher is good, 13,632.

Has never heard of lady teachers enforcing discipline by means of subordinate teachers, 13,633-13,635.

Every year one or two students get appointed at high salaries, and that brings up the average, 13,636.

Recollects no case of teachers breaking down through being put to over-large classes as assistants, 13,684.

Mr. R. WILD.

The staff required by Article 83 of the Code is insufficient to secure the results required, 13,738.

No adult teacher should have more than 50 children (average attendance) assigned to him, 13,948-13,951.

Mr. P. BAXENDALE.

In his school there is a head teacher and three adult assistants, 14,221-14,223.

Receives a fixed salary and a part of the grant, 14,224.

From 80l. to 100l. is subscribed by the millowners, whose employes attend the school, 14,225-14,228.

The staff of a half-time school must be larger than that of a full-time school, 14,232.

A half-time school cannot be worked on the minimum staff required by the Code. Only adult teachers should be employed, 14,233, 14,234.

Mr. J. W. GROVE.

A pupil-teacher might take 25 children, a provisionally certificated teacher 40, and a certificated teacher 60, 14,599.

The principal teacher of a large school should not count on the minimum staff required, 14,600.

Has five adult assistants in his school, 14,752, 14,753.

Mr. W. B. ADAMS.

His school is exceptional in staff and other appointments; they have 13 trained adult teachers, 15,080, 15,495, 15,496.

Miss WHITTENBURY.

Her school accommodates 652 children, 15,545.

The staff consists of seven assistant mistresses, two pupil-teachers (seniors), and two candidates, 15,546, 15,589.

The minimum scale provided by the Code is not sufficient, but the board rule would be satisfactory if the head teacher was not counted in large schools, 15,547, 15,548.

Gives specimen lessons to pupil-teachers and takes the place of any mistress who may be away, 15,549.

Mr. J. POWELL.

In a mixed school of about 100 the head mistress has to teach about 70, divided between all the standards, 15,757-15,760.

The minimum staff should be raised; managers will not provide more than the minimum, 15,761-15,764, 16,004-16,123.

His staff is now one head and one assistant for 100 children, 16,107-16,109, 16,123.

Mr. D. CLARKE.

Has eight assistants, which is sufficient, 16,192, 16,193, 16,281, 16,433, 16,434.

The minimum staff required by the Code is not sufficient; the head teacher should not be counted, 16,194-16,197, 16,338.

Two pupil-teachers for every certificated master, and one for every other certificated assistant is sufficient, 16,437.

## SCHOOL STAFF—(continued).

## Mr. C. SMITH.

Should be regulated by the number and character of the scholars and by the structure of the class-rooms, 16,563, 16,958, 16,959.

In well-officered schools the principal teacher might count for 45, but should not count in schools where untrained teachers predominate, 16,564.

Has three certificated teachers in his school, 16,626, 16,627.

## Mrs. BURGWIN.

Her staff consists of four certificated and one ex-pupil-teacher; the board has been most liberal, 17,055, 17,056.

Trained certificated teachers are better than pupil-teachers, 17,057–17,059.

The school being in a poor district efficient teachers could not be retained until the board raised the salary, 17,127, 17,128, 17,303.

Poor schools must have a stronger staff than ordinary schools, to maintain a given standard, 17,320–17,322.

## Mr. D. HOLDSWORTH.

His school, averaging 260, is under himself, two ex and three pupil-teachers, 17,482, 17,486, 17,617, 17,907.

Makes this staff sufficient by teaching a good deal himself, 17,483.

The head master should not be counted in very large schools, 17,484–17,486.

The Code limit is not sufficient for a small, and barely so for an average school, 17,487, 17,488.

Employs female assistants; being a mixed school they can help in the sewing, 17,617–17,619.

## Mr. W. MUSCOTT.

Staff should be proportionately larger in small schools because of the number of standards taught, 18,013, 18,014.

To do justice to the children he should have an assistant mistress, one senior and one junior pupil-teacher, 18,096–18,101, 18,110–18,118, 18,541.

His salary is 120*l* and a dwelling-house; he pays a sewing mistress, part depends on the grant, 18,102–18,106, 18,547.

The school earned about 1*l* per head last year; they do not get the 10*l* grant, 18,107–18,109.

He is unduly pressed, and has to work at night, 18,110–18,118, 18,541.

Children are not encouraged to stop beyond Standard IV. partly because of excessive labour thrown on himself, 18,119.

With proper staff he could encourage them to stop as he did before the Mundella Code, 18,120.

His is the only public elementary school in the parish, 18,121–18,125.

Is not in favour of compulsory night schools, as it is difficult to find the staff, 18,183.

With sufficient staff, night schools would benefit the children, 18,184.

Staff is 25 per cent in excess of Government requirements, but it is not sufficient for the upper standards, 18,187–18,191, 18,437.

Compared with neighbouring schools they are well staffed, but it requires great energy on his part to obtain his results, 18,358–18,367, 18,437.

Staff is kept down on account of expense, he could get better and more lasting results if the Government requirements were easier, 18,363, 18,368.

There is too much rigidity in the administration of the present system; it is not faulty in itself, 18,440–18,445.

Would be better off as regards staff under a school board, 18,536–18,538.

The 30 hours' work a week does not appear excessive, but labour in the day is severe, 18,543.

Sewing is taught on three days a week for 1½ hours, 18,544–18,546.

## Mrs. KNOWLER.

She and the monitor teach seven standards and two infant classes in one room, 18,941–18,943, 18,573, 18,574.

The examinations increase in difficulty in each standard, 18,944, 18,945.

Her salary is fixed, and is independent of fees or grant, 18,995–18,997.

## SCHOOL STAFF—(continued).

## Miss NAPPER.

Is assisted by two monitors; requires more help, but cannot get it on account of the expense, 19,013, 19,054, 19,055.

Finds the pressure very great on account of having children in six standards, as well as 20 infants, 19,044–19,046.

Can only suggest raising the voluntary rates to obtain more staff, 19,119.

The monitors are paid, they do not pass any qualifying examination, and are not training for pupil-teachers, 19,239–19,246.

## Miss NEATH.

School not worked well with two monitors, 19,363, 19,364.

Prefers monitors to pupil-teachers, 19,365.

Staff insufficient, is not satisfied with it, 19,475, 19,476, 19,479.

Knows nothing as to staff of schools in neighbourhood, 19,477, 19,478.

There is no night school in the parish, but it is desirable, 19,480, 19,481, 19,484.

An attempt to set one up failed for want of sufficient staff, 19,482, 19,483.

If school had larger staff would still think sums too hard, 19,593.

Gives two hours a week to school work out of school hours, 19,594.

Not sufficient time at her disposal to teach children thoroughly, 19,548, 19,549, 19,550.

Has a fixed salary of 50*l*., with furnished house, gas, coals, and lights, 19,555–19,559.

## Miss E. M. CASTLE.

Staff consists of herself only, 19,602.

Impossible to manage school properly without assistance, 19,603, 19,606, 19,986, 19,987.

Would like two monitors; prefers them to adult or pupil-teachers, 19,604, 19,605, 19,721, 19,722, 19,724, 19,983, 19,984, 19,985.

The principal teacher should not take a class in a large school, 19,612, 19,613.

Has two female monitors, paid by herself, who have both passed the seventh standard, 19,737–19,741, 19,934, 19,935.

Has not asked the school managers to pay them, 19,742.

Occasionally employs the more advanced scholars in teaching the younger ones, 19,937.

Could manage with her present staff if she had more room, 19,981, 19,982.

She is working too hard, and may possibly break down, 19,990–19,993.

There should be as many monitors or pupil-teachers as standards, and if looked after they would work well, 20,123–20,128.

No class should be left without someone actively teaching, 20,129–20,132.

At certain times of the day there might be nothing for some of the monitors to do, 20,133–20,135.

Could more easily influence monitors of her own training than certificated assistant teachers, 20,136–20,138.

## Miss RANDAL.

The only assistance she had at Hapton was one monitress, 14 years old, 20,220.

It was a mixed country school in a poor agricultural district, with an average attendance of about 50, 20,221–20,225, 20,260.

Considers an adult assistant in addition to the head teacher a proper staff, 20,261, 20,262.

It is very difficult to obtain suitable pupil-teachers in rural districts, 20,263.

## Mr. S. B. TARR.

The head teacher counts for 25 in the average attendance, pupil-teachers for 25, and assistant teachers for 50, 20,424.

Head teachers should always count, except in large schools, 20,425, 20,645, 20,646.

## SCHOOL STAFF—(continued).

## Mr. E. STEVENS.

In small schools not high enough; it should be larger, so as to give better classification, 20,775–20,779, 21,003.

Salaries are too low; his is a case in point, 20,780–20,783.

The head master should be reckoned in calculating staff, 20,783.

Requires another assistant, but the funds will not admit of it, 20,814, 20,815, 20,996–20,999, 21,000, 21,001.

His school expenditure could not be reduced without losing in efficiency, 21,002–21,004.

## Mr. W. RIDGEWAY.

His staff consists of himself, four assistant teachers, and one pupil-teacher, 21,633, 21,788, 21,789, 22,027.

The head master should be counted as one of the staff, 21,634, 21,635, 21,759, 21,760.

A pupil-teacher should take 25 scholars, an assistant teacher 50, 21,636.

Formerly had six pupil-teachers, 21,632, 21,719, 22,028.

Takes the upper standards himself, 21,761.

Two of his assistants are certificated, 21,790.

Is favourably placed as regards staff with most schools, 21,791, 21,792.

## Mr. E. HORSFIELD.

Has an ample staff, 22,107, 22,346, 22,347.

Has three certificated male teachers, one assistant teacher, a mistress, five pupil-teachers, and one monitor, 22,057, 22,058, 22,111–22,119.

The minimum staff required by the Code is not sufficient, 22,059.

## Mr. J. BRADBURY.

His staff is composed of two certificated masters, four certificated mistresses, three ex-pupil and four pupil-teachers, 22,672–22,677.

## Mr. J. SCOTSON.

Pupil-teachers in the last two years should count for 30, ex-pupil-teachers for 40, and certificated assistants for 60; the head teachers should not be counted in large schools, 22,784, 22,904.

A large school is one having all the standards, and really a class in each, 22,785.

The staff suggested above is the minimum one necessary, but the means of smaller schools might not admit of it, 22,904.

## Mr. E. MORRIS.

The minimum staff laid down is not sufficient; there ought to be an assistant teacher for every standard, 23,247–23,250, 23,297, 23,298, 23,479.

His average attendance is 112 out of 82 boys and 57 girls, and 66 out of 98 infants on the books, 23,251–23,256.

Staff consists of two ex-pupil-teachers, two pupil-teachers, and himself; in the infant school there are his wife, an ex-pupil-teacher, and a pupil-teacher in the third year, 23,291–23,293, 23,428–23,444, 23,477.

Pupil-teachers in their second year should not teach more than 20 children, in their third and fourth years 30, and assistant teachers 40 to 50, 23,295.

Principal teachers should only superintend in schools of more than 150, 23,299.

He requires another teacher, 23,476, 23,478.

## Mr. J. H. DEVONSHIRE.

The head master should not be counted where the staff is mixed, 23,668.

## SCHOOL STAFF—(continued)

## Sir L. T. STAMLER.

The board schools, Stoke, are mainly staffed with assistant ex-pupil-teachers, there is a teacher for every 40 children, 24,594–24,596.

They are not at all equal to what a fully-trained assistant would be, 24,574, 24,579.

Employed certificated assistants when acting as an independent manager of voluntary schools, 24,575.

The board has not adopted this policy, 24,576–24,579.

Pupil-teachers are not much good till the third year, but in a large school the head teacher should not count 24,597.

The minimum staff should not depend on the number of children but on the size of the standards, 24,597.

Farmed schools are not common, but they should be absolutely prohibited, 24,598–24,600.

## Rev. W. D. PARISH.

In rural schools is weak in number not in quality, 25,273, 25,274.

His staff comprises a female teacher and a female assistant over 18 approved by an inspector, 25,277–25,282.

Special care should be taken in the appointment of women over 18 in mixed schools, 25,329–25,332.

## Mr. J. FISH.

Has 200 on the books, with an average of 180. His staff is composed of two ex-pupil-teachers and a temporary monitor, 25,442, 25,490–25,498, 25,595.

Small schools require a relatively larger staff, 25,444. Head teachers should not be counted in large schools, but in a school of 200 he might take Standards V. and VI., 25,445.

Has to work Standards IV. to VII., except Standard IV. in geography, single-handed. This is too much, 25,461, 25,462, 25,500, 25,542–25,545.

An assistant should take 50 or 60 children in two standards, or 100 in one. A head teacher might take 30 in two or three upper standards, 25,463, 25,464.

No system could secure good results with so small a staff, 25,501.

Is likely to get more staff. The inspector caused the managers to get the second ex-pupil-teacher, 25,546–25,550.

## Mrs. FIELDEN.

Her staff consists, in addition to herself, of a head mistress, two assistant mistresses, and three girls, who are being trained in the art of teaching, 26,207–26,215.

Has always conducted the school solely in the interest of the children, 26,225, 26,226.

## Rev. Canon WINGFIELD.

The small school has one teacher and an ex-pupil-teacher, 27,013, 27,014.

A school of 50 cannot be worked with one teacher single-handed, there must be assistance, 27,015, 27,016.

When there are more than 50 children a woman is employed to teach needlework separately, 27,017.

It is not necessary to make extra provision in the Code to secure efficiency, 27,019–27,022.

His small school is worked at the minimum staff, but has monitors who are not recognised by the Code as teachers, 27,023, 27,024.

Small country schools should not be required to have the same staff as is required in a large town, 27,173.

In some places it is impossible to increase the staff of schools for lack of funds, 27,174–27,176.

## Mr. A. C. ROGERS.

The staff of his school is a head teacher, six certificated assistants, and two pupil-teachers, 28,228–28,230, 28,545, 28,546.

There are 420 scholars, 28,231–28,233.

The school is not under-staffed, but there is too much work required by the Code, 28,531–28,535, 28,543.

## SCHOOL STAFF—(continued).

Mr. A. D. C. HENDERSON.

Has six female assistants but no pupil-teachers; the half-time school cannot be worked with them, 28,929, 28,965-28,969, 28,971.

Women can manage half-timers better than men, 28,969, 28,970.

Rev. J. R. DIGGLE.

Junior pupil-teachers are never counted; seniors count for 40 children, 29,615, 29,633, 30,727.

The head teacher counts for 30 children, and an assistant for 60, which is in excess of the prescribed minimum, 29,633, 29,634.

The principal teacher should be counted in calculating the staff, 29,635.

The average number of children to one teacher is much below 60, 30,719-30,723.

Rev. Dr. CROSSKEY.

Their staff consists of 89 head teachers, 238 certificated assistant teachers, 331 uncertificated assistant teachers, and 346 pupil-teachers and candidates, 33,036-33,038.

Have many ex-pupil-teachers, but they are not to be depended upon like certificated teachers, 33,039-33,041.

Mr. E. HANCE.

Gives details of the staff of the Liverpool schools, with numbers of the trained and untrained teachers, &c., 32,335-32,340.

The board is fairly liberal as to staff, 32,341-32,347.

The staff of schools generally should very much exceed the minimum, 32,348-32,354.

Rev. Canon MCNEILL.

The staff in every school in Liverpool exceeds the minimum prescribed by the Code, 34,263, 34,264.

Rev. J. GILMORE.

The minimum requirement of the Department is fair, 34,608.

The principal teacher should not be counted in large mixed schools or tied to a particular class, 34,609-34,611, 35,126, 35,127.

Would like all grades of teachers represented in schools, and not confine the staff to adult teachers alone, 35,123.

Pupil-teachers are necessarily counted on the staff, 35,125.

The Sheffield board does not count the head teacher, and allows a more liberal staff than the Code requires, 35,127.

Mr. J. HANSON.

Have no fixed rule of calculating staff to number of children; each teacher's age and experience is considered, 35,177.

There are many advantages in the head teacher taking a class in addition to supervising, 35,178, 35,179.

A trained certificated teacher might take 60 children, but 40 is enough. The Code regulation allowing 80 is inconsistent with proper education, and leads to cram, 35,443-35,446.

Mr. D. J. O'DONOGHUE.

The cost on the rates for maintenance of the Hull board is about 3s. 8d. per child; gives the scale of school salaries, 36,184-36,197, 36,244, 36,245.

Good ex-pupil-teachers are hard to get, the best go to college, 36,198-36,206.

A school could be properly taught by one certificated assistant, one ex-pupil, and three or four pupil-teachers, 36,208.

The inspector's report of the schools being below the average is not a true measure of the schools, 36,209, 36,210.

## SCHOOL STAFF—(continued).

Mr. D. J. O'DONOGHUE—(continued).

Singing by note is not taught; they are not restricting the instruction on account of the 17s. 6d. limit, except as to drawing, 36,212-36,215.

The lowness of the merit grants is not owing to a bad and cheap staff, 36,216, 36,218, 36,221.

The inspector discourages the teaching of specific subjects, but they are still taught, 36,222.

Mr. T. G. WRIGHT.

The Code staff is totally insufficient, it should be altered. The chief difficulty would be expense, 37,139-37,147.

Head teacher should, with exceptions, be reckoned, 37,148-37,150.

Is consulted as to the promotion of teachers, 37,409-37,412.

His board reckon 30 pupils to a head teacher, 60 to an assistant, and 30 to a pupil-teacher, 37,420, 37,421.

Have few trained teachers; gives particulars concerning the entire staff, 37,442-37,457.

Mr. W. LEE.

States number on staff; since 1885 steps have been taken to reduce the ratio of pupil to adult teachers, 38,026-38,030, 38,065, 38,069-38,072.

Better educational results arise from adults' than from pupil-teachers' teaching, 38,031.

The ex-pupil-teachers are almost all of the board's own training; a large number are waiting for employment, 38,032.

They are quite fit to take charge of a class of 30 or 40 children, but not, as a rule, such a class in the upper standards, 38,033-38,039.

It is a great advantage that the board, having many schools, is able to employ thoroughly skilled persons, 38,073.

Voluntary schools would improve their efficiency if they combined to obtain these advantages, 38,074.

A teacher of the laws of health is employed by the board to instruct the children, 38,084-38,088.

Mr. W. ANDERSON.

They follow the rules of the London board in calculating the staff; the principal teacher counts for 30, 38,140, 38,141.

Rev. J. MENET.

The minimum requirements of the Code as to staff are insufficient, 38,867-38,869.

Mr. H. BIRLEY.

Gives the number of scholars allotted to each teacher, 40,201, 40,411-40,414, 40,204-40,206.

Where the attendance is upwards of 200, the head teacher should not be counted, 40,202, 40,203.

Mr. E. B. SARGENT.

First and second year pupil-teachers should count for 25, third year for 30, and fourth year for 45, 54,647, 54,648, 54,651.

Eighty is too large a number for any teacher, 54,649, 54,650.

Rev. Prebendary ROZ.

A pupil-teacher or assistant should be compulsory where there are 40 scholars; increased staff must be provided for rural schools, 54,889, 54,890, 55,106-55,118.

The present staff is not only scanty in rural schools but frequently of less ability than in large schools, 54,911-54,913, 55,009-55,024.

Women over 18 who are employed should pass some examination, and not merely be approved by the inspector, 54,915-54,918, 55,012-55,024.

## SCHOOL STAFF—(continued).

## Rev. Prebendary ROSE—(continued).

The minimum staff prescribed by the Code should be raised considerably, 54,919–54,921, 54,933, 55,100–55,118.

Rural managers desire to improve the staff if a larger grant is given on average attendance, 54,932–54,935, 55,100.

The efficiency of small schools does not depend more upon the head teacher than upon the number of the staff, 55,101, 55,102.

Give rural schools a large staff and nearly the same results will be obtained as from urban London children, 55,230.

An adequate staff is the key of the position, 55,231.

## Mr. W. MARTIN.

Pupil-teachers should not count until their third or fourth year, 55,427, 55,428, 55,500.

Ex-pupil-teachers should count for 40, and certificated teachers for not more than 60, 55,428–55,430, 55,500.

Would count untrained certificated teachers for 60, 55,431.

In large schools the head master should not be tied to one class, 55,432–55,434, 55,583.

The head master should spend most time on the highest class; his influence is very important, 55,583–55,590.

## Mr. W. WILLIAMS.

The minimum staff at present is too low, 56,545, 56,546.

## Mr. J. G. FITCH.

States what modifications are desirable in the Code rules as to minimum strength of school staffs, 56,745–56,748, 56,883–56,892.

The strength of staff should have regard to the character of the curriculum as well as to the size of a school, 56,749.

In a school of 50 having a range of six or seven standards much valuable work is done by one teacher, 57,641, 57,642.

In country schools on the Continent, from 60 to 80 children are frequently under one teacher alone, 57,813–57,815, 57,995–57,998.

The professional ideal is higher among the best teachers in Germany than it is in England, 57,816–57,819.

## Mr. A. P. GRAVES.

There should be a pupil-teacher for every 30, or for every 25 where specific subjects are taught, 57,082–57,085, 57,197.

Educationally it is desirable to require a higher minimum staff in small schools, 57,198–57,200.

## Mr. J. MCKENZIE.

The larger part of those persons over 18 whom he has seen in village schools are useful, 57,472–57,478.

## Rev. F. SYNGE.

The staff should be calculated on the number on the books and the average attendance, 58,106, 58,341–58,344.

This would increase the staff where there is irregular attendance and in infant schools, 58,107, 58,344.

The minimum requirements are too low, 58,600, 58,601.

## Mr. E. H. BRODIE.

There should be a maximum as well a minimum staff; schools suffer quite as much from over-staffing as from under-staffing, 58,688–58,702.

The curriculum, and then the size of the school, should be considered in staffing, 58,703.

Suggests that managers should arrange as to the number whether assistants or pupil-teachers, 58,704–58,709.

## SCOTCH EDUCATION ACT.

## Mr. P. CUMIN.

Provides for efficient elementary instruction, but schools in Scotland are not elementary schools, 826–829.

## SCOTSON, Mr. JAMES.

Was apprenticed as a pupil-teacher at Peter Street School, Manchester, 22,762, 22,763, 22,958.

Was an assistant master in the school, and in 1858 was appointed head master, 22,764, 22,765, 22,767, 22,958–22,961, 23,034, 23,035.

The school was combined with Lower Moseley Street Schools to form the Central Higher Grade Board School, of which he is now head master, 22,766.

Is untrained, 22,958.

Is a member of the National Union of Elementary Teachers, 23,092.

## SCOTT, Rev. JOSEPH JOHN

Is rector of St. Clements, Salford, honorary secretary of the Manchester Diocesan Board of Education, and has been senior diocesan inspector in religious knowledge, 48,037–48,040.

## SEABROOK, Mr JAMES F.

Is organising master to the Rochester Diocesan Board, and has been connected with the Manchester and Salford Church Day School Association and the York Training College, 48,214–48,217, 48,284, 48,418.

## SEVENTEEN AND SIXPENNY LIMIT.

## Rev. D. J. WALLER.

Removing the 17s. 6d. limit last year would only have cost 24,000l., 7723.

The 17s. 6d. limit was an extension of a previous limit, 7743–7745.

Some board schools suffer under the 17s. 6d. limit, but they have the rates to fall back upon, 7759.

The 17s. 6d. limit was intended to lead people to increase their subscriptions, but that is inoperative, 7773.

Thirty shillings was cost of education per head when the limit was introduced, 7774.

States the principle upon which the Government administered the 17s. 6d. grant, 7775.

Bears hardly on voluntary schools and schools of low fees; board schools are practically exempt. The merit grant has intensified this hardship, 7680.

If the award "Excellent" is given, it is taken away under the 17s. 6d. limit, 7680.

Making drawing a class subject swells the school earnings above the 17s. 6d., and so reduces the grant, 7680.

The 17s. 6d. limit should be removed, 7680, 7686, 7747–7759.

Would suggest not limiting the grant at all, 7686.

## Mr T. W. ALLIES.

The limit should be removed. A deduction from the amount earned results in an increase of the voluntary contributions, 9529, 9530.

## Rev. J. DUNCAN.

The 17s. 6d. should be entirely removed. Would accept a guinea as the sole limit, 10,611, 10,614, 10,671, 10,718–10,723, 10,769, 10,771, 11,045.

It is very hard upon voluntary schools in poor districts, which are economically, carefully, and well managed, 10,612, 10,671–10,676, 10,721, 10,769, 10,770, 10,894–10,896.

SEVENTEEN AND SIXPENNY LIMIT—  
(continued).

Rev. J. DUNCAN—(continued).

The amount of deductions under this limitation last year was, church schools 11,612*l.*, for all schools 23,787*l.*, 10 61*s.*

It does not affect board schools, as they make good the deficiency from the rates, 10,614.

It discourages drawing and economical management, and puts a premium upon lavish expenditure, 10,615, 10,769, 10,890–10,893, 10,943–10,947, 11,092, 11,093.

Its removal is one of the minor points which would be a sensible relief to voluntary schools 10,616, 10,766. Well-to-do schools are not affected by the limit, 10,676, 10,769, 10,944.

The residue practically affected by the limit is the number of schools where the grant is over 17*s.* 6*d.*, and also over the income from other sources, 10,766–10,768, 10,770.

Removing the limit would by no means tend to diminish subscriptions or lower fees, 10,769, 10,771, 10,874, 10,950–10,952.

The reasons which led to its increase in 1876, from 15*s.* to 17*s.* 6*d.*, urge a further raising now, 10,772–10,775.

Voluntary schools want a higher grant for the secular part of the teaching, 10,811–10,815.

The State only inspects and pays for secular teaching, 10,812–10,814.

Does not think the 17*s.* 6*d.* limit affects small rural schools, 10,894–10,896.

If the incidence of the grant could be altered the poor schools should have more and the affluent less, 10,948.

A guinea limit at present would be the same as no limit at all, 11,049.

Voluntary schools should still contribute, but their financial difficulties should be lightened from State funds, 11,050–11,057.

Mr. A. BOURNE.

Has heard complaints of the 17*s.* 6*d.* limit, 9924, 9925.

The 17*s.* 6*d.* limit may induce voluntary schools to unduly raise the fees, but a little pressure is perhaps good, 10,061, 10,062, 10 065–10,069.

The interference of the 17*s.* 6*d.* limit on the fees in some cases does harm, 10,066–10,069.

Mr. D. HOLDSWORTH

The limit is decidedly wrong so far as drawing is concerned, 17,265.

Mr. E. MORRIS.

The grant was reduced by this limit. It presses hardly on the school, 23,888–23,901.

Sir L. T. STAMER.

Would be satisfied with the limit if less dependent on results and more apportioned to the fixed grant, 24,153, 24,394, 24,453, 24,454.

Should be removed if the South Kensington grant for drawing is withdrawn, 24,414.

Rev. W. D. PARISH.

The limit does not affect his grant, 25,207.

Mr. E. HORSFIELD.

The 17*s.* 6*d.* limit discourages some subjects being taken up; an inequality exists on this point between board and voluntary schools, 22,102.

The school income of 2,000*l.* is obtained from school pence, sale of books, Government grant, and a subscription of 20*l.* per annum, 22,103–22,105.

Funds and apparatus are ample, 22,106.

Managers are obliged to borrow money at the end of the year, 22,218–22,221.

School has suffered on account of the 17*s.* 6*d.* limit, 22,222, 22,223.

SEVENTEEN AND SIXPENNY LIMIT—  
(continued).

Rev. Canon WINGFIELD.

Is a distinct discouragement. Teachers who successfully carry out all they are required to do find the grant reduced in consequence, 26,975, 27,116–27,119.

Twenty-three shillings is the utmost that a school could earn. This cannot be done without a subscription list or very high fees, 27,045–27,047.

It is not necessary that there should be voluntary subscriptions if this limit is abolished, provided a school is doing its work efficiently, 27,048, 27,049.

Mr. R. H. I. PALGRAVE.

It is a very unfair limit; teachers and managers are discouraged and schools and teachers treated unequally, 27,539–27,542, 27,840–27,843.

All that is earned should be paid, 27,543.

Rev. Canon McNEILL.

In Liverpool resolutions have been passed that the limit should be abolished as poor schools are affected by it, 33,864–33,868.

The 17*s.* 6*d.* limit should be removed chiefly for the sake of poor schools, 34,013.

A voluntary management is the best the school can be under, and the nation should support such a school if it is doing good work, 34,014–34,019.

Rev. J. GILMORE.

It is a premium to board schools to be extravagant, and a premium upon inefficiency in voluntary schools, 34,667.

Rev. J. NUNN.

The 17*s.* 6*d.* limit is altogether contrary to the compromise of 1870. Many schools in Manchester suffer from it, 36,364–36,366, 36,609–36,612, 36,852–36,855, 36,905.

These schools lost last year 385*l.* by the 17*s.* 6*d.* limit, which is about 3½ per cent. on their grant, 36,607, 36,608.

The cost of education has enormously increased, and managers have no chance of holding their own unless they increase their expenditure, 36,906–36,908.

States what restrictions were introduced into the Code in 1870 with respect to the increased grant, 37,066–37,070.

Mr. H. BIRLEY.

It presses very hardly upon some of the poorest schools where low fees are charged, 40,315.

Rev. Prebendary ROZ.

Whatever reason existed for fixing the limit at 17*s.* 6*d.* has disappeared, and it should now be raised to 20*s.*, 54,885, 54,886, 54,956–54,965, 55,282.

Nearly all want the high cost of conducting small schools to be more considered in adjusting the grant for the future, 54,887.

If the limit is retained it should be expressly defined what may be included in the school's expenditure, 55,280–55,282.

Mr. J. G. FITCH.

Prefers the present system to any other. It induces managers to contribute in order to meet the requirements of the Act, 56,796, 57,041–57,046, 57,791–57,794.

If the 17*s.* 6*d.* limit were abrogated, the extra grant would go to relieve subscriptions rather than to educational purposes, 57,795.

Mr. E. H. BRIDIE.

The 17*s.* 6*d.* limit should be abolished; all earned above should be spent on improving school work, &c., 58,767–58,771.



SEVENTEEN AND SIXPENNY LIMIT—  
(continued).

Rev. R. B. BURGESS.

Is a very cruel limitation, and affects voluntary more than board schools, 45,242, 45,243, 45,250, 45,283, 45,292-45,294, 45,458-45,461.

Voluntary schools should get credit for building grants as well as school boards, 45,465-45,472.

The limit should be repealed, 45,473-45,478.

Rev. W. ASTON.

Should be replaced by a sliding limit, or the limit should be raised, 45,986, 46,124-46,126.

The Education Department should have perfect control, central and local, 46,127-46,129.

Objects to local control for their voluntary schools, as regards management, 46,130-46,133.

Mr. J. A. BROOKE.

Hands in a paper on "Hints on Article 44 of the New Code," 46,560.

Discusses some of the hints therein contained, 46,561-46,567.

Mr. H. PARKER.

A good many schools lose much of what they earn on account of the limit, 47,751, 47,824, 47,825, 47,929-47,931.

The limit should be abolished, and more paid on attendance, 47,753-47,756, 47,802, 47,803, 47,903.

Gives amount of total deductions under Art. 114, 47,933, 47,961, 47,962.

Rev. J. J. SCOTT.

The fine under Art. 114 is unfair, and a distinct disability to church schools, 48,104-48,107, 48,197.

Small schools with low fees are the most injured by it, 48,118, 48,174, 48,196, 48,203-48,205.

In reckoning the yearly cost of maintenance, managers should be credited with part of the cost of erection, 48,148-48,159.

Schools are entitled to all they earn if payment is by results, 48,189-48,195.

Mr. J. F. SEABROOK.

The limit falls most hardly on poor voluntary schools, 48,410-48,417.

Mr. H. E. B. HARRISON.

Any sum earned by a school beyond 17s 6d. ought to be met by *bond fide* voluntary contributions or by rates, 49,386-49,389.

Ven. Archdeacon BARBER.

It is a hardship to poor districts, 49,693-49,697, 49,703, 49,704.

A fair proportion of the cost of education should be defrayed from local sources, 49,705-49,708.

Mr. J. MURRAY.

This presses hardly on poor and small schools, 50,147-50,149, 50,169-50,171.

Those schools which are most efficiently managed and earn most have a serious deduction, 50,215-50,218.

His school lost 70l. one year through this deduction, 50,219-50,223.

Mr. L. CONWAY.

Poor schools should be allowed all they earn, 50,260, 50,261, 50,360-50,363.

SHARPE, Rev. T. W.

Is a chief inspector of schools, and was appointed inspector in 1857. His present district is the Metropolitan Division, 4194-4196.

SINGING.

Miss WHITTENBURY.

Teaches singing from note to all except in the baby room; they cannot do much in it, 15,631, 15,632, 15,635.

SIZER, Mr. GEORGE JOHN.

Is chairman of the school attendance committee of the Tendring Hundred, Essex, and of the Great Bentley School Board, 44,925, 44,926, 44,995.

Has been more than 30 years manager and secretary of a Wesleyan village school, 44,927, 44,928, 44,962, 45,000.

As a farmer he is an employer of labour, 44,993, 44,994.

SMALL SCHOOLS.

Mr. P. CUMIN.

Definition of, under 60 scholars, and do not require a certificated teacher, 1217.

About 52 per cent. out of 516 of these schools get the 10l. or 15l. grant. About 30 per cent. of all the schools in England have an average attendance of less than 60, and 52 per cent. under 100 scholars, 1218-1223. 1287, 1288, 1293-1308, 1498, 1500.

Small schools have advantages which do not apply to larger schools, viz., the 10l. and 15l. grant, 1283-1286, 1498-1500, 2194-2198.

In 1881 there were 1,373 schools out of 18,128 schools which had accommodation for not more than 60 scholars, 1287, 1348-1351.

If any disadvantage did exist it would lie upon voluntary schools. Board schools in poor districts may be an advantage on account of the increased funds it would get from the rates, 1289-1292.

The object of Table III. (see Appendix) is to compare the grants obtainable in sample schools, 1502-1505.

The result of the table shows that between 1881 and 1885 the average attendance and the grants had slightly increased, 1506-1509.

Section 19 of the Act of 1876 provides for special grants to schools where the population is less than 300, 1536-1539.

Hands in a return showing the number of schools in which the accommodation is less than 60, 1647, 1648.

Hands in a return showing the number of schools with accommodation for 60 or more, in which the average attendance is less than 60, 1647, 1648.

It is not practicable to have separate standards for large and small schools. Small schools ought not to exist unless they are absolutely necessary, 2194-2198.

SMITH, Mr. CHARLES.

Has been 19 years head master of St. Thomas's Charterhouse Church School, 16,530, 16,531, 17,041.

Is a member of the National Union; his evidence represents his personal opinions only, 16,594-16,596.

SMYTH, Mr. THOMAS.

Lives in Chelsea, and appears as a parent whose children attend elementary schools, 52,235-52,237.

Has three children; they are past school age now; mentions the schools they attended, 52,238-52,241, 52,358-52,367.

Is a plasterer by trade, and has worked all over England, 52,554-52,559.

## SMYTH, Mr. THOMAS—(continued).

His evidence bears out generally the views of working men with whom he has come in contact, 52,561.

He represents the London Trades Council, which is purely a trade body, 52,603–52,606

Was educated in Ireland, 59,609–52,611. \*

Gives details of his educational experience, 52,719.

## SNAPE, Mr. THOMAS.

Is a member of the United Methodist Free Churches; holds several official positions in connexion with that body, 43,058–43,060

The congregations number 1,353, scattered over England generally. Has a large acquaintance with the opinions of their ministers and others on questions relating to education, 43,061–43,095, 43,528–43,530.

## SOCIAL ECONOMY.

## Mr. C. TWISS.

Provision should be made for teaching social economy, 54,512–54,519.

## SPECIAL GRANTS TO SMALL SCHOOLS.

## Rev. Canon WINGFIELD.

There should be an extension of the system when the average attendance does not exceed 60, 26,976, 26,977, 27,025, 27,026

There is no objection to subsidising small schools where they compete with larger and more efficient ones, 27,027.

The inspector is bound to satisfy himself that the statements are correct, 27,028–27,034.

Most of the schools in his neighbourhood claim the grant under the school district alternative, 27,127–27,129.

Schools receiving small fees from parents are discouraged, while those with higher fees are encouraged, 27,162.

A grant in the first instance for a well-qualified teacher in small schools would secure better teaching, 27,163–27,165.

## Rev. R. BRUCE.

Strongly disapproves of the grant to these schools, 43,859, 44,024–44,027, 44,242, 44,421–44,429, 44,431, 44,432.

About 52 per cent of schools that receive the 10l. or 15l. grant are Church schools, 43,860–43,862, 43,940–43,942.

There is no objection to special grants being given to poor schools if under publicly-elected managers, 44,241, 44,242.

## Mr. G. J. SIZER.

There should be a sliding scale of grants, 44,992.

## Rev. Canon WILLES.

It is unjust to class all schools under one head without any consideration for local circumstances, 47,091–47,095

## Mr. H. E. B. HARRISON.

An extra grant should be given to necessarily small schools to secure a competent head teacher, 49,418

## Rev. Prebendary ROE.

There is a general desire for extending the special grant to schools with over 300 population, 54,887, 54,888.

The special grant has not been employed to relieve subscribers, it has gone to improve the staff, 54,929–54,931.

SPECIAL GRANTS TO SMALL SCHOOLS—  
(continued).

## Mr. J. G. FITCH.

The extra grants given under Article 111 might with advantage be increased so as to help managers to get a more efficient staff, 57,644, 57,645, 57,796, 57,897–57,899, 57,991–57,994.

The grouping of the upper standards in small schools into one class with identical subjects of instruction would be a useful experiment, 57,797.

## Rev. F. SYNGE.

The principle of the grant under Art. 111 is the best, if further pecuniary assistance is to be given, 58,190.

A great many need this extra assistance, the pressure is distinctly greater on small schools, 58,191–58,197.

## Mr. E. H. BRODIE.

The population basis of the 10l. and 15l. grant is very fallacious, 58,752–58,765.

Suggests that the grant might be given on the basis of average attendance instead of on the population, 58,755–58,779.

## Mr. P. CUMIN.

A large number of small schools cannot afford a trained teacher, 59,068, 59,069.

The present allowance is small, and is given without the Department being able to require that the school should be efficient, 59,069–59,073, 59,125, 59,126, 59,161–59,163.

Points out how small schools would benefit under county boards, 59,535, 59,536.

## Mr. H. E. OAKELEY.

Agrees to aiding small schools by the employment of certificated head female teachers, but objects to the numbers in schools being as large as 100, 59,233.

Another way of helping would be by extending the principle of Art. 111, 59,234.

## STAFF AND SALARIES.

## Mr. P. CUMIN.

Gives the particulars of the school staff and salaries in England and Wales, 1194, 1264–1271.

Article 83 defines the minimum staff. Articles 50 and 51 define the meaning of "assistant teachers," 1329–1333.

The value of residences is not included in the average salaries of teachers in the table above, 1334.

Graduates of universities were allowed to become teachers under Articles 50 and 51 with a view to elevate the condition of teachers, 1429–1431, 2128–2130.

## Mr. S. B. TAIT.

Their teachers derive no part of their income from the examination results. They have fixed salaries, 20,542–20,545.

STAMER, THE VENERABLE THE ARCHDEACON SIR  
LOVELACE T., BART.

Is archdeacon and rector of Stoke-upon-Trent, 24,108, 24,109.

Has been chairman of the school board there from its commencement, 24,110, 24,168, 24,266, 24,535, 24,536.

Is sole manager of the national schools, 24,124, 24,266–24,270.

Has had 29 years' experience as a manager, 24,218–24,220, 24,539, 24,540.

## STANDARDS.

Rev. T. W. SHARPE.

The system is good for large schools, but wants more elasticity for small schools, 5019, 5057.

Would group two standards into one, giving two years for a child to pass it, 5020, 6320.

They are of help as a means of checking the annual progress of a child, 5021, 6471, 6472, 6624-6628, 6839.

Explains how the annual examination would be carried out if his system of grouping the standards was adopted, 6321-6330.

The standards should be retained. They have proved a decided gain on the system prior to 1862, 6332-6335, 6624-6628.

Linear drawing is very useful, and should be enforced in all schools, 6336-6339, 6367.

If included in the New Code many schools will lose the grant for linear drawing unless the voluntary subscriptions are increased to meet it, 6377-6387, 6735-6741.

Sees no means of obviating this unless the 17s. 6d. limit is removed, 6388, 6712, 6713.

If a clause to suspend the action of this new section was passed by the House of Commons, it would meet the difficulty, 6389.

The standards are within the grasp of even dull children, 6400, 6401, 6456.

Has noticed a mechanical kind of teaching in the rules of arithmetic, 6448, 6449.

About 10 to 20 per cent. of the scholars would be able to do more in the year than the standard requires, 6457-6459, 6755-6758.

Finds a few children in every school who ought to be in a higher standard, 6469-6472, 6759.

Were intended originally for examining purposes only, but every school is now divided into standards, 6604-6611.

They are unnecessarily intricate in small schools, especially for arithmetic, 6612-6616.

Arithmetic is speedily forgotten after leaving school, 6617-6623.

The standard for examination for labour certificates might continue without examining the whole school according to standards, 6624-6628.

Would approve of instruction in the use of tools and other technical instruction as an eighth standard, 6736-6738.

Some children have been injudiciously put up into higher standards to get the proper per-centage for the class grants, 6761-6764.

An eighth standard would mean going more thoroughly over the work in the class and specific subjects of the seventh standard, 6765-6767.

Mr. Mundella's proposal to examine by sample and not by bulk in standards was never carried out, 6772-6775.

Rev. D. J. STEWART.

Is satisfied with the subjects of the standards, viz., reading, writing, and arithmetic, 3312.

Foreign Codes differ from English Codes. They have no standards, 3313, 3664, 3993-3998.

Without standards there can be no uniform minimum of attainments. Has no improved scheme to suggest, 3314, 3315, 3560, 3561, 3885.

The fourth standard is not very low, 3316.

By "standards" are meant the minimum of attainments defined in Schedule I. of the Code, 3340, 3890, 3891.

There is a tendency to neglect quick scholars and give more attention to the slow ones, 3341.

The three first standards are not too severe for children, but beyond that there is a little pressure, 3462, 3665-3667.

Sees no objection to the formation of an eighth standard for optional work, 3606, 3607.

Grammar and other subjects might be postponed to later standards, 3608, 3609.

The test in spelling should not be put off. At present it is tested chiefly in the dictation lessons, 3610-3612.

Going regularly through the standards, 13 is the earliest age that a child can pass the seventh standard, 3623-3627.

Some highly-paid artisans would let their children remain longer at school, 3628.

It would be an advantage for even a limited number to remain at school to be trained for the more skilled forms of work, 3629-3631.

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## STANDARDS—(continued).

Rev. D. J. STEWART—(continued).

Standards I. and II. should be examined on exactly the same principles as infants are examined, 3632, 3633.

Has failed to discover any similar system of standards in foreign countries, 3664.

Examination by standards prevents children of superior abilities from being moved from class to class as quickly as is desirable, 3668-3670, 3821.

Standards V., VI., and VII. are heavy compared with Standards I. and II. The transition from Standards III. to IV. is not too great in many cases, 3722, 3723.

Clever children would not leave earlier than they do now if moved quickly from standard to standard, 3822-3824.

Before standards were introduced children were taken by classes, 3886-3889.

The combination of labour passes with the results of an inspection is not a good arrangement, 3892-3896.

It is possible, but difficult, to devise a good type of elementary education for older children, 3897, 3898.

Up to a certain point the standards represent what an average child can do, 3940.

The poorest children are entitled to as much education as better classes, 4108, 4109, 4175.

Mr. M. ARNOLD.

The curriculum in foreign schools is carefully laid down by the State, 5688.

The foreign plan lays down the subjects to be taught and the hours to be given to each, 5689-5691.

There might be some improvement in the standards, 5692.

The standards are not so good a mode of teaching as the progressive system in France and Germany, 5827-5832.

Would abolish the English system and adopt the foreign plan, 5833, 5834.

The children in foreign schools are better grounded, and a longer time is taken over each course, 5835-5845, 5895-5904.

Would like the education to be fuller and to embrace more than it does at present, 5846.

The *certificat d'étude* given to boys on leaving French elementary schools represents a wider range, and a better method of instruction than that in the standards, 5890-5893.

In France elementary schools are divided into three main classes, each representing two years' work, 5905-5913.

In Germany there are six or eight classes in the ordinary town schools, and the children pass through a class in a year, 5916-5922, 6121, 6122.

They were not required as a method of examining when he first began to inspect schools, 6014-6020.

They were intended as a means for examining children, but they have grown into a scheme of teaching, 6021, 6022.

They are not well adapted for ascertaining the attainments of clever children as distinct from medium children, 6023, 6024.

They act as a drawback by limiting the preparation of children to the subjects set forth in each standard, 6025-6029.

In small rural schools the division of the children into six standards makes the work troublesome and intricate, 6030-6032.

Believes the instruction given in the standards is inclined to be evanescent, 6033, 6034.

The standards are pitched at the level of average children. There is not too great a difference between the third and fourth standards, 6131, 6132.

On the whole prefers the standards to classification of scholars according to their abilities, 6150, 6151.

If only a minimum of instruction were required it could be attained under a better system than the standards, 6212-6217.

Would fix 12 years as the age for compulsory attendance, 6212-6244.

Would like to see a system of half-days in the country, 6245.

They interfere with intelligent learning, and do not test the intelligent application of a principle, 6250, 6251.

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## STANDARDS—(continued).

Mr. M. ARNOLD—(continued).

Education should be made compulsory by the Government now, 6260-6269.

Would prefer a more fixed system instead of so many changes in the Code, 6280-6283.

Rev. D. J. WALLER.

Appear necessary so long as the present system of payment is continued, 6901, 7290.

Are arranged for average children, and must be detrimental to others, 6901.

To compare children of country districts with children of town schools is a mistake, 6902, 6903, 7297-7299.

Are right as a principle; most children would advance a standard a year, 6998.

From Standard III. to Standard IV. is a leap, 7071, 7144, 7145.

The inspector practically fixes the standard and classification of the scholars for each year, 7075, 7076.

Teachers are bound to bring up scholars to the standard, although, if unfettered, they might bring out better results, 7075.

There is more uniformity in this respect, 7162, 7329.

Rev. Canon WARBURTON.

Facilities for grouping in the lower standards should be allowed, 8360-8365, 8419, 8446-8451, 8570, 8718.

The great difficulty in this would be in drawing a line between town and country schools, 8364, 8365, 8722-8730, 8757-8761.

In some country schools there are perhaps 50 children with six standards, and only one teacher, 8365, 8720, 8757-8761.

Has not felt the jump between Standards III. and IV. too great, 8366.

Believes they were part of Lord Sherbrooke's plan, and that he elaborated all the details, 8418.

Work very well in town schools; the best teachers do not feel strictly bound by them, 8419, 8431, 8432, 8441, 8592, 8837.

The standards of arithmetic are not satisfactorily arranged philosophically, 8421.

Thinks the fractions come too late, 8422.

Are useful for examination purposes, 8442, 8498, 8538, 8596, 8717.

If the two lower standards be thrown together and tested by samples, it would remove some of the difficulties, 8443, 8444, 8450, 8451, 8825-8831.

Children should be examined specially for the labour certificate, 8445, 8643.

In country schools there are so few in the upper standards that there is no difficulty, 8452, 8453.

It is unsafe to compare the arithmetic standards of this with foreign countries, 8508.

There is great variety in passes in the same standards, 8585-8597.

It would not do to class a child who just scraped through Standard II. with one of Standard I., 8588.

The presentation of the standards and classes together is not insisted upon, 8589, 8699-8701.

Not much attention is paid to classification, 8590-8592.

There is nothing in the system to lead to a faulty classification of children, 8593-8597.

The standard system has a cramping effect, but is convenient for examination purposes, 8596, 8717.

Produced good results at the time, but hopes they will be eventually dispensed with, 8600.

There is always a general desire to raise the standard; mistakes have been made by raising it too fast, 8627-8629.

It would be inconvenient if children wanting half-time certificates should be examined specially, 8644, 8645.

The standard of examination is uniform throughout the country, if the inspectors' standards are uniform, 8646, 8647.

A child of 10 having only passed the third standard would be at a disadvantage in the business of life, 8649.

It is not necessary that a child should be taught in the standard in which he is examined, 8700.

Are not so suitable for country schools as for large London board schools, 8719, 8757-8761.

## STANDARDS—(continued).

Rev. Canon WARBURTON—(continued).

The same standard could not have one interpretation for town and another for rural schools, 8721-8730.

The obstacles to two interpretations are the labour certificate and the difficulty of defining a rural school, 8722-8730, 8757-8761.

Must stand as they are, or else more power must be given to inspectors, 8725-8730.

Would rather increase the fixed grant to poor schools than tamper with the standards, 8729, 8730.

One school might serve for several small parishes, but there are obstacles to it, 8762-8766.

The proposal to group was for convenience of teaching, and not to lower the standard, 8781-8783.

Would like to see the plan tried of dividing schools into classes, 8784, 8785.

A subdivision of classes would require an increase of teachers, 8786-8788.

In small schools, with only one teacher, the monitor is very useful, 8789-8792.

The requirements as to the teaching staff in small schools should be more stringent, 8793.

Small schools are useful, and should be favoured where they are a necessity, 8795-8798, 8858-8860.

Any relaxation would begin with the first and second standard, 8826.

Assents to class examination, but not specimen examination, 8825-8831, 8866.

Fixed payments would meet the difficulty of adjusting standards between rural and urban schools, 8835.

School books in a great measure are prepared and advertised as meeting the requirements, 8839.

Rev. J. DUNCAN.

Do not specify the degree in which they should be applied to each child, 11,208.

A difficult Code may be worked lightly, and an easy Code severely, according as inspectors apply it, 11,208, 11,322-11,325.

If an inspector applies a uniform degree of examination to all children in one standard, it may work unfavourably upon the less intelligent, 11,209, 11,264, 11,265, 11,401.

The system of individual passes intensifies this difficulty, and should be abandoned, 11,210, 11,264, 11,265, 11,401.

The inevitable result of the system is to keep each child in a standard for a year, 11,320.

A clever child may pass through two standards in one year, and would be more frequent with greater freedom of classification, 11,320, 11,321.

The instructions given to inspectors do much to regulate and mitigate the application of the Code, 11,326-11,329.

The impression for many years has been that the requirements get heavier, 11,327.

Does not distrust inspectors, but it is not necessary to entrust them with more power, 11,330.

The danger of rigidity is greater than that of giving inspectors too much power, 11,331, 11,332.

The present system is open to special objection because of its rigidity, 11,402.

Mr. R. WILD.

Payment by results compels bad classification, 13,702, 13,703, 13,844.

Children should be properly classified according to their abilities, and not according to standards, 13,844, 13,856-13,858, 13,880.

Children by this means could take two or three years to do the work of one standard, 13,855, 13,881.

Abroad only those who are fit are promoted yearly, 13,882-13,885.

The standards are not properly graduated, and require careful modification, 13,893-13,895.

They have been used as a means of administering grants, 13,896.

Mr. P. BAXENDALE.

There is too much difference between the third and fourth standards. The latter is over-weighted, 14,076.

## STANDARDS—(continued).

Mr. P. BAXENDALE—(continued),

They are not suited to whole or half-timers in any respect, 14,076.

The standards as laid down in the Code are not adhered to, 14,078.

Too much is expected in arithmetic, and English in particular, 14,269-14,280.

Latin and Greek prefixes are not elementary work, 14,281.

The age at which children pass Standard IV. varies. Not many pass it at 10 years, 14,419-14,421.

Formerly passed a few whole-time scholars through two standards in one year, and was commended for doing so, 14,100-14,103, 14,526-14,528.

It is not possible to do this with half-timers, 14,529.

If abolished, inspectors should inspect a school according to its attainments and according to the way in which the year's work was done, 14,532-14,536, 14,539.

Standards work harshly and are not framed wisely, 14,541-14,543.

Mr. J. W. GROVE.

All except a "leaving" standard should be swept away, and the teacher be free to make his own classification, 14,642-14,644, 14,665, 14,866-14,874.

Fixed standards deprive the nation of improved methods of teaching, 14,645-14,648.

Children want classifying more according to their attainments than to particular standards, 14,665.

The present standards test the acquisition of a formula rather than the intelligent application of a principle, 14,779, 14,780.

In arithmetic the test problems set are too difficult for the standards, 14,781.

The inspector should examine in the "leaving" standard; the rest of the school he should take in its natural classes, 14,868-14,874.

Mr. W. B. ADAMS.

It would not be safe for a teacher to depart very widely in his exercises from those prescribed in the Code, 15,219-15,224.

Would not get rid of altogether, but modify the strict passes in the earlier standards, 15,249.

The spelling test should be retained, but should be made much easier, 15,251-15,255.

The reading books must be connected with the spelling lessons so long as there is a spelling test, 15,255.

Teachers should be allowed to determine in which standard to place a child who made a poor or a good pass, 15,312-15,324, 15,376, 15,464-15,473.

His school is rather above the average in social position, 15,327, 15,328.

The Department should provide the proposed graduated scheme of instruction adapted to different localities, 15,416-15,430.

As an ideal, the schemes of instruction should vary for different parts of the country, 15,425, 15,426.

The problems set in arithmetic test intelligence, but are too severe, 15,435.

The standards are adapted for average children, but are too severe for dull, 15,436-15,440.

Points out anomalies in the present system of passing, 15,464-15,474.

There are defects in individual examination. More encouragement should be given to intelligent children, 14,976-14,979, 15,044, 15,153, 15,178-15,187, 15,308, 15,321, 15,375, 15,378, 15,437-15,440, 15,463-15,474.

There are too many reading books, and the geographical reader should not be included among the examination books, 14,980, 15,067, 15,068.

The present system of examination does not develop the scholar's mind in the higher standards, 14,981-14,983, 15,090-15,095, 15,218.

After Standard V. individual examination should be abolished, 14,983-14,984, 15,036-15,039, 15,090-15,095, 15,156, 15,166, 15,171, 15,310.

If subjects were generally assigned to each standard, teachers might be left to take their own course in them, 15,032, 15,090, 15,191.

Errors in judgment are likely to occur under any system owing to the rigidity of the Code, 15,033-15,035, 15,217.

## STANDARDS—(continued).

Mr. W. B. ADAMS—(continued).

Twelve or thirteen scholars have been withdrawn or kept for two years in one standard, 15,044-15,045.

Home lessons are given in Standards V., VI., and VII., but not below, unless specially requested by parents, 15,053, 15,054.

As a matter of discipline it is necessary to keep careless and indifferent scholars in beyond the regular hours, 15,055-15,059, 15,379-15,381.

The rule that children over seven must be examined in Standard I. seems arbitrary for very poor districts, 15,086-15,089, 15,270, 15,325.

The labour test would, for a time, be a difficulty in the way of having three Codes, 15,148-15,155.

Those conversant with local employments and circumstances should grade Codes and schools for each province, 15,154, 15,155, 15,309, 15,417-15,430.

Individual examination in all standards should be more elastic, 15,170, 15,217.

A graduated system of teaching the three R's up to a certain point is necessary, 15,172-15,174, 15,186, 15,187, 15,308-15,310, 15,416-15,430.

The quality of passes differs in the same standard; this is a difficulty to teachers, 15,175-15,178, 15,464-15,473.

Miss WHITTENBURY.

Examining classes according to their attainments is the only right way, 15,565.

Irregular children who cannot do the work of an upper class should be put down lower, 15,566, 15,567.

Work satisfactorily when fairly interpreted by inspectors, 15,568, 15,569, 15,677.

The geography of Standard I. is too difficult, that of Standard II. would be better, 15,570.

It would be a good thing if teachers had more liberty in classifying, 15,571, 15,572, 15,682-15,690.

Standard I. reading is excessive; children must take two books and spell, 15,576.

Children under five have a small primer and instruction in word building and writing, 15,622-15,624.

Some of the six-year-old children can do as much as those who are seven years, 15,624.

Does not classify by age; in a school at Wandsworth it was enforced, 15,625-15,627.

Prefers classification according to ability, 15,628.

Mr. D. CLARKE.

Standards are right in themselves, but the conditions of examination make them unworkable, 16,228, 16,229, 16,237, 16,242-16,244, 16,308.

The maximum grant should be paid if 75 per cent. passed, and the difficulty would be settled, 16,229, 16,230, 16,294, 16,315, 16,403, 16,404.

If he had liberty to classify his school he would transform it from end to end, 16,231, 16,309-16,311, 16,443-16,448.

Class subjects should not be introduced before Standard III., the curriculum properly managed would not be tedious to children, 16,232, 16,266, 16,296, 16,301, 16,302.

It is not done in Ontario, where in four years they reach the work of our sixth standard, 16,296-16,300.

Wants liberty of re-presenting a child in one subject, while he went forward to the next standard in others, 16,308-16,314.

No school should pass more than 75 or 80 per cent.; all per-centages obtained over that are the result of over-pressing, 16,315, 16,316.

Very little difficulty would occur as regards steady progress from giving freedom of classification, 16,321, 16,322.

There is no first standard in his infant school; a backward or delicate child can be kept in the first standard for two years, 16,234-16,238.

This undoubtedly helps to secure a fair start for the child according to his mental powers, 16,329, 16,330.

Mr. J. POWELL.

There is uniformity in arithmetical tests now, but, it results in turning out arithmetical puzzles, 15,730.

Most of his scholars leave after passing the fourth standard, that is at the age of 10, 15,779-15,786, 15,804, 15,837-15,847, 15,871.

## STANDARDS—(continued).

Mr. J. POWELL—(continued).

They cannot read so fluently from an ordinary newspaper as formerly, 15,785, 15,837–15,847.

It is questionable whether they could write a letter at all, 15,787, 15,788.

They only know as much history as they pick up in the historical reader, 15,789, 15,790.

Their knowledge of geography is obtained from what is incidentally taught in reading lessons, 15,792.

The acquisition of knowledge is less pleasant than formerly, 15,795.

Standards appear to be chosen for the distribution of money, 15,822–15,824.

Filling up departmental returns and school books does not occupy undue time in rural schools, 15,825.

Arithmetic is valuable for boys as a mental training, irrespective of any use they may afterwards make of it, 15,950.

Standards are not necessarily fair as tests of progress, 16,089, 16,090.

Has no particular fault to find with the difference in the standards 16,091.

They should be more lenient in rural schools, 16,146, 16,147.

Considers about three out of 20 in each class are at present placed too high, 16,158–16,161.

Mr. C. SMITH.

The present standards are not right, 16,573, 16,829, 16,839–16,847.

There would not be the difficulty if children were properly classified, 16,574, 16,674–16,676, 16,782, 16,830.

Quite 30 per cent. are improperly classified in his school, 16,575.

A standard below Standard I. for poor schools would be a good thing if the standard work is to be continued, 16,576.

After passing Standard VII. a boy should work in connexion with the Science and Art Department, 16,577.

Does not approve of the central preparation of arithmetic cards, 16,618–16,620.

The examination by standards is rather wasted upon those who attend for it, 16,830–16,833.

Standards cover, under a sort of nominal equality, the most unequal attainments, 16,834–16,836.

The instruction given is not durable, because children must be crammed to pass the examination, 16,837, 16,838, 16,914–16,916.

Does not approve of retaining standard work and having a re-classification of the subjects, 16,842–16,845.

Standards are a standard of requirement; when apart from age they are somewhat unmeaning, 16,846, 16,847.

Is in favour of making the examination more elastic by introducing more class examination, 16,848–16,849.

It has been done with great advantage in infant schools and in some individual specific subjects, 16,849–16,853.

Mrs. BURGWIN.

Standards are fairly well graduated, but the arithmetic of Standard IV. is very hard; it is a big jump from Standard III. to IV., 17,086, 17,087.

Omitting the tables of area and capacity would make the arithmetic fair for girls, 17,088, 17,089.

Does not suggest a specially low standard for poor schools, but that consideration should be shown in examining the children, 17,321.

About 25 per cent. of the children are wrongly classed, 17,326–17,328.

Mr. D. HOLDSWORTH.

The jump from Standard III. to IV. is rather great, 17,513, 17,514.

Would not classify the school as it is at present if he had freedom in classifying, 17,515–17,517, 17,566.

The uniformity got by the standards is only a nominal uniformity of attainments, 17,719–17,723.

Has about two dozen at beginning, and half a dozen at end of year in Standard VII., 17,940.

## STANDARDS—(continued).

Mr. W. MUSCOTT.

Standards V., VI., and VII. are too exacting and cannot be grouped in small schools, 18,036–18,041, 18,087.

They would not be too high if there were sufficient staff; boys in the country can reach same standard as those in a town, 18,088–18,090.

The teacher should be left to choose course of study, 18,091.

Mrs. KNOWLER.

The standards are too exacting, especially the fourth, though not wrong in themselves, 18,596, 18,597–18,599, 18,606–18,608, 18,659–18,661, 18,673, 18,674.

Classification by the present standards is as good as classes would be if the present conditions of examination were retained, 18,599.

The standard of examination should not be the same in a village school as in a large town, 18,605, 18,607.

There are seven children in three upper standards, and 10 infants; the bulk are in Standard IV., 18,675–18,684, 18,715.

The bulk of the children leave in Standard IV., 18,680, 18,682, 18,714.

Common instruction for seven children in the upper standards would be good, 18,716, 18,717.

Miss NAPPER.

Can find no fault with the standards, 19,047.

Has four children in Standard VI., which is the highest, 19,113, 19,114, 19,152.

They work well and are as suitable for the country as for London, 19,143–19,149, 19,250, 19,252, 19,253.

Arithmetic in the higher classes should be lowered, 19,146.

The rural child has a quicker eye, but the town child is readier in business matters and in mixing with others, 19,147, 19,148, 19,255–19,257.

The labour of teaching six standards is great, 19,150, 19,151.

The requirements in arithmetic for fourth standard press hardly owing to half-timers, 19,251.

The standard of education should not be lower in a country school, but more time should be allowed to reach it, 19,258–19,260, 19,320, 19,321.

Arithmetic should be lower for girls as they have to give 4½ hours a week to needlework, 19,266–19,270.

Miss NEATH.

Standard in arithmetic too high, especially for girls, 19,372–19,374.

More indulgence is shown to girls in arithmetic than to boys, 19,431, 19,432.

Girls still find sums difficult, 19,433–19,435.

Standards suitable except reading and arithmetic, 19,488.

Standard IV. and upwards are most acutely felt, 19,489.

Miss CASTLE.

Children are too much hurried from one standard to the other, 19,619, 19,620.

Would classify her children quite differently if allowed, 19,621, 19,622.

Miss RANDAL.

Arithmetic is rather difficult, 20,234.

Mr. W. RIDGEWAY.

Standards are necessary. Arithmetic in Standards V., VI., and VII. is too hard for girls, 21,675–21,680, 21,917–21,924.

Mr. E. STEVENS.

Would limit the number of reading books in Standards III. and IV. for examination purposes, but increase it for general reading, 20,763, 20,764.

STANDARDS—(continued).

Mr. E. STEVENS—(continued).

In arithmetic there is too great a jump between Standards III. and IV., there should be fewer problems, 20,765–20,768, 21,146–21,150.

Children reaching Standard VI. should be re-examined in Standard IV. or V., 20,769, 20,770.

Advocates both arrangement and examination in classes rather than in standards, 20,785, 20,786, 20,905–20,910, 20,977, 21,021, 21,022.

The standards are too exacting, and have been for years, and are still rising, 20,847–20,851, 20,933.

Standard III. is his half-time standard, 20,910.

Explains how under his class system he would arrange the arithmetic, 21,023.

Mr. J. NEWBOLD.

The standard system, as a whole, is injurious; it is practically a premium on mediocrity, 21,330, 21,490, 21,491.

Comparative freedom of classification should be given, 21,331.

Dull children are over-pressed and clever ones repressed, in order to approximate them to the average child, 21,490, 21,491.

There is a danger that if individual examination is relaxed children may be neglected, 21,495–21,497.

The danger lessens with educational progress, and is relatively less now than in Mr. Lowe's time, 21,498, 21,499.

Mr. E. HORSFIELD.

Standards are not too exacting except perhaps for dull children, 22,083, 22,084, 22,379.

His classes would be about the same if arranged without regard to standards, 22,085, 22,086.

From 4 to 6 per cent. of the children in each standard are below the average, 22,380.

Explains how dull children suffer by reason of the standard system, 22,466–22,481.

Mr. J. SCOTSON.

The present standards are wrong, 22,791, 23,070–23,075.

The arithmetic in Standard IV. should be confined to compound rules in money, 22,791, 22,915.

Regrets that the metric system is no longer encouraged, 22,791, 22,916–22,918.

Nothing would be lost in the mental training secured by the present arithmetical processes, 22,919.

Division of money is an excessive requirement for the majority of children in Standard III., 23,178–23,181.

Mr. J. H. DEVONSHIRE.

Would abolish the standards as worked under the conditions of the existing Code, 23,683–23,692, 23,970–23,974, 24,093.

Is in favour of freedom of classification; shows how it might be worked, 23,770, 24,095.

The fourth standard is over-weighted in arithmetic for many schools, 24,094.

Sir L. T. STAMER.

Would retain the standards, but give greater freedom of classifying in them, 24,327–24,331.

Sixty-three sixth and seventh standard boys and girls were present at the examination in May of last year, 24,533, 24,534.

As a rule the fifth, sixth, and seventh standards constitute the top class of the school, 24,537, 24,538.

Rev. W. D. PARISH.

Too great a gap exists between Standards III. and IV., 25,078, 23,079.

Mr. J. FISH.

The standards have entirely subverted the proper classification of children, 25,451, 25,452.

Has to move up children who ought not to be moved, 25,453, 25,454.

STANDARDS—(continued).

Mrs. FIELDEN.

Standards are necessary, but are not well graduated. Explains the difficulty which exists in her school, 25,932–25,934.

Rev. W. J. B. RICHARDS.

The questions are too exacting, and the geography required is too minute, 26,528, 26,529.

Approves of drawing being taught, as it is useful to boys in after-life, 26,530, 26,531.

As a whole they are well selected and grouped, but press hardly in one or two points, 26,579–26,581.

Mr. A. D. C. HENDERSON.

The arithmetical problems in the upper standards are of no real use to the children; they are puzzles, 28,925–28,927.

Where history is not taken as a class subject, the school should be examined in history as a reading book, 28,927.

Rev. Dr. CROSSKEY.

Advocates something akin to object lessons throughout the whole school course, 32,749–32,751.

Rev. E. F. M. MCCARTHY.

Standards should cease to determine the grant, but might be preserved for other purposes, 33,256.

They are not satisfactory as a course of instruction, 33,257.

Arithmetic is taught rather as a mechanical art than as a means of logical discipline, 33,258, 33,259.

Rev. Canon MCNEILE.

The necessity of promoting to a higher standard every child who has passed in two subjects is likely to cause over-pressure and dislike for school, 33,835, 33,836, 33,921.

More discretion should be allowed to the teachers, 33,922–33,925.

Rev. J. GILMORE.

Is generally satisfied with the standards, but the third might be revised, 34,634, 34,635.

Mr. T. G. WRIGHT.

The present standards need revision as to details, 37,187–37,189.

Mr. W. LEE.

Standards are too much divided from one another, 37,659–37,661, 37,689–37,692, 37,874, 37,875.

Classification is not interfered with by the standards; it is made to run on their lines, but this is no improvement, 37,662, 37,663, 37,883–37,887.

Theoretically the standards contain revision work, but it is not observed in practice, 37,876, 37,879, 37,880.

If acted upon by the inspector it would be disastrous to the money grant, 37,877–37,879, 37,882.

Classification is very much interfered with by the system of standards, 37,888.

The difference between a bare pass and a creditable pass is very considerable, 37,889–37,891.

Individual examination is useful for dull and backward children, but is a disadvantage for forward ones, 37,892.

The work of the standards has failed to some extent to be abiding or permanent, 37,893.

Mr. W. ANDERSON.

The standards are fair as a whole, and preferable to classes, but the difference between Standards III. and IV. should be reduced, 38,173–38,180, 38,213, 38,214.

The present system presses too heavily on girls in Standards VI. and VII., 38,180–38,182.

## STANDARDS—(continued).

Dr. MORRISON.

Are not good for small schools; they have a modification of the Code in Scotland, 38,555, 38,556.

Rev. J. MENET.

Standards are bad for the children and teachers, and are altogether objectionable, 38,724-38,727, 38,815.

Classes are better than standards; children are kept in one standard for a year who might pass two, 38,724, 38,728-38,739.

Would have schools inspected, but would allow the inspectors more liberty, 38,740-38,750, 38,766-38,769.

In his own school he has classes, and tries to forget the standards, 38,816, 38,817.

Does not object to a graduated curriculum of instruction, but it should be left to the teacher, 38,850, 38,857.

The managers can put a child up through two standards, but the danger of losing the grant deters them, 38,851-38,856, 38,859.

The difference between our system and foreign systems lies in compelling each child to pass in the standard, as the condition of a grant, 38,881-38,885.

It gives a commercial aspect to the whole school, the question being "how much a child can earn," 38,885-38,886.

Mr. J. NICKAL.

Lay down a sufficiently graduated course for average children, but are very vague, 39,776-39,778, 40,031-40,033.

Arithmetic is overweighted in Standard IV. and in the case of girls, 40,034.

Examination by standards does not ensure any very nice distinction of attainments, 40,035-40,039.

The instruction given, except in reading, is not very durable, 40,040, 40,041.

Teachers sometimes hurry children through two standards a year, merely to fall in with an inspector's fad and to gain the grant, 40,061-40,070.

An established programme is a help to weak teachers, and a decided advantage for inspection purposes, 40,122-40,125.

Teachers should have freedom of classification, 40,126.

Mr. H. BIRLEY.

The standards generally are right in themselves, and are essential as laying down a definite course of instruction, 40,257, 40,260.

They are too exacting in some of the higher standards, 40,258, 40,259, 40,613-40,620, 40,824-40,826.

Children of 10 who have passed Standard VI. are not acceptable in the school because they can earn no grant, 40,475, 40,476.

The standards represent average attainments and not the minimum or maximum, 40,581-40,584.

They are too difficult for the very ordinary child, 40,735.

Mr. T. G. ROOPER.

The grammar has not been unfairly tested in any school in the district, 41,515, 41,516.

Rev. Prebendary DEANE.

The standards are not sufficiently uniform; the arithmetic is too difficult as compared with the other work, 42,021.

It would be best to have a separate or fluctuating standard for arithmetic, 42,022-42,024.

Mr. M. WILKS.

The standards should be flexible, 48,743-48,746, 48,754.

The present standards in arithmetic lead to mechanical teaching, 48,747, 48,780.

## STANDARDS—(continued).

Miss FOX.

For the poor Roman Catholic schools Standards III. and upwards want simplification, 51,585-51,594, 51,665, 51,666, 51,668-51,670.

The standard system could not be dispensed with, 51,592, 51,593, 51,661-51,664.

The grammar syllabus might do for a better class of children, 51,667.

Want of intelligence in reading is due to having to do so many things in a short time, 51,671-51,673.

Mr. R. BALCHIN.

There must be standards, 51,719-51,721.

The present standards are too exacting in reading, 51,722.

Mr. T. E. POWELL.

Objects to the system of one standard a year as being a fettered system and capable of great improvement, 52,862-52,866.

Mr. C. TWISS.

Is satisfied with the standards on the whole, 54,294, 54,295, 54,314, 54,315.

There must be either standards or classes, 54,296.

Rev. Prebendary ROE.

All children above Standard IV. in small schools should be treated as a single class, 54,892-54,897, 54,980-54,983, 55,030-55,036.

Nearly all the standards require too much, especially above Standard IV., and inspectors expect too much of rural children, 54,897, 54,898, 55,029.

Would not lower the standard for rural schools, but ask inspectors to be more gentle and lenient, 54,899.

Modifying the standards for rural schools might enable teachers to take up class subjects and secure other advantages, 55,026-55,036.

Mr. W. MARTIN.

The per-centage of passes in reading was 97 per cent., in arithmetic 87.2, and in writing 91, 55,321-55,323.

The arithmetical questions vary in difficulty, but are not too difficult, 55,534-55,537.

They were more uniform for each district when each inspector prepared his own, 55,538.

In each standard there should be recapitulation of the arithmetic done in previous standards, 55,539-55,542.

Mr. W. WILLIAMS.

Suggests certain modifications, 56,547.

Mr. J. G. FITCH.

The present standards and the arrangements for the class subjects are working very well, 56,759, 56,775.

The standard of arithmetic for girls need not be lower than that for boys, 56,800, 56,801.

Suggests certain modifications in Standards VI. and VII., 56,828.

If the State provided for education up to 15 years of age, an eighth standard would be necessary, 56,981.

If the State limited its grants to the simple elementary subjects, it would discourage higher education, 56,982-56,985.

The requirements of Standard IV. in arithmetic and grammar are not unreasonable, 57,652-57,660.

Standards are indispensable in order to form an equitable judgment as to the progress of scholars, 58,003-58,007.

A little more liberty and elasticity might be left to teachers, 58,008.

Discusses the advisability of modifying the arithmetic in Standards I., II., and III., 58,018-58,024.

Is satisfied that the three R's in these standards are well taught, 58,025, 58,026.



## STANDARDS—(continued).

Mr. J. G. FITCH—(continued).

Should regret it if Standards III. and V. alone were the only individual examination standards, 58,030–58,032.

Large liberty is now given to managers and teachers in classifying children, 58,035.

States how he should assess the grant in Standard III. and upwards, 58,036–58,042.

The scheme of instruction for every school should be determined by the age at which scholars leave, 58,043–58,048.

Mr. A. P. GRAVES.

Would not abolish the spelling test in first and second standards, but would lay less stress on dictation, or make a special grant for these standards, 57,093, 57,094.

Mr. J. McKENZIE.

Believes it better to abolish the standards altogether, 57,380–57,399.

Rev. F. SYNGE.

Would not regret destroying the standards, 58,534.

The attempt at uniformity has distinctly lowered the standard, 58,535, 58,536.

Mr. E. H. BRODIE.

Would modify the girls' standards and give them less arithmetic, and abolish all standards after the third or fourth, 58,678–58,686, 58,773, 58,774, 58,824.

Recapitulation of previous work is most valuable, and should be provided for, 58,775, 58,776.

Mr. H. E. OAKELEY.

The standards secure equal teaching; were there none, teachers would be far more at the discretion of inspectors than now, 59,206.

Any child of average or moderate capacity can pass in the standards from year to year, 59,206, 59,212.

On the whole arithmetical principles and intelligence are best tested by the present method, 59,220.

The arithmetic taught is connected a good deal with matters of every-day life, 59,221.

Easier sums are set now than formerly, 59,222, 59,362–59,366.

Suggests desirable alterations in the arithmetic for Standards IV., V., and VII., 59,223, 59,224.

There is now no reason for making arithmetic easier for girls, 59,224.

STEVENS, Mr. EDMUND.

Has been head master of the Hartlip endowed school for 39 years, 20,743, 20,750, 20,845, 20,846, 21,084, 21,104.

Was never a pupil-teacher, 21,084.

STEVENSON, LADY.

Has had great experience of school work in England, Honduras, and Mauritius. Is now manager of two groups of schools under the London School Board, 26,259, 26,260.

STEWART, Rev. D. J.

Is chief inspector of schools; was appointed inspector in 1850. Prior to that was manager and part teacher of a parochial school in Wiltshire. Superintends the metropolitan district of Greenwich, 2259–2265.

## SUFFICIENCY.

Rev. D. J. STEWART.

Children between the ages of 3 and 5 are better out of schools. Babies' rooms ought not to be supplied, 2266–2275, 2412, 2525, 2526, 2824, 2825, 2997, 3055–3061, 3222–3224, 4054.

## SUFFICIENCY—(continued).

Rev. D. J. STEWART—(continued).

One effect of the present system seems to be to cause children to leave school earlier than they used to do, 2373–2384, 2779–2786, 2826.

Babies at home are often put forward as an excuse for keeping older children from school, 2413–2416.

Parents will not object to have these young children at home, 2418–2421.

Does not believe in the kindergarten system of instruction, 2422–2424, 3091–3096.

There are a good many poor children out of school in his district, and the schools in Greenwich are full, 2471–2481, 2512–2515, 2757, 2758.

There are four Roman Catholic schools in Greenwich, 2482, 2483.

The board schools have children of a higher social position than those in voluntary schools as a rule, 2490–2493, 2516.

There is little difference between the two classes of schools, but the Government grant to board schools is greatly in excess of the grant to voluntary schools, 2517, 2518.

Parts of his district have a very bad reputation, and there some provision might be made for young children other than schools. Five is quite old enough for them to begin school life, 2744–2756, 3131, 3132.

The school board takes care to provide sufficient accommodation, 2757–2759.

Objects to children between 3 and 5 being subject to any educational pressure, 2824–2827.

Has found no difference in the rate of progress of children entering school before 5 and after 5 years, 2828.

Does not require teachers to remove children of 7 from infants' schools irrespective of their educational position, 2896–2901.

It is very doubtful how far babies should be admitted to schools even with an adequate school staff, 3055–3061.

Could gain the same end with young children by a simpler method than the kindergarten, 3091–3096.

Possibly punctuality, discipline, &c. can be better carried out if children come to school at an early age, 3139.

Children's habits improve after they have been to school some time, but very young children are troublesome, 3140–3150.

It is no part of the duty of the state to provide for the moral training of very young children, 3261–3265.

The best schools in his district are those for infants, 4053.

The best way of dealing with infants under 5 is to give them suitable occupations, 4055–4060.

## SUFFICIENCY: ON WHAT BASIS CALCULATED.

Rev. D. J. STEWART, M.A.

The inspector is required to visit the site of the proposed school. He has to adopt the figures of the school board as to the extent of the deficiency, 2627–2632, 2829, 2992–2996.

Makes inquiries at the same time as to the necessity of accommodation, 2830–2834.

There is no deficiency of accommodation in the Greenwich division, 2991.

The attendance is so good as not to call for any report as to deficiency in his district, 3126–3130.

Rev. T. W. SHARPE.

In London inspectors do not inquire into the provision of school accommodation, 4197.

In the country inspectors take a census, if necessary, of the neighbourhood, and provide school accommodation for between one-sixth and one-seventh of the population, 4198–4200, 4428.

The attendance varies very much in different localities, 4429, 4430.

The London School Board always builds its schools in a certain proportion: three boys', three girls', and three infants', 4430.

In London the school board applies for leave to build a school, and has to prove to the inspector that there is a deficiency, 4467–4475, 4553–4555, 4594–4599.

SUFFICIENCY: ON WHAT BASIS CALCULATED  
—(continued).

Rev. T. W. SHARPE—(continued).

Is in favour of children between 3 and 5 going to school. Would not reckon them in the accommodation, 4600-4603.

It is an educational gain for them to be at school, 4604-4607.

The school board has the prior right of supplying accommodation if voluntary agencies do not come forward to supply it, 4716-4727.

Mr. M. ARNOLD.

Abroad provision is made for a smaller proportion of the population than in England, 5630-5634.

All classes unite more abroad in education than they do here, but the upper classes do not unite generally with other classes, 5635, 5636.

There are a good many endowed schools in Germany, but the education is not always gratuitous, 5637, 5638.

The endowments for secondary education are considerable, 5639, 5640.

There are no exhibitions from the primary to the secondary schools. A clever child, if unable to pay, would be paid for, 5641-5643.

Rev. D. J. WALLER.

There are complaints that the London School Board overbuilds and tries to crowd out denominational schools, 7378-7381, 7435-7438, 7450-7452, 7461.

The necessity for schools depends upon the area over which it is measured, 7410.

School boards should not be allowed to supply accommodation beyond the necessities of the case, 7500.

The majority of ratepayers can have a board school if desired; school boards exist with no board schools, 7501, 7507, 7589.

Increasing the schools does not increase the grant, 7526-7528, 7564-7574.

Section 8 of the Act of 1870 contains the nearest approach to a definition of an unnecessary school, 7541.

There are not many Wesleyan schools in London, 7551.

Some London Wesleyan schools have fallen off since the passing of the Act, 7553.

The London School Board may have over-built in certain localities, 7558, 7559.

Schools with less than an attendance of 30 can receive no grant, 7567.

Every school receiving a grant is deemed necessary, 7570.

The multiplicity of small schools is not very great, 7571.

The greater majority of small schools belong to the church; special grants are not given unless the population is less than 300, 7572.

There are 5,500 schools with less than 60 scholars; they have rather a tendency to decrease, 7573.

A large number of small schools receive no Government assistance, 7574.

Rev. Dr. GRAHAM.

There are 850 Catholic schools in England and Wales, 12,172.

This provides for the bulk of the children, but a small number attend other schools, 12,174-12,177.

SUFFICIENCY: PROVISION MADE FOR  
CHILDREN.

Mr. H. WILLIAMS.

With suitable schools children should go young, 48,524-48,535.

Mr. M. WILKS.

Ample accommodation should be made for children under five years of age, 48,649, 48,650.

The school should be light and pleasant and the teachers cheerful, 48,650-48,654, 48,716-48,718.

The children only want to be taught to use their hands, eyes, ears, and voices, 48,716.

SUFFICIENCY: PROVISION MADE FOR  
CHILDREN—(continued).

Mr. T. E. POWELL.

The attendance of young children should be encouraged, 52,818.

Rev. T. W. SHARPE.

Provision for babies not wanted, except in poor neighbourhoods, 4201, 4203, 4290, 4308, 4432, 4433.

Places for children between three and five not to be counted in the general supply, 4201.

A teacher is required for about 10 children to ensure perfect cleanliness, 4202.

Private institutions for babies are too expensive for private people to establish, 4290-4292.

Children between three and five, if suitably dealt with, reap advantage from being at school, 4301.

The Department puts no restriction on Miss Davenport-Hill's method of instruction, 4305, 4306.

In a school of 300, with about 100 infants, the room used for them would not be considered a babies' room, 4307, 4308.

Mr. M. ARNOLD.

In Switzerland education begins after the sixth year. There are no infant schools except in France, 5120-5122.

In France and in some large towns in Prussia elementary education is gratuitous, 5185, 5186.

Approves of children beginning school at the age of three, but in Prussia six is the age for school, 5377, 5378, 5459, 5460, 5657, 5658.

In England there are better results in the upper school when children have been in an infant school, 5461, 5462.

The kindergarten system in Germany is a voluntary institution supported by philanthropists, 5463, 5464.

Children are taught to use their senses, but no reading or writing is taught, 5465, 5466.

Is opposed to the abolition of infant schools, 5467, 5658.

The interest taken in education in France is partly due to the anti-Christian crusade, 5500-5503.

In Switzerland, attendance at school from six years to 12, or even more, is compulsory, 5540-5543.

Still approves of properly-conducted infant schools, provided they are not made premature forcing grounds, 5563-5566.

Miss WHITTENBURY.

It is desirable for them to have instruction in school, 15,661, 15,663.

They should have a great deal of kindergarten marching, together with object and conversational lessons, 15,617, 15,619, 15,664-15,667.

## SUITABILITY: HOW AND BY WHOM DETERMINED.

Rev. Canon WARBURTON.

A great many districts passed as sufficiently provided for in 1879 have not been looked up since, 7901, 8038-8041.

Every school in receipt of a grant is annually inspected and any deficiencies reported, 8038, 8039.

A good many schools not under inspection require re-visiting, 8040, 8041.

Rev. J. DUNCAN.

Wherever a school board is set up, it can bar the establishment of a denominational school, 11,160, 11,162, 11,163, 11,196, 11,235.

This is hard upon religious bodies who wish to supply the deficiency, 11,161-11,163, 11,196-11,207.

Religious bodies in school board areas should have the same liberty as in non-school board districts, 11,164, 11,231-11,245, 11,387, 11,428.

A board school should not be set up at the public expense when there are sufficient denominational schools, 11,165, 11,166, 11,245.

## SUITABILITY: HOW AND BY WHOM DETERMINED—(continued).

Rev. J. DUNCAN—(continued).

In such places board schools should be on the same footing as denominationalists, 11,166, 11,227-11,245.

The Act of 1870 intended school boards to supplement, not supplant other schools, 11,200, 11,350, 11,351.

The Department varies in deciding "suitability," 11,204, 11,205.

The conditions under which a school board is first set up always remain in force and can be enforced, 11,205-11,207.

Voluntary bodies should have a right under reasonable conditions to supply any deficiency in school board areas, 11,225, 11,226, 11,245, 11,269-11,287, 11,384-11,390.

Does not admit that church schools are for propaganda, 11,238, 11,239.

There is not free trade in schools while school boards build at the public expense, and denominationalists at their own, 11,242, 11,279, 11,304.

Would allow equal liberty all round, with special protection against board schools, 11,279-11,282, 11,389.

Does not see how parents' preference for board schools is manifested, 11,284-11,287, 11,405-11,408, 11,430.

Religious bodies recognise the duty of making provision for the religious education of the poor, 11,287.

Religious preferences in regard to schools could be best ascertained by a religious census, 11,294.

If this is resisted people must not complain that religious opinions of the poorer are not considered, 11,295.

The Church has never resisted a religious census, 11,296.

The people who build schools are supposed to be in harmony with the people for whom they provide them, 11,297, 11,298, 11,430.

Has heard of board schools being provided for people who strongly object to them, 11,299-11,303.

School boards have not supplanted the voluntary system, but they have crushed particular schools, 11,352-11,355.

The board system has over-ridden the rights of voluntary schools in different parts of the country, 11,356-11,359.

Absolute liberty of deciding suitability should not be left to the Department, 11,384-11,390, 11,431.

Voluntary schools would be unnecessarily multiplied in school board areas if the stringent conditions were adopted, 11,386, 11,387.

By electing a board ratepayers do not manifest a preference that way, 11,405, 11,414-11,417.

Generally board schools are promoted by non-residents in the locality, 11,406-11,408.

Education might become unpopular if parents cannot supply denominational teaching to their children, 11,429.

Rev. D. J. WALLER.

Is determined by the Education Department, but they should take account of religious preferences, 7311, 7361, 7364, 7385, 7446, 7455-7457, 7496, 7529-7530.

Wesleyans claim to decide for themselves the suitability of existing schools for their children, 7312-7314, 7338.

It is now possible to open Wesleyan schools in any district if not under a school board, 7312-7314, 7351-7358, 7360.

In school board districts the Department will probably not repeat the rigid procedure first adopted, 7314.

The recent interpretation of section 18 of the Act of 1870 is complained of, 7314, 7338a.

School boards have the right of saying who shall provide new schools. This is contrary to the Act, 7315-7323, 7338a, 7340, 7347, 7404, 7531, 7532, 7539, 7540, 7546, 7547, 7580-7582.

School boards practically decide whether voluntary schools shall receive Government aid, 7322, 7356-7358, 7539, 7540.

The Department has prohibited voluntary agencies from supplying new schools, 7322, 7323, 7346-7348, 7406.

A 53748.

## SUITABILITY: HOW AND BY WHOM DETERMINED—(continued).

Rev. D. J. WALLER—(continued).

The Department has not been uniform in refusing to recognise schools not sanctioned by the school board, 7323-7326, 7350, 7405-7408, 7533-7537.

Denominations when willing should be allowed to make reasonable provision, 7341-7345, 7361, 7377, 7446, 7447, 7455-7457, 7499-7501, 7504-7508, 7515, 7560-7562, 7582.

Before starting a school in a board district it is ascertained if the board will approve, 7349.

Parents should have a choice of schools provided an unreasonable number of small schools is not established, 7361, 7516, 7517, 7563.

It is educationally undesirable in rural districts to have two schools of 60 each if one for 120 would suffice, 7362, 7363.

Religious people have as much right as others to have their children considered, 7372.

The conscience clause favours those of no special religious belief, 7373.

Parents could always protect their children by pleading the conscience clause, 7374.

There can be no denominational teaching in a board school, 7375, 7376.

It is inconvenient to plead the conscience clause in board schools, 7382.

Forcing parents who desire specific religious teaching to board schools would narrow their religious privileges, 7386, 7445.

Every sect could not claim to have its specific views taught partly at the ratepayers' expense, 7447, 7448.

Those who object to taxes being employed to teach religion should use denominational schools, 7448, 7453, 7454.

Denominational schools with a conscience clause best guard particular religious views, 7453.

Secular subjects are properly taught in denominational schools, 7454.

The present restrictive system has protected voluntary schools from competition, 7502.

There is not free trade in schools, 7503.

Complaints would be made if Wesleyans were forbidden to establish a school they considered necessary, 7506.

Free trade need not exist in schools, nor absolute discretion be given to the Department, 7507, 7510, 7511.

School boards should be willing to receive offers from the various denominations, and sufficient time should be allowed to supply the deficiency, 7508, 7509.

A broad difference exists between the case of boards building schools and Christian bodies building them, 7518.

The heavy expense checks the erection of unnecessary schools by Christian bodies, 7519-7521, 7582.

The final decision should rest with the Education Department, 7538-7540.

The Department must settle whether a school is necessary in a school board district, 7542, 7543.

School boards represent the ratepayers and largely the parents, but not in all cases, 7544, 7545, 7547.

Voluntary agencies in school board districts should not be precluded from making the provision, 7547, 7560-7562.

Voluntary schools had a period of grace after the Act was passed in which to make provision, 7548-7550.

All school board schools have received the sanction of the Department, 7552.

Mr. T. W. ALLIES.

The refusal of school boards to allow Catholics to supply school deficiencies, 8959-8966, 8994.

The Department has refused grants to 18 Catholic schools owing to the action of the local school boards, 8990-8993, 9036-9043, 9701.

Suitability is absolutely necessary in determining whether there is a deficiency of school accommodation, 9017.

No Catholic would consider a board school suitable for Catholic children, 9018.

If there is a deficiency for 100 children, 50 of whom are Catholics, a Catholic school should be provided, 9019-9022, 9167-9170.

If there are 30 Catholic children they should have a school of their own, 9104, 9300.

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## SUITABILITY: HOW AND BY WHOM DETERMINED—(continued).

Mr. T. W. ALLIES—(continued).

It is the grossest violation of religious liberty to force Catholics into board schools, 9105, 9106.

Sections 98 and 8 of the Act of 1870 define whether an elementary school is necessary, 9107-9111.

The Department is at liberty to consult a school board, but the board should not have a decisive voice in the matter, 9112-9114, 9216, 9217.

His views as to Catholic children having schools built for them apply to other religious bodies, 9167-9170, 9218-9227, 9301, 9302.

Children other than Catholics are admitted into the Catholic schools if parents desire it. The numbers vary, 9174-9181, 9203.

Great efforts were made to supply deficiencies in non-school board districts in hopes of Government support, 9288-9292.

There should be a departmental check on the undue multiplication of small schools, 9303, 9304.

The injustice to the committee is in requiring it to obtain the consent of a body opposed to Catholics to the establishment of a Catholic school, 9305.

The committee is now applying for grants for all their schools, 9701-9704.

Rev. W. J. B. RICHARDS.

The Department, not school boards, should decide this point as regards Roman Catholic schools, 26,507-26,511, 26,839-26,842, 26,922, 26,923.

Hitherto the school boards object to Roman Catholic schools being built or opened, 26,509, 26,924.

One difficulty is that the Department consists of one man only, and there should be a right of appeal, 26,512.

Suitability should be decided simply on the question of the religion of the children, irrespective of the existing accommodation, 26,513, 26,514.

Roman Catholics object to their children going to board schools, 26,515, 26,843, 26,844.

Objects to the construction put by the Department on the Act, not to the Act itself, 26,586, 26,587, 26,630.

Does not remember the wording of the circular issued by Lord Ripon and Mr. Forster, defining suitability, 26,588, 26,589.

The suitability of a school from a religious point of view should be fairly and openly recognised and defined by statute, 26,590, 26,591, 26,631-26,635.

It would be cheaper to the country if children were taught in voluntary schools instead of board schools, 26,592-26,595.

A large Roman Catholic school might be suitable for the children of other denominations under the conscience clause, 26,636, 26,637.

A board school under similar circumstances would not be suitable for minority of Roman Catholic children, 26,638-26,641.

All denominations and school boards should have power to erect schools wherever desirable, and obtain grants, 26,656-26,664, 26,845.

Contents that the words of the Act have the interpretation that he puts upon "suitability," 26,665.

If properly construed, the Act would give the condition of things he desires, 26,666.

Is aware that section 5 is interpreted in a totally different manner officially, 26,667, 26,668.

As the Department refuses to make grants to new schools if the school board objects, the decision is in the hands of the board, 26,748-26,751.

Has no complaint to make against the London School Board, but only against country boards, 26,749, 26,924.

No school board should have a voice in the question of suitability of denominational schools, 26,752-26,759.

Claims liberty to Roman Catholics to open new schools for their own children where needed, 26,760-26,762.

Government only pays for secular instruction, 26,846-26,849.

The accommodation in Catholic schools receiving grants has increased largely since the passing of the Act, 26,902-26,905.

Objects to Catholic children going to Protestant schools if it is possible for them to have a school of their own, 26,927, 26,928.

The Dan-y-craig question is still unsettled, 26,925.

As a rule is not in favour of a general multiplication of very small schools, 26,929.

## SUITABILITY: HOW AND BY WHOM DETERMINED—(continued).

Rev. J. R. DIGGLE.

In determining suitability, all public elementary schools are put upon the roll of efficient schools, 29,580, 29,582, 30,342-30,468, 30,469.

No account of religious differences is taken except in isolated cases, 29,583, 30,343, 30,344.

Rev. J. NUNN.

The board would allow voluntary bodies to provide additional accommodation to spare the rates, 36,806-36,808, 36,835.

Children are not obliged to attend for religious instruction, but they should be compelled to attend for secular instruction, 36,836-36,997, 36,998.

Would have no compunction in making Protestant children attend Roman Catholic schools, or *vice versa*, 36,837, 36,838, 37,064.

"Suitability," as he understands it, does not refer to religious matters in any way, 36,807, 36,999-37,003.

The byelaws assume that every public elementary school is suitable to every child, 37,065.

Mr. H. BIRLEY.

The question of suitability is decided by the inspector, 40,179-40,181.

Religious differences have only been considered as between Protestants, Roman Catholics, and Jews, 40,182, 40,183, 40,671.

There is sufficient school accommodation for Roman Catholics, and if not the Salford board would allow them to provide more, 40,672.

Rev. R. BRUCE.

Religious differences should be considered in deciding suitability, 43,792.

This principle has not been recognised, 43,793-43,809, 43,972-43,979.

Rev. C. WILLIAMS.

Many Baptists are obliged to send their children to national schools, 44,634.

The school to which a child is sent is determined by necessity and not by the denominational preferences of parents, 44,637.

The children present at Nonconformist Sunday schools is a test of the religious preferences of their parents, 44,744-44,747, 44,758.

Mr. H. PARKER.

Gives details of plan for removing the denominational difficulty, 47,865-47,899.

Mr. H. WILLIAMS.

If the school pleases, parents send their children, 48,481.

The choice of schools is not large, 48,482, 48,483, 48,536, 48,537.

Prefers a large to a small school, 48,485.

Mr. M. WILKS.

Parents should have a choice in respect to the religious influence of the school, 48,663, 48,664, 48,671, 48,849, 48,850, 49,030, 49,177, 49,178.

A school under Government inspection is not a guarantee of suitability, 48,665.

Premises suitable as voluntary schools have been condemned as board schools, 48,666-48,670, 48,855-48,857, 48,927, 48,928.

Parents who prefer denominational should not have the same choice as those who prefer board schools, 49,312-49,316.

Mr. T. E. POWELL.

A fair compromise of the religious difference is now arrived at, 52,823-52,825.

## SUITABILITY: HOW AND BY WHOM DETERMINED—(continued).

Rev. W. ASTON.

The Department appears to take the board's view of suitability and not the voluntary schools, 45,942-45,947.

Mr. P. CUMIN.

Under county boards it would be left to local option to provide either board or denominational schools, 59,140, 59,523, 59,524, 59,729-59,732, 59,758, 59,763-59,768.

This gets rid of the present want of elasticity, and meets the preferences of localities, 59,140-59,144.

The Scotch school boards have only applied this power to schools of the Established Church, 59,759, 59,760, 59,762.

Some Scotch school boards appoint Roman Catholic teachers, 59,761.

Denominational schools have been more than doubled since 1870, 59,780-59,782.

Rev. D. J. STEWART.

There are a good many Roman Catholic schools in the Greenwich district, 3133-3135.

It is unimportant if infants, beginning school before five years, passed the first three standards better than other children, 3136-3138.

## SUMMARY JURISDICTION ACT.

Rev. J. R. DIGGLE.

It is no improvement upon the Small Penalties Act, 29,665, 29,667, 30,265-30,278, 30,433-30,451.

The vice-president was in favour of reverting to the old system of summary imprisonment for non-payment of fines, 29,666.

Sir James Ingram regards the distress warrant as the worst means of enforcing a penalty, 29,667.

When a parent is confronted with the alternative of imprisonment he pays the fine, 30,269, 30,438.

It would help in the work of recovering fees if a similarity of decisions could be obtained from magistrates, 30,279.

Mr. H. PARKER.

The Act is very useful, 47,781-47,784, 47,856-47,862.

Mr. T. SMYTH.

Practically the Act is a dead letter, 52,784-52,791. Is opposed to fines and penalties, 52,786-52,788.

Mr. T. E. POWELL.

It is ineffective and affords ample scope for evasion, 52,844, 52,953-52,957.

Metropolitan magistrates do not enforce the Act, 52,845.

The committees and not the magistrates to decide as to reasonable excuses, 52,846, 52,847, 52,958-52,962.

## SUPPLY OF SCHOOLS.

Mr. P. CUMIN.

The supply of schools is sufficient to meet the requirements of the Act, 1555-1559, 1703, 1893, 1894, 2096-2100.

Provision is made for children between the age of 3 and 13, and in a few cases up to 14 years, 1560-1562, 1804-1807, 2088.

The question of "suitability" arises only in cases where schools are not board schools, 1563-1565, 1815-1827, 2086, 2087.

## SUPPLY OF SCHOOLS—(continued).

Mr. P. CUMIN—(continued).

Mr. Forster's interpretation of "efficient" and "suitable" is correct, 1566, 1892.

The responsibility of ascertaining the sufficiency or deficiency of school accommodation rests with the Department, 1651-1680, 1815-1819, 1831, 1832, 2086, 2087.

Children may go to the nearest school, even if it is out of their parish; none can be turned away, 1651-1680, 1930-1932.

Managers might charge a special fee to a child coming from an outside district, 1681, 1682, 2083-2085.

In London the school board almost always takes the initiative in providing additional accommodation, 1683-1696.

In provincial towns and rural districts it is not universal to take sites by compulsion, 1697.

Complaints from school attendance committees are investigated by inspectors, 1698, 1699.

Describes how a board can be formed when no deficiency exists, 1700-1702.

Schools with surplus accommodation are kept open so long as they are used for school purposes, 1704-1711.

As a rule provision is made for one-sixth of the population, 1712-1725.

All public elementary schools are considered suitable so long as it satisfies the conditions, 1726-1737, 1817-1827, 2134-2138.

The Department does not provide for children under three years of age. Of these there are about 9,000 in number, 1804-1812.

If voluntary schools exist with ample accommodation, the Department can stop the erection of a board school, 1818-1827, 1915, 1916.

An elementary school is defined in section 3 of the Act, 1828-1830.

The Department directs that accommodation shall be provided for all children between the ages of 3 and 15, 1831-1839.

An efficient school is one that has good buildings and good teaching staff, 1840, 1841.

A school teaching up to the third or fourth standard might be thoroughly efficient, 1842.

The Department lays down the rule that children between 3 and 5 are capable of going to school, 1870-1877.

School boards in estimating the number to be provided for may not ignore existing public elementary schools, 1878-1882, 1969-1976, 1997-2006.

The school board having the priority of right to supply a deficiency, are afterwards entitled to supply future deficiencies, 1883-1888, 1969-1976, 1996-2007, 2024-2033, 2257, 2258.

Mr. Forster opposed this in the House of Commons in 1878, and in a speech at Exeter Hall the same year, 1889-1891, 2024-2033.

The accommodation per head provided in board and voluntary schools is about ten and eight square feet respectively, 1894, 2210.

Gives statistics of children of school age and the accommodation provided, 1893, 2088-2091.

Except in the London district there is an excess of accommodation, 1895-1897.

The Department calculates for one-fifth of the population on the registers, and one-sixth in attendance, 1898-1903, 1906-1908.

Board schools have provided more nearly for the wants of the population than any other denomination, 1909-1911.

The organisation of infants' departments and babies' departments has created a demand for more room, 1912-1914.

Mr. Forster held the opinion that the election of a school board stopped voluntary exertion, 1917, 1918, 1995.

The Department consults with the school board before putting schools in excess of the limit on the grant list, 1919-1925.

The accommodation in voluntary schools has increased since 1870, in spite of the transfer to school boards, 1926-1929a.

If accommodation is limited, children in a district have priority of right to attend the school, 1930-1932, 1977-1983.

School boards have been asked to supply accommodation on account of high fees of voluntary schools, 1933-1937.

## SUPPLY OF SCHOOLS—(continued).

Mr. P. CUMIN—(continued).

Applications to start voluntary schools in school board districts in excess of the requirements have been refused, 1938-1940, 2080-2082, 2183.

The Department requires the parish to provide accommodation or contribute to the extra-parochial school, 1977-1988.

A school passed by an inspector cannot be objected to by another inspector as deficient in its requirements, 1989-1994.

Quotes extracts from speeches in the House of Commons as to a school board supplying a deficiency, 1995.

Section 18 of the Act gives a board this power, 1996-2007.

The Department interprets the words "sufficient," "necessary," and "suitable" as intended by the Act, 2012-2023.

Describes Departmental Minute of 1876 as to grants to unnecessary schools, 2024-2033, 2038-2042.

The question of unnecessary schools has only arisen since the area which is unsupplied has become smaller, 2043.

Prior to 1876 no schools were refused except for non-compliance with the requirements of the Code, 2045-2047.

Refers to the case of the Dan-y-craig Roman Catholic school in the Swansea School Board district, 2048-2074.

Does not consider that the Department has ever varied its practice in this respect, 2075-2077.

The Roman Catholic children are now obliged to attend the board school, 2076-2082.

The number of higher elementary schools is increasing, 2101-2105.

The number of refusals to five annual grants include several cases of renewed applications, 2109-2111.

In some cases of refusal grants have been given subsequently, 2112, 2113.

The Thornley Roman Catholic school case differs from the Dan-y-craig case, 2114.

School boards have not refused to sanction denominational schools more frequently of late, 2115-2118.

The Department compelled the Neasden School Board to supply a deficiency under pain of default, 2163-2169.

At Startforth the Department set up a school board in order to supply a deficiency, 2171-2174.

The Department is justified in supplying accommodation for children between 3 and 5 years, 2175-2182.

A board school is in exactly the same position as a voluntary school, 2183-2185.

The inspector confers with the local authorities as to the accommodation required, 2201-2205.

The London School Board guard, as far as possible, against counting children twice, 2206-2209.

Inspectors must, to a great extent, rely on the school board as to the provision to be made, 2218.

States the rules of the Department as to new schools opened by a school board, 2255, 2256.

In the case of Bert Heath Wesleyan School, Banstead, the Department decided that the school was necessary, 2257, 2258.

Rev. T. W. SHARPE.

No board schools have been built before there was any population to fill them, though sites have been purchased, 4547, 4548.

This would probably prevent the establishment of a voluntary denominational school, 4549-4552.

Mr. M. ARNOLD.

The Government in France and also in Germany see that adequate accommodation is provided, 5504-5507.

Rev. D. J. WALLER.

The public as well as members largely help in founding denominational schools, 7365-7367.

Denominational schools cost a great deal to start. No grant is earned for two years at least, 7368.

Wesleyan schools are not dependent upon enormous gifts from wealthy people, 7369, 7459, 7460.

Opening a denominational school depends upon the ability of the denomination to do so, 7370.

Wealthy people do not generally supply schools except for children of their own sect, 7371, 7459, 746

## SUPPLY OF SCHOOLS—(continued).

Rev. D. J. WALLER—(continued).

It is necessary for the Education Department to have some control over school supply, 7398-7403.

Has no complaint to make of school boards driving children into their own schools, 7557.

Mr. T. W. ALLIES.

Has greatly increased since the Act of 1870 was passed, 8958, 9003.

The number of teachers and the attendance of children has also greatly increased, 8958, 9269, 9424-9429.

The increase in the number of schools since 1870 was due to the facilities given for building additional schools, 9004, 9007, 9261-9268, 9278.

The Catholic Education Crisis Fund added to the movement, 9004, 9008.

The increased annual grant given under the Act of 1870 was balanced by the increased cost of administration, 9005, 9006, 9009, 9010, 9068-9074.

Gives the expenditure of Catholics in building schools, and the grants received in aid of building between 1870 and 1882, 9011-9016.

There has been a continued increase in the cost per head on the average attendance during the last 10 years, 9068-9074.

The expectation that the increased grant offered in 1870 would reduce the cost has not been realised, 9084-9092.

Many of the committee's schools could not obtain the Government building grant, owing to the condition as to mortgaging the school, 9099-9100.

There are a few small country schools which are very difficult to maintain single-handed, 9101-9103.

Most of the Catholic schools in London are large. There are very few small ones, 9116-9119.

The accommodation is in excess of the average attendance, but the surplus accommodation may be required at any time, 9120-9124.

The vacant spaces in the Catholic schools should not be regarded by the Department or school boards as effective, 9184.

If accommodation is required for non-Catholic children it should be provided, and the Catholic space left free, 9185, 9186.

There is hardly a district in England where there is none but a Catholic school. No compulsion would be used to make other children attend it, 9204-9206, 9293-9299.

If enough parents desire an undenominational school instead of a church school, accommodation should be provided, 9218-9227.

The increase in the number of Catholic schools and scholars is due to the attendance of those who never went to school, 9237-9243.

The figures respecting the Catholic schools which he has given relate to England and Scotland, 9273.

Since 1870 the average attendance has nearly trebled, 9274-9276.

Since 1877 the difficulty as to accommodation between the school boards and the voluntary system has arisen, 9280-9284.

The London School Board is an exception to the rule. It has always acted fairly towards the committee, 9279, 9318, 9319.

Prefers large schools to small schools. A school of 30 children should be recognised if it meets the requirements of a locality, 9285-9287.

Liverpool, Manchester, and the largest towns should be added to London as exceptions to the adverse treatment received by the committee, 9318, 9319.

Mr. R. WILD.

His proposals will not tend to abolish the voluntary system, 14,016-14,019, 14,032.

Mr. D. CLARKE.

Objects to infants' schools as at present conducted; those who have not been through them are more intelligent, 16,172-16,174, 16,176, 16,344-16,349, 16,441, 16,442.

Children might be admitted to the regular school at six years of age, 16,175, 16,398.

## SUPPLY OF SCHOOLS—(continued).

Mr. D. CLARKE.—(continued).

In Germany and Ontario, infant teaching is left successfully to home or voluntary care, 16,250–16,252, 16,253.

Infant schools exist in Scotland, but are not considered of so much importance as in England, 16,253.

The infant school should be made a mere place of amusement, 16,344–16,349, 16,379–16,381, 16,383, 16,440–16,442.

Would not make attendance compulsory, 16,398, 16,399.

Mr. D. HOLDSWORTH.

There are a few private schools near him, the children can read well but do very little else, 17,778–17,781. Infant schools quicken and develop intelligence, 17,985–17,992.

Mrs. KNOWLER.

Has a church mixed school of 65 on the roll, with an average attendance of 50, 18,563–18,565, 18,584–18,587, 18,664–18,666.

Has only one monitor, but would like a good assistant as well, 18,566, 18,572.

The working of small schools is less efficient than that of large ones, owing to want of staff and funds, 18,569–18,571, 18,609.

Approves of children beginning school at the age of three, but not of enforcing attendance under five, 18,575–18,579, 18,580.

Has no children under the age of three years, but there are about six under five, 18,576–18,578.

The school gets a fair amount of subscriptions, though they are difficult to obtain, 18,610.

Does not get any special grant, as the population is about 500. Her grant last year was 17s 1d. per head, 18,662, 18,663, 18,666.

Miss NAPPER.

Has farmers' children in the school who will attend Hereford Grammar School to finish, 19,206–19,212.

There is no endowed or higher school nearer, 19,213.

Miss NEATH.

Her school is too small, more room is badly wanted, 19,732–19,735.

Has to use her own sitting-room for a class-room, 19,736, 19,783.

Mr. S. B. TAIT.

Larger accommodation should be provided than would meet the actual number of children in average attendance, 20,281–20,284.

Children of three or four years of age should have a separate room, 20,285.

Infants are admitted as early as parents will send them. It is to their advantage to come early, 20,562–20,567, 20,680–20,685.

In Huddersfield the accommodation in board and voluntary schools more than satisfies present needs, 20,634–20,636, 20,676.

The relations between the managers of board and denominational schools are amicable, 20,637–20,641.

Sees no objection to children of three or four being educated at the ratepayers' expense, 20,664, 20,665.

His board have adopted the principle of providing for the probable increase in numbers for 10 years ahead, 20,677–20,679.

Mr. E. STEVENS.

The Hartlip endowed school has 64 scholars, including 16 infants, and a daily attendance of 52 to 54, 20,744–20,749, 20,875.

Population of parish is 360, 20,751, 20,871.

The school funds are sufficient to carry out the work efficiently, 20,810–20,813.

Children enter the Hartlip school at four, and stay about seven years, of which four are spent in the upper school, 21,171–21,177.

## SUPPLY OF SCHOOLS—(continued).

Mr. J. H. DEVONSHIRE.

Has doubled his fees since the board schools were started, but they have not drawn away his scholars, 23,812–23,823.

The board schools by providing for a poorer class of children do not affect his school, 23,824–23,827.

Rev. Prebendary RICHARDS

Population is increasing rapidly in some places in his neighbourhood, 25,688–25,691.

The school supply is becoming insufficient; his classrooms, built two years ago, are filling up, 25,692–25,694.

Where there is a school board voluntary school managers are practically prohibited from supplying the deficiency, 25,807–25,810.

They should be allowed to supply such deficiencies, 25,811, 25,812.

The voluntary schools are better looked after than board schools are, and should be encouraged, 25,811.

Rev. W. J. B. RICHARDS

A large proportion of Catholic schools are in school board districts, 26,560–26,562.

Mr. R. H. I. PALGRAVE.

The population of Yarmouth School Board district is 48,000, 27,852.

The school board was compulsorily formed in 1874; there was then a deficiency, 27,853, 27,854.

The Gorleston national school was transferred to the board because the managers had not funds to carry it on, 27,856–27,860.

It was closed for a time, and then re-opened as a higher grade voluntary school, 27,858–27,860.

In 1884 the board provided additional, but insufficient, accommodation, 27,864–27,867, 27,869, 27,877.

The board has been reluctant to impose unnecessary charges on the ratepayers, 27,868–27,871.

Including the higher grade school, the school accommodation in Gorleston is equal to the requirements, 27,870–27,877.

The Roman Catholic schools' surplus accommodation is not available for Protestant children, 27,872–27,876.

Rev. J. R. DIGGLE.

The London School Board is now abreast of the requirements, 29,567, 29,568, 29,907, 29,908.

States how the school accommodation is calculated, 29,569, 29,570, 29,575, 29,909–29,920, 30,127, 30,128, 30,323–30,328, 30,341, 30,452, 30,458, 30,536–30,538.

The schools about to be built will be mainly in the outskirts, 29,571.

The population is gradually shifting from the centre to the outskirts, 29,572.

At Easter 1886, out of 166,810 children between three and five, only 63,860 were upon the schools' rolls, 29,574, 30,454–30,464.

In board infant schools there is accommodation for 136,949, and the average numbers on the rolls is 130,913, 29,576, 30,461, 30,474–30,476.

There are eight babies' rooms, but since 1879 none have been established, 29,577, 29,578.

Knows no reason why these should not be increased in number, 29,579.

Personally would like to see an infant school for infants only, with no standards, 29,921–29,923.

In the bulk of London the board has been compelled to build three-storey buildings, 29,924, 29,925, 29,927–29,934.

The board allows a space of 8 feet for infants and 10 feet for seniors, 29,926, 29,935–29,937.

The board built a school accommodating 11,197 in Kennington Lane. The present board decided to open it for boys only, 30,049, 30,050, 30,512–30,514, 30,531–30,534.

This school was opposed by the neighbouring clergy and voluntary managers, 30,051, 30,062, 30,515–30,530.

Unoccupied places in schools count in the accommodation as calculated by the board, 30,119–30,124.

The popularity of certain schools should not influence the general question of supply, 30,125, 30,126.

The Education Department have no knowledge as to school supply beyond what they obtain from the board, 30,129–30,132, 30,667, 30,675, 30,676.



## SUPPLY OF SCHOOLS—(continued).

Rev. J. R. DIGGLE—(continued).

In many, but not in all cases the inspector agrees to the suitability of the fees suggested in new board schools, 30,133–30,135.

States number of scholars in schools, &c. not paying more than 9d., 30,330.

Private and adventure schools were only tested at the time when they were placed upon the byelaws return, 30,331, 30,335–30,340.

If complaints are made they are gone into again, 30,332–30,334.

The attendance of boys is 82 per cent. of the accommodation, and of the girls 76 per cent., 30,462, 30,463.

There are 103,000 children who cannot be got to school, for whom accommodation is supplied, 30,464.

In board schools 80·5 is the highest per-centage of attendance reached, 30,465, 30,466.

The highest attendance in any one day was 87·2 per cent. of the accommodation, 30,467, 30,470–30,473.

For years past non-board schools have been diminishing. This is certain to happen, 30,477–30,479, 30,481–30,486, 30,495–30,505, 30,541, 30,680–30,688.

Non-board schools were built without any regard to their propinquity to each other or to the locality from which they drew the children, 30,479, 30,480.

New board schools are intended primarily for children for whom suitable provision is not otherwise made, 30,487–30,491.

The board school accommodation was increased by 21,166, and 13,000 more attended in 1886 than in 1885, 30,492–30,494.

To ascertain the number requiring education, every child upon the roll of an elementary school is scheduled, 30,506–30,508.

The Education Department must give its consent to every school built by the board, 30,509, 30,510, 30,511.

It is now urging the erection of one in Amies Street, 30,511.

The board ought to take the circumstances of each locality into account in calculating the accommodation, 30,538, 30,672–30,674.

The present board does not exist for the purpose of suppressing voluntary schools, 30,539–30,542, 30,600–30,605.

The population of London may be taken at about four millions, 30,655, 30,656.

The report of the Education Department lays down that one-sixth is the number of school seats to be provided, 30,657.

Practically the requirements as worked out by the board agree with this, 30,658, 30,659.

The existing accommodation in permanent schools is for 376,248, and 7,404 in temporary board schools, 30,660–30,662.

Accommodation will be provided for 55,748 scholars in the projected schools, 30,663, 30,664.

In 1872 one-seventh was the number of the children not found in board schools, 30,665, 30,666.

The Department leaves returns as to number of children to be provided for to the local authorities, 30,668, 30,669.

The proportion of one-sixth is only applicable to London as a whole, and not to particular districts, 30,760.

The board claims no right of priority over voluntary agencies in supplying the deficiency, 30,753.

It is of the utmost importance that the greatest consideration should be shown to voluntary schools, 30,754.

Voluntary bodies are always informed when a deficiency of school accommodation exists, 30,755, 30,758–30,760.

After the board has scheduled a site it has allowed a voluntary body to meet the deficiency, 30,756.

This course is not obligatory, but depends on the votes of the majority of the board, 30,757.

There is no objection to the board advertising the deficiency before taking any action, 30,761, 30,762.

Rev. Dr. CROSSKEY.

Denominational schools should be compelled to give the same superficial area as board schools, 31,153–31,158, 32,806–32,819, 33,014.

A great many of the schools on the 6 square feet limit are inferior to board schools, 32,817a, 32,820, 33,015.

A large number of denominational schools cannot close until they have repaid the State the building grants, 32,821–32,881.

## SUPPLY OF SCHOOLS—(continued)."

Mr. E. N. BUXTON.

The school accommodation in London is not abreast of the requirements, 31,319–31,321.

The annual average increase of accommodation required is about 15,000 school places, 31,322.

Calculations of accommodation required are made upon the basis laid down by the Education Department, 31,323, 31,489.

The calculations based upon the visitors' schedules confirm it, 31,324.

Every board in London has considered that there are a number of school places which are unsuitable, 31,325, 31,326.

Unsuitability of structure is a cause of unsuitability, so also is unpopularity, 31,327–31,329, 31,507, 31,697, 31,698.

Many voluntary schools have been transferred to the board for want of funds and the raising of requirements, 31,330–31,332.

The present voluntary schools are much more efficient than those existing in 1871, 31,333, 31,667.

Is not in favour of using part of the rate to aid voluntary schools, 31,334.

The increased accommodation required amounts to about one-sixth of the increased population, 31,491, 31,492.

The formation of higher elementary schools would not lessen the accommodation required, 31,493, 31,494.

Empty places are to a large extent a test of the unpopularity of a school, 31,508–31,511.

If a school remained empty it would be useless to count those places as available accommodation, 31,512, 31,513, 31,652–31,659, 31,664, 31,665, 31,816, 31,817.

The poor evince a great desire to get infants to school; they should have ample accommodation, 31,579–31,581.

Will furnish particulars as to accommodation down to Christmas 1885, 31,633.

Ritualism sometimes causes unpopularity, although the schools of St. Augustine's, Kilburn, are full, 31,661–31,663.

People care more for the soundness of the education than for the denomination to which the school belongs, 31,666.

The results of the best voluntary schools are equal to those of board schools, 31,668.

Board schools are generally popular; anything wrong is corrected, 31,693, 31,694.

Roman Catholics never send their children to board schools, they are well supplied with schools of their own, 31,695, 31,696.

At the end of the June quarter there was accommodation in board schools for 638,000 scholars, 31,789, 31,790.

The 10 square feet allowed for each child was assessed on the expectation of there always being some absentees, 31,791, 31,795–31,809.

The calculation includes 166,000 infants, of whom only 63,000 attended, 31,792, 31,793.

The per-centage of attendances in proportion to the population does not increase, 31,794.

In supplying new schools provision is made for boys, girls, and infants on an equal scale, 31,812–31,815.

The board was not eager to build schools in districts where there were most church schools, 31,818, 31,819.

Rev. Canon McNEIL.

States the structural alterations which the Department insisted upon in his school, 34,009–34,012, 34,424–34,432.

Considers his school part of the equipment of his church. Parents prefer the denominational schools, 34,118–34,135, 34,207–34,209.

Mr. E. HANCE.

Private adventure schools are especially suitable for delicate and nervous children, 32,094, 32,095.

Suggests an amendment in section 98 of the Act of 1870, 32,096–32,098, 32,659–32,661.

The Liverpool School Board give voluntary schools the opportunity of supplying any deficiency, 32,262–32,271.

None of the board schools are overcrowded, 32,272–32,277.

The average attendance at the elementary schools is 82 per cent., that of the board schools 85 per cent., 32,278–32,280.



## SUPPLY OF SCHOOLS—(continued).

Mr. E. HANCE—(continued).

Denominational schools, if set up by their respective bodies, should be recognised, 32,355-32,373.

The board schools are always popular in Liverpool, 32,391-32,393.

The multiplication of schools within a certain limit is a great advantage, 32,396-32,400.

The number of children taken in a school who live outside its district is limited, 32,673-32,675.

Outlying districts have not been asked to contribute to the Liverpool School Board, 32,676-32,678.

There has been no cry in Liverpool for cheap or unsectarian schools, 32,679-32,684.

Rev. J. GILMORE.

The stipulation that school boards should supply deficiencies is good if fairly carried out, 34,588, 34,686, 34,833.

Gives instances of board schools being built in neighbourhood of existing schools where they were not required, 34,589, 34,590, 34,594, 34,595, 34,687-34,692, 35,047-35,091.

Another board has been elected with a total change of policy, 34,591-34,593.

One-sixth of the population is a fair average to take in reckoning the provision required, 34,596, 34,683-34,685, 34,836, 35,039-35,046.

Some provision should be, and generally is, made for children between three and five, 34,597, 34,598, 34,837.

Where there is a deficiency, voluntary managers should be allowed to meet it, if willing to do so, 34,833-34,835.

In Sheffield, eight square feet is quite enough to allow to a child, 35,076-35,079.

About half the children are in voluntary schools, but they do not increase as in board schools, 35,123-35,130.

Mr. J. HANSON.

In Bradford there are 72 departments (50 voluntary, 22 board) where the average attendance is less than 150, 35,157-35,160.

The population at school age is about 45,000 out of 223,500. That includes children between 13 or 14 years, 35,361-35,366.

The board schools have accommodation for 25,460, and the voluntary for 20,328, equal to about one-sixth of the population, 35,367-35,371.

The attendance in voluntary schools is larger by 2,000 than when the board began, 35,427.

All the board's schools are full, except a few new ones in the outskirts, 35,429, 35,431.

It is much cheaper to build schools at once than by piece-meal, 35,430.

The voluntary school buildings are not equal to the board schools, especially as regards class-rooms, 35,517.

The board put pictures in their schools, but not at the cost of the rates, 35,518-35,522.

The Roman Catholics in Bradford care very little as to the denominational character of a school if it is good in other respects, 35,523.

Mr. D. J. O'DONOGHUE.

The accommodation in Hull for all schools is about 304,000, 35,876.

The charge of building schools too near to voluntary schools is groundless, 35,980, 35,981, 36,100-36,102, 36,151, 36,152.

No schools in Hull are at present raised, but the guardians intend doing so, 36,033, 36,034.

The school board rate has increased to 5½d. in the pound, 30,063-36,066, 36,235, 36,236.

It is estimated that 1,000 children per year will have to be provided for after arrears are overtaken, 36,067, 36,068.

Voluntary school managers do not build now, though the board does not discourage their enlarging their schools, 35,069-36,071, 36,233.

About 20,000 children attend the board schools against 10,000 at voluntary schools, 36,072, 36,074-36,077, 36,229-36,232.

A British and a Congregational school have been handed over to the board, 36,073, 36,182, 36,183.

## SUPPLY OF SCHOOLS—(continued).

Mr. D. J. O'DONOGHUE—(continued).

There have been vacant places for years in some denominational schools, 36,103-36,108.

He tries to fill these vacancies, 36,107.

The buildings, apart from the site, cost about 8l. 10s. per head; the playgrounds are large, 36,147, 36,148.

There are no mixed schools nor is any physical instruction given beyond the drill, 36,149, 36,150.

Voluntary schools are well represented on the board, 36,153, 36,154.

Children attending inefficient schools can be compelled to go to a satisfactory school; some private schools have been condemned, 36,155, 36,156.

The closing of the boys' department of the Trippett school was not caused by the building of a school near it by the board, 36,169-36,178.

There is accommodation in Roman Catholic schools for 1,991 children, it is largely in excess of the number, 36,179-36,181.

Rev. J. NUNN.

There are 57 schools and 139 departments under the Manchester School Board, 36,249-36,252.

The number of scholars on the books in March 1887 was 34,042, and the average attendance 26,683 in last December, 36,253, 36,254, 36,390, 36,391.

There are 75 voluntary schools in his district, their scholars number a few more than the board schools, 36,255.

The school accommodation in some districts of Manchester is more than sufficient, 36,256-36,258, 36,829-36,834.

The school board ought not to be called upon to provide accommodation for children who live outside the city, 36,259-36,264.

The board schools in Manchester have been multiplied unnecessarily, 36,265-36,272.

The fees vary from 2d. to 9d., 36,273, 36,274.

Special accommodation should be made for very young children, 36,284-36,286, 36,402-36,405.

Private elementary schools with a fee of under 9d. per week have been almost entirely extinguished, 36,392-36,394.

The number of scholars in voluntary schools in excess of the board schools is rapidly diminishing, 36,395, 36,396.

In the higher grade schools most of the children belong to the middle class, 36,397-36,401.

There is only one evening ragged school in Manchester, which is supported by voluntary contributions, 36,406, 36,407.

There should be no restriction of the 9d. fee to keep out the working classes, 36,420.

His district has been enlarged by the addition of Bradford and Rusholme, two very poor districts, 36,449-36,456.

The schools in these two districts have much improved since they have been under the board, 36,457-36,462.

States the number of children in his own school, who are drawn from a medium working class population, 36,463-36,471.

5,600 children of ratepayers and residents outside the boundary of Manchester come into the board schools, 36,525-36,533, 36,619.

The schools are used to a large extent by parents who are not ratepayers, 36,535-36,547.

Children are sent to the board schools from outside districts, 36,621.

The present board puts no obstacles in the way of voluntary managers setting up a new school, 36,888-36,895.

The question at last school board election turned very much upon the supply of schools, 36,896-36,901.

The voluntary schools have many empty places, they are not filled like the board schools, 37,004-37,011.

The average fee in board schools is 15s. 4½d. a year, in voluntary schools 12s. 7½d., 37,012-37,014.

The board schools are more attractive in every way, 37,015-37,018.

There are about 12,000 or more school places empty every day in Manchester, 37,022-37,025.

It would be better for the ratepayers to refuse to accommodate children from the outside districts, 37,030-37,033.

They were not very far short in 1870 of the accommodation required, 37,036-37,041.

## SUPPLY OF SCHOOLS—(continued).

Mr. T. G. WRIGHT.

The board have accommodation for 8,381 out of 33,000 children, and the voluntary schools for an equal number, 37,422–37,427.

Their grant is below the average, but of late the education has improved, 37,428–37,432.

Night public elementary schools have been transferred to the board, 37,458–37,460.

Mr W. LEE.

Few private adventure schools remain in Leeds, they have not been inspected by the board, 37,580, 37,581.

The board would let voluntary managers supply accommodation to meet a deficiency, if willing to do so, 37,621–37,623.

Lowering the fee for children under five to a penny has attracted infants to schools, 37,746, 38,021, 38,022.

There is no power to enforce attendance of children under five, 37,747.

Gives the accommodation, number on roll, and attendance at public elementary schools, 37,997.

In Leeds, accommodation must be provided for more than one-sixth of the population, 38,110, 38,111.

Mr. W. ANDERSON.

There is a sufficient supply of schools, 38,121–38,128, 38,132, 38,233–38,235.

The average attendance in each inspected school is 300, and 155 in private schools, 38,129–38,131.

The Belvedere school was overcrowded last year owing to the shifting of the population, 38,236–38,240.

The board would allow voluntary school managers to supply any existing deficiency, 38,307–38,310.

Some of the schools are rather small, 38,329–38,331.

The teachers of private schools should not be allowed to carry on their schools unless qualified, 38,389–38,393.

Mr. H. BIRLEY.

In Salford there is not at present a sufficiency, except apparently in figures, 40,169, 40,170.

The population is 196,000, and school accommodation is calculated on the basis of one-sixth, 40,172, 40,713, 40,417, 40,732–40,734.

About 10 per cent of the scholars are between three and five, 40,175, 40,719, 40,720.

About 20 per cent. are between 11 and 13 years of age, 40,176.

Provision should be made for babies in the poorest localities, but no definite rule can be laid down, 40,177, 40,178, 40,721.

100 Manchester boys attend the Salford school, it being nearer for them than their own, 40,452–40,454.

Salford has no schools on the borders of any district where there is no school board, 40,455.

There are a few private adventure schools left in Manchester, but they are no longer a hindrance to education, 40,636–40,638, 40,779.

There is no complaint that the school board has been over-building, the population does not grow very rapidly, 40,647, 40,648.

Gives the number of children between three and five in Manchester and Salford at time of last census, 40,722–40,724.

School accommodation is provided for the whole attendance, and not for the number in average attendance, 40,726–40,731.

Honestly and well conducted private adventure schools should not be elbowed out of existence, 40,780–40,783.

Mr. R. B. WILLIAMS.

Describes the extent and nature of the population in the East Lambeth division, 40,854–40,864, 40,885–40,887.

For children between three and five years of age, accommodation for at least 50 per cent. should be provided, 40,865.

The board schools are much crowded, owing to the first standard being kept in the infant school, 40,866–40,870.

The proportion of children between three and five on the roll is smaller in East Lambeth than elsewhere, 40,871–40,876.

Nurseries should be provided in all poorer districts; his board provide none, 40,878–40,884.

## SUPPLY OF SCHOOLS—(continued).

Mr. R. B. WILLIAMS—(continued).

Great efforts are being made to provide increased school accommodation, 40,887–40,889.

The population scheduled is 3 to 4 per cent. lower than the returns of the Registrar-General, 40,916–40,920, 40,931, 40,932, 41,011.

They do not schedule houses above the rating of 28l. per annum, 41,012, 41,013.

Very few children from the cheaper houses attend middle class schools with high fees, 40,922.

Children from the better houses are now using the elementary schools more largely, 40,923–40,928.

More than 90 per cent. come from small tenements, 40,929, 40,930.

Owing to the promotion of a large number of infants at one time, an infant school cannot be filled like a senior school, 40,983, 40,991, 40,992, 40,998–41,000.

The average attendance in infant schools is slowly increasing, 40,984–41,000.

The infant schools are largely vacant from November to April, 41,023–41,027.

Mr. T. SNAPE.

The larger the accommodation, the larger is the per-centage of children on the roll, 43,078–43,084, 43,194–43,198, 43,315–43,319, 43,448–43,457.

In Liverpool there is insufficient accommodation, 43,189–43,193.

Article 96 of the Code is not efficiently carried out, 43,208–43,213.

In Bradford accommodation is needed for a fifth of the population, 43,501–43,503.

The Liverpool School Board have been tardy in providing schools, 43,505, 43,506.

Rev. R. BRUCE.

Church schools were built for Sunday and not for day schools, 43,958–43,971, 44,062–44,070, 44,395–44,401.

Nonconformists allowed the Church to supply schools, 44,071–44,075, 44,084.

REV. C. WILLIAMS.

Accrington has no school board, 44,646–44,650.

Gives number of church and nonconformist scholars on the rolls, &c., 44,651, 44,652.

There is an unsectarian day school committee, 44,653–44,656.

Rev. R. B. BURGESS.

Gives amount of school accommodation in Birmingham in 1871 and now, 45,197–45,201, 45,524.

There is no over-building in Birmingham, 45,211.

The Department should check over-building, 45,212.

Each child in his school has eight cubic feet of space, 45,507, 45,508.

A class-room should be over 12 feet wide, 45,509, 45,510.

Since 1870 voluntary schools have maintained their position, 45,512–45,517.

Mr. W. H. GREENING.

The voluntary schools accommodate 28,915 scholars, 45,570.

There is no over-building in Birmingham, 45,595.

Much expense can be saved by using unused buildings, 45,596, 45,655–45,659, 45,717–45,721.

Rev. W. ASTON.

The present accommodation is more than sufficient, but the board is building more schools, 45,939–45,941, 46,134–46,152.

As regards religion all schools should be on the same footing, 45,948.

Fourteen schools have been transferred to the board, none of them Roman Catholics, 45,949, 45,950.

The voluntary and the board school systems in Bradford are sometimes at variance, 45,951, 46,153–46,155.

More than one-sixth of the population in Bradford is in elementary schools, 46,024–46,032.

Managers of voluntary schools do not obstruct the board, 46,034, 46,035.

SUPPLY OF SCHOOLS—(continued).

Mr. J. A. BROOKE.

The school board opposed the erection of a voluntary school, but the Department sanctioned it, 46,420, 46,491-46,500.

Mr. W. LEIGH.

They have ample accommodation, 46,734-46,736.  
Some of the Stockport schools would not be tolerated under a school board, 46,754-46,766.  
The schools are generally expected to be self-supporting, 46,771.

Mr. J. ROBINSON.

The schools of the union are thoroughly suitable for school purposes, and have ample playgrounds, 46,908-46,910.  
In the rural schools class subjects are not usually attempted, 46,914-46,916.  
Explains as to attendance in the town and rural districts of the union, 46,917-46,932, 47,008.  
In the towns the Nonconformists have capital schools, 47,007.

Rev. Canon WILLES.

The school buildings are very good, 47,098, 47,099, 47,148-47,150.

Mr. J. S. HORN.

The accommodation is ample, and the buildings fairly well distributed, 47,218-47,220.  
The buildings are well adapted, but some of the classrooms might be improved, 47,221, 47,222.  
States the accommodation required in the district, 47,223, 47,296-47,298.  
The playgrounds are fair, the sanitary arrangements are generally good, 47,299-47,303.  
States the occupations of the members of the school attendance committee and of the school boards, 47,304-47,306.  
The committee is elected independently of denominational considerations, 47,307-47,311.  
The local committees work remarkably well, 47,312-47,314.  
States to what denominations the voluntary schools in Burnley belong, 47,315.

Mr. H. PARKER.

There are no board schools in Birkenhead, 47,721-47,723.  
Gives accommodation from 1870 to present time, 47,727, 47,728, 47,732, 47,828, 47,829.

Rev. J. J. SCOTT.

After the Act of 1870, church schools accommodating 39,206 children were erected in Manchester, 48,041, 48,042.  
Gives return showing the accommodation in church and other schools in 1885-86, 48,043-48,045.  
The board should build for as many as wish to use board schools, 48,199-48,202.

Mr. M. WILKS.

In his own division there is not a sufficient supply of schools, 48,615, 48,833-48,835, 49,093.  
The London School Board has been very much hampered in providing schools, 48,616-48,620, 48,625-48,638, 48,836-48,848, 48,851-48,854, 49,174-49,176, 49,263-49,265.  
A small school costs more proportionately to build than a large one, 48,624.  
The board accommodation has not been filled at the expense of neighbouring schools, 48,639-48,648, 48,836-48,843, 48,920-48,926, 49,106-49,118.  
There may be sufficiency of voluntary schools and it may yet be desirable to supplement them with board schools, 49,033-49,101.

Mr. H. S. CUNYNGHAME.

In France accommodation in private schools is recognised, 51,403-51,405.  
The grant is paid to French schools partly by the Commune, partly by the Department, and partly by the State, 51,406-51,410.

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SUPPLY OF SCHOOLS—(continued).

Mr. T. SMYTH.

There are districts where the opposition of voluntary schools prevents the erection of board schools, 52,248-52,250, 52,376-52,379, 52,421-52,425, 52,612.

Mr. T. E. POWELL.

The continued attendance of older children should be encouraged, 52,819.  
Many private adventure schools are recognised by the school board, 52,921-52,925.

Mr. H. R. WILLIAMS.

The obligation to provide schools is a most important provision of the Act of 1870, 53,998.

Mr. E. B. SARGENT.

There should be experimental school districts in different parts placed under special Codes, 54,741-54,743.

Rev. Prebendary ROE.

Provision for one-sixth of the population is fully wanted, 54,953-54,955.  
In several cases the Education Department has not enforced this provision, 54,973-54,979.  
A larger proportion of infants attend school in country places, as they are better looked after, 54,987, 54,988.  
Would have all children in school in the country at least by the age of four, 54,989-54,993.  
Would continue the requirement of providing accommodation for all children over three in the country, 54,990-54,993.

Mr. W. MARTIN.

Accommodation should be provided for children from three upwards, 55,371, 55,562-55,569, 55,600-55,604.  
Early infant training is good for all classes of children, 55,372-55,376, 55,565-55,569, 55,605-55,608.

Mr. W. WILLIAMS.

The supply is practically sufficient, except in some districts where there is a sudden increase in population, 56,527.  
States the basis upon which supply is calculated, 56,528, 56,529.

Mr. A. P. GRAVES.

The voluntary country school buildings of Somerset are better than those in Yorkshire, 57,279-57,281.  
The voluntary school buildings in Bridgwater and Taunton are not satisfactory in some respects, 57,281-57,283.  
The voluntary supporters have lately improved the schools, but the class-rooms are not yet satisfactory, 57,283-57,286.  
Is satisfied with the equipments of the schools, 57,288-57,294.

Rev. F. SYNGE.

The efficient school accommodation is not yet abreast of the requirements, 58,548-58,555.  
The attendance committees of the unions are to blame, 58,555.  
It is the inspector's duty to call attention to any deficiency of school provision in his district, 58,556-58,559.  
No serious complaint can be found with any of the rural buildings or offices in Norfolk, 58,561-58,569.  
There is enough power existing to improve accommodation which was certified as efficient in 1871, 58,562-58,565.  
The progress in village school accommodation has slackened during last two or three years, 58,570, 58,571.

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## SUPPLY OF SCHOOLS—(continued).

Mr. P. CUMIN.

The power of deciding what are necessary schools rests ultimately with the Department, 58,946–58,949, 59,106–59,109, 59,514, 59,515, 59,590–59,593.

The school board have the prior right to supply any deficiency, and if it fulfils its duty denominations are excluded, 59,002–59,007.

The Department could better enforce the provision to build schools if county boards were established, 59,541, 59,542, 59,731.

The Department would sanction a practising school even if a board opposed it, 59,594–59,598.

When a school board is set up to supply a deficiency, the school board alone can do it, 59,679.

The Willesden School Board was forced by the Department upon a very reluctant population, 59,681, 59,682.

The Department was on the point of declaring it in default for not supplying accommodation, 59,683.

There is only one board school; they have done the minimum they could to escape extinction, 59,684, 59,685.

Those who opposed the school board are now glad it was established, 59,685, 59,686.

The population of Willesden largely use schools in the London district, 59,686.

It is proposed to charge a prohibitory fee of 6d. to outsiders coming into London schools, 59,687.

It has been decided to exclude Willesden children from the school at Willesden Junction, to make room for London children who cannot get in, 59,688.

Owing to the hostility of the Willesden board, there has been a great want of accommodation, and an invasion of the London School Board area, 59,689, 59,690.

The capacity of a board school built by loan is calculated by desks and benches, 59,800–59,803.

Where denominational people attend to rules they are not discouraged from building schools, 59,804.

Voluntary bodies build at their own risk where there is a school board in existence, 59,805, 59,806.

The capacity of a board not built by loan is reckoned at eight square feet, 59,807.

SYNGE, REV. FRANCIS.

Was appointed to the Norwich district in 1869, and was made chief inspector of the eastern division last year, 58,100, 58,362, 58,363, 58,428, 58,481, 58,543–58,545.

TAIT, MR. SAMUEL BROWN.

Has been inspector of schools to the Huddersfield School Board for five years, 20,278.

Started as pupil-teacher, and went through the training college; was then head master for 15 years in elementary schools, 20,279, 20,280.

## TEACHERS, CERTIFICATED.

Mr. T. SNAPE.

Complaints have been made of scholars being removed from voluntary schools in order that teachers might earn more by their absence, 43,320–43,323, 43,374–43,376.

Rev. R. BRUCE.

Dissenters can only find employment in board or in a few Nonconformist schools, 43,785, 43,949, 43,950.

Rev. C. WILLIAMS.

Teachers in Baptist schools are not required to belong to any religious body, 44,759–44,761.

Mr. G. J. SIZER.

Church schools should be open to Nonconformists, 45,033, 45,034.

## TEACHERS, CERTIFICATED—(continued).

Rev. R. B. BURGESS.

Inquiry is made into teachers' religious character, 45,309–45,312.

Venerable Archdeacon NORRIS.

Attaches importance to the personal character of teachers, 47,548, 47,549.

Managers should report upon the religious efficiency of a school as a condition of a grant, 47,550, 47,551, 47,585, 47,586.

The teachers in his parishes teach in the Sunday schools, 47,715.

Mr. J. F. SEABROOK.

Provisional certificates to be abolished, 48,235.

Senior pupil-teachers only to be eligible for scholarship examination, 48,245, 48,354–48,364.

Acting teachers should pass the scholarship examination before becoming assistants, 48,245, 48,248, 48,356–48,364.

Scholarship examinations to be accepted for Civil Service examinations, 48,245–48,247.

The second year's papers should be allowed to qualify as head teachers or certificated teachers, 48,248.

Mr. M. WILKS.

Very little immorality on the part of teachers, 49,131. Registers kept inaccurately by some teachers, 49,135–49,149.

Mr. H. E. B. HARRISON.

Endorsements on certificates are of little use, 49,337, 49,344, 49,536–49,540.

Third-division men should not be admitted to the second-class certificate, 49,337–49,342.

No distinction in the certificate between those who pass in the first or second division, 49,343.

Conditions for becoming teachers and assistant teachers are getting more stringent, 49,345–49,347.

Too little time allowed for examination, 49,504–49,507.

A university degree should be substituted for a certificated examination, 49,508–49,510.

Teachers get a third-class certificate when they only pass in first year's papers, 49,511.

Has only seen one entry on a parchment that seemed too hard, 49,540–49,542.

Inspectors cannot gauge the share of work taken by the assistant master, 49,544, 49,545.

People taking third class in second year not to have charge of pupil-teachers, 49,634–49,636.

No man to take a head-mastership until he had served as assistant, 49,637–49,640.

Mr. J. MURRAY.

Few Roman Catholic teachers enter other employment, 50,192–50,198.

A few take service under school boards, 50,207–50,210.

Mr. H. H. S. CUNYNGHAME.

The teachers in France were educated at the confessionnelles schools, 51,530.

Their materialism was developed in those old schools, 51,531.

Sir P. KEENAN.

Salaries have nearly quadrupled, 53,199.

States plan upon which teachers are paid, 53,237, 53,340–53,343.

Teachers are liable to be, but very rarely are, degraded for inefficiency, 53,372.

Complaints as to inspectors' awards are rare, 53,459–53,461.

Mr. C. TWISS.

The supply exceeds demand, and salaries are decreasing, 54,236–54,238.

The supply is maintained from pupil-teachers, 54,239.

Prefers trained to acting teachers, 54,379, 54,508, 54,509.

## TEACHERS, CERTIFICATED—(continued).

Mr. M. ARNOLD.

There would be a sufficient supply of adult teachers to meet the demand if the pupil-teacher system was done away with, 5285.

The pay of teachers in France is about two-thirds of the English rate of payment, 5294-5296, 5532-5536.

Where all teachers are adults the promotion of assistants to head teachers must be very slow, 5297-5299.

The Prussian teachers' salaries are very low compared with those in England, 5326, 5327, 5449, 5450.

Country schoolmasters in Prussia have frequently to perform duties other than teaching, 5328-5331.

Abroad all teachers must be certificated, and they are examined by an examining commission, 5386-5391.

English teachers arrive at their maximum salary sooner than the Germans do, 5451-5454.

The work of a good adult teacher is better than that of a pupil-teacher, 5483, 5484.

Allowing for the value of the pension, a French teacher's salary is lower than an English teacher's, 5560-5562.

In France no private teacher can teach unless he has the brevet of capacity, 5604-5607.

Teachers' salaries abroad are fixed. There are additions, such as an allowance for fuel, 5654-5656.

Unless candidates have been pupil-teachers they should pass through a training college, 5665.

The number has increased considerably, but the teaching power of good teachers has not improved the last 15 years, 5964-5966.

Teachers to obtain their certificates should be compelled to go through a course of training, 5968.

In Germany there are not many untrained teachers, 6220, 6221.

Rev. Canon WARBURTON.

The supply of trained female teachers is quite inadequate, 7795-7797, 7850-7855, 7916, 7917, 8141-8143, 8196, 8203.

Knows scarcely anything of male teachers, 7796.

The rise in education of the class that supplies untrained teachers enables them to compete with trained teachers, 7851, 7852, 8142, 8143, 8210.

There is great difficulty in getting boys in the country for pupil-teachers to be trained as masters, 7854, 7855.

A very small proportion become clergymen, 7876, 7877.

Some have improved their social status by becoming clergymen, or head masters of secondary schools, 7908, 7909.

It is very undesirable for young teachers just leaving college to take headships of schools, 7961, 7962.

Many country schools would be better under a master, but employ a mistress on account of expense, 8109.

Has great belief in schoolmistresses, and has often been astonished at their success by moral power, 8110-8112.

Ladies are good disciplinarians and *ceteris paribus*; get on better with rough children, 8116-8118.

Would leave the supply to open competition, but attaches high value to training, 8197.

Prefers trained to untrained teachers, they have an immense advantage, 8198, 8199.

The scarcity of the female teachers comes from the increased demand for them, 8267-8269.

Mr. T. W. ALLIES.

There is a plentiful supply of female Catholic teachers, but there is a difficulty in obtaining suitable male teachers, 8967, 8968, 9207.

The salaries of the Catholic teachers are smaller than those of others, which creates a jealous and angry feeling on their part, 8973, 8975.

Some of the Catholic teachers are solicited to go to board schools at higher salaries; it is a great temptation to them, 8974, 9156.

The salary of a master is about 102*l.* a year. The low stipend is due only to the poverty of the committee, 8998-9002.

Catholic teachers in board schools are excused from giving religious instruction, 9044, 9050.

The reason why female teachers are more plentiful is that teaching is more agreeable to them, 9131, 9132.

## TEACHERS, CERTIFICATED—(continued).

Mr. T. W. ALLIES—(continued).

The employment of ladies as teachers has a refining and excellent effect on the schools, 9133-9136.

The number of persons who have taken to teaching from religious motives is increasing, 9187, 9188.

Professional male teachers do not complain of want of employment owing to the number of religious teachers, 9189-9193, 9198-9201.

No efficient male teacher has been compelled to accept employment in other than Catholic schools to maintain himself, 9194-9201.

The committee has to find the means for training male teachers, less the Government allowance, 9212-9215.

The committee is not dependent on pupil-teachers for the supply of teachers, 9244.

Those ladies who have received no training obtain certificates by passing the examination at the training colleges, 9245-9252.

Only a small proportion of the female teachers are ladies of superior position, 9309-9312.

Rev. Canon DANIEL.

The salaries are not increasing generally, 11,624.

There has been no diminution in the demand for teachers or in their salaries during the last five years, 11,701.

A material reduction in the salaries would affect the supply of teachers in time, 11,702-11,704.

Rev. Dr. GRAHAM.

Their teachers stick to the profession as a rule; since 1854 only 47 have given it up, 12,026-12,028, 12,066, 12,128-12,130, 12,203-12,214.

In 1884 there were 240 trained and 74 untrained masters and 1,648 mistresses in Catholic schools, 12,046, 12,049, 12,065, 12,070-12,072, 12,079.

Of the 1,648 mistresses, about 1,000 come from the Liverpool and Wandsworth colleges; the remainder would be sisters, 12,049.

Some teachers who went out from the Saltley College last Christmas are still unappointed, 12,064.

The supply is chiefly overdone by bringing in such a number of acting teachers, 12,139, 12,140.

An attempt is made to keep teachers in the profession from a sense of honour, seeing their education has been at the institution's expense, 12,194.

Board schools have not been prejudiced against accepting Catholic teachers, except in some cases as head masters, 12,196, 12,197.

Teachers do not quit the profession from dissatisfaction with the salaries, but from some inefficiency, 12,213, 12,214.

Rev. W. BROMILOW.

Last year there was some little difficulty in placing out students, 12,398-12,401.

A large proportion of their female teachers who marry remain in school work, 12,423, 12,424.

Occasionally a teacher who leaves on marrying subsequently returns, 12,425.

Of late years students have gone chiefly to large board schools, 12,512.

Rev. Canon CROMWELL.

For two years the supply of male trained teachers has exceeded the demand, 12,574.

The Department should amend Articles 50, 57, 60, and 67 of the Code so as to diminish the number of untrained teachers, 12,575-12,577, 12,807.

As regards Article 60, all candidates should be compelled to take the second year's papers, 12,578, 12,579.

There has not been so much difficulty in finding places for women as for men, 12,580.

There has been a larger increase in the number of untrained than trained teachers lately, 12,581-12,585.

Untrained teachers are not unfitted for poor rural schools, but trained teachers do the work better, 12,599.

Training in several sciences does not fit teachers for higher schools, as their knowledge is not profound, 12,601, 12,602.

## TEACHERS, CERTIFICATED—(continued).

Rev. Canon CROMWELL—(continued).

Ex-pupil-teachers should not be employed single-handed. They should be assistants, 12,619–12,621.

Big boys in village schools should not be under mistresses, 12,667–12,669.

Some untrained teachers receive as high salaries as the outgoing students, 12,804–12,806.

Mr. C. MANSFORD.

The supply is greater than the demand for male teachers at present, 12,873, 12,874.

Between 3 and 4 per cent. is the actual loss of trained male teachers annually from wear and tear, 12,867, 12,935, 12,936, 12,939.

Only 41 of 56 students who took their certificates last Christmas have been appointed, 12,871, 12,872, 13,024, 13,025.

About 5 per cent. per year of trained female teachers disappear from the service, 12,937–12,939.

Among untrained teachers the loss is 10 per cent. on the average of both sexes, 12,940.

The inference is that trained teachers cleave to their work, 12,941, 12,942.

About one half of Westminster College students go to board schools, 12,943.

Their teachers go mainly to Wesleyan and board schools, about half to each, 13,026–13,030.

Miss MANLEY.

The lucrative nature of the profession brings in many who are not qualified socially to do the work, 13,118, 13,119, 13,142, 13,143.

Does not wish to exclude children of mechanics and artisans who are intellectually fitted and willing to study, 13,120.

One of the great needs of the profession is the want of a large admixture of people from more refined homes, 13,121, 13,122.

Nearly all their students are placed; not more than three or four remain from last Christmas, 13,132–13,136, 13,178–13,183, 13,230.

Salaries of female teachers are much higher than 10 years ago, 13,139.

There is no difficulty in placing out students, it is only a question of time, 13,230.

A certain number leave the profession within five years of leaving college, 13,279, 13,280, 13,367–13,370.

There is a deficiency, but not an absolute one of female teachers, 13,296, 13,297.

A larger number of female teachers leave the profession within the first five years than afterwards, 13,367–13,370.

Miss TREVOR

They have had no trouble till last year or two in placing out students, 13,431, 13,475–13,477.

The fact that students are non-pupil-teachers and belong to a higher class is prejudicial to them in London, 13,432, 13,433, 13,462–13,465, 13,478, 13,523–13,527, 13,568–13,578, 13,584, 13,585.

Does not think they become discontented with their position, but they encounter special difficulties owing to this jealousy, 13,436.

The per-centage of their students who marry is much less than the ordinary per-centage, 13,438.

Their students are not acceptable to average head teachers, but the best seek after them, 13,481, 13,482.

Very few of the students have proved inefficient, but many are declined through prejudice before trial, 13,489–13,492, 13,568–13,574, 13,575–13,577, 13,679.

Managers show a preference for them after giving them a trial, 13,493–13,495.

They might get six places apiece if they would accept 45l. or 50l. a year; has opposed their accepting small salaries, 13,496, 13,521, 13,522, 13,636.

The best teachers are not always those who have had experience, 13,502–13,504.

More than one of their students has gone direct from college to a school of 200 children, 13,504, 13,534, 13,535.

In every other country there is no difficulty in finding teachers without taking pupil-teachers, 13,505, 13,508, 13,509.

## TEACHERS, CERTIFICATED—(continued).

Miss TREVOR—(continued).

With the present salaries there is not a large supply from the middle and upper classes of students, 13,505, 13,506, 13,592, 13,593, 13,642.

The whole system must be altered to obtain improved teachers, 13,507, 13,560.

It is a pity to draw teachers from the poorest classes, 13,508.

A better class could be got if girls of 16 could obtain scholarships and go to college for two years, 13,509.

A large proportion would return, as the certificate would limit them to small schools, 13,510.

Not very many of their students go to secondary schools, 13,516, 13,591.

They are not more acceptable there than in elementary schools, 13,517.

Their students being superior to the ordinary run of pupil-teachers, exercise a beneficial influence upon schools, 13,519, 13,520.

The results have always been satisfactory when they have had a fair trial, 13,525, 13,526.

In a few parishes they have not obtained the social position which their birth entitles them to, 13,528, 13,529.

Has sent teachers to Manchester, Bradford, Sheffield, and Huddersfield, besides London, 13,533, 13,535, 13,620–13,622.

The majority of the students go to board schools because the salary is better, 13,536.

They would not get such good results if they proved inefficient teachers, 13,575–13,577.

One difficulty in obtaining appointments is the absence of a teacher's house, 13,578–13,580, 13,683.

By far the largest number remain in elementary schools after leaving the college, 13,591.

Four who went to a school in Marylebone did very well, 13,619–13,622.

Lady teachers are best placed in towns; it is bad for an educated girl to be in a remote country place, 13,629, 13,630.

Chichester students are not inefficient teachers, 13,679, 13,680.

Mr. R. WILD.

The general supply of teachers is excessive, as persons of unduly low qualifications are admitted, 13,765, 13,766.

The examinations for acting teachers and students are on different standards, 13,767.

The requirements for efficient teachers should be defined, and every teacher should satisfy those requirements, 13,768.

Certificates should not be granted by the Department, but by a representative council, 13,769, 13,770.

Head teachers should not be responsible for the teaching of a class, but they should take part in the teaching, 13,809–13,813.

Board school teachers when they cease to be assistants do not cease to teach classes, 13,851–13,853.

The administration of a school takes up a large amount of the head teacher's time, 13,854.

Looks forward to the time when all teachers will be adults and trained at training colleges, 13,871–13,873.

Students should continue their education until they become teachers, 13,874, 13,877.

Payment by results is the deterrent to people becoming teachers. Abolishing the system would remove it, 13,876, 14,012.

If this change brought the middle classes forward as teachers it would be beneficial, 13,878, 13,879.

There should be a court of appeal other than the Department in cases of capricious dismissal, 13,974–13,979.

Are not to be dismissed upon frivolous pretexts, and their system of tenure should be similar to that on the Continent, 14,034–14,040.

Mr. C. SMITH.

As soon as a teacher has extended his education or obtained a degree, he looks out for something better, 16,612, 16,614, 16,663–16,665, 16,671–16,673, 16,765–16,768, 16,804.

A largely increasing number take university degrees, 16,613.

The supply should be limited to those who have been at a training college or are university graduates, 16,657, 16,934, 17,027–17,028.

## TEACHERS, CERTIFICATED—(continued).

Mr. C. SMITH—(continued).

There is no moral or other obligation on teachers to remain in the profession more than two years, 16,663–16,665, 16,669, 16,670.

Modifying the system of standards and payment on results would lessen the desire to quit the profession, 16,677.

Until there are better trained teachers, schools will never become as perfect as they should be, 16,938.

The poor educational results are no doubt greatly attributable to introducing so many acting teachers, 16,939.

Advocates making greater use of universities, &c. for the training of teachers, 16,941, 16,942.

Miss CASTLE.

When in London visits schools to watch the work of teachers, 19,951, 19,952.

Explains unfair practices which she has seen, 19,953–19,956, 19,959–19,965, 19,977.

These irregularities are carried on in girls' schools with needlework mostly, 19,957.

No pressure is put upon teachers to adopt these practices, but some are driven, 19,966, 20,091.

The fault is more with the teachers than with the Code, 19,969–19,972, 20,091.

A considerable proportion of teachers adopt improper practices in order to pass the examinations, 19,973–19,976.

Is not a pattern for other teachers, 19,994.

There is a want of confidence between teachers and managers, 20,023, 20,024.

Teachers ought to be trained better, 20,025.

Parents should not force children to become teachers, 20,025, 20,026.

A number of young women take up teaching who are not fit for it, 20,027.

The present system of training teachers is not particularly deficient; the fault lies in the selection, 20,028, 20,029.

The examination of teachers should be more severe in the school management paper, 20,030.

The present college training of teachers does not instil habits of interest nor enthusiasm for work, 20,032.

Mr W. RIDGEWAY.

Supply of trained teachers is now greater than the demand, 21,623–21,626, 21,628, 21,965–21,967.

If all schools were properly staffed it would not be so, 21,968–21,972, 22,026.

The present system of supply is the best, 21,627.

Would abolish acting teachers' certificates; the profession is flooded with undesirable recruits, 21,754–21,758.

The profession is an attractive one, 21,762, 21,763.

Mr. J. H. DEVONSHIRE.

Teachers' meetings are now devoted to the discussion of the difficulties rather than to the better education of the children, 23,902–23,905.

Feels that the system under which they work is almost intolerable, 23,906–23,908.

A large majority of the female teachers have never passed through any training college, 24,064–24,067.

Forty-two per cent. of the trained teachers passed in the first class, and only 2.9 per cent. of the untrained, 24,068.

Sir L. T. STAMER.

The personal qualifications for the office of teaching are equally good now as in former times, 24,222, 24,223.

The average trained teacher is superior to the average untrained teacher, 24,223–24,225.

Physically, two years at a training college benefit teachers, 24,225.

Rev. W. D. PARISH.

The schoolmistress receives half the grant, but in any case receives an average sum, 25,170–25,174.

She is bound to look upon the school to some extent as a money-making machine, 25,176.

## TEACHERS, CERTIFICATED—(continued).

Rev. W. D. PARISH—(continued).

The pick of the male teachers go to towns. The less highly trained may be better fitted for rural schools, 25,275, 25,276.

Mrs. FIELDEN.

Trains her own teachers; would not have one from a training college, 25,912–25,916.

Teachers are not subject to capricious dismissal, they are masters of the situation, 25,943, 25,944.

Is satisfied with the after career of the large number of young women whom she has trained, 26,143.

Rev. W. J. B. RICHARDS.

One cause for the decreasing number is due to the dissatisfaction at the small salaries received by the Roman Catholic teachers, 26,519, 26,520, 26,542, 26,773, 26,913–26,915.

As a rule does not encourage teachers to accept board school appointments, 26,543, 26,930, 26,931.

The average salary of a teacher is 102*l* a year, with 10*l*. added from the diocesan fund, 26,544, 26,778.

This is much below the average of school board salaries, and a trifle over the Church of England salaries, 26,545.

Students from the training colleges always hope for something better, and accept anything that offers, 26,545, 26,546.

The teachers in the Catholic schools come from a very poor class, and could not earn as much in other vocations, 26,782, 26,915.

Their complaints as to salaries are unreasonable, 26,690–26,694.

Is aware that a large number cannot find employment, 26,766.

Unless the supply of pupil-teachers is kept up, there will be great difficulty in obtaining trained teachers, 26,767.

Certificated teachers should be drawn in a great measure from the class of pupil-teachers, 26,768.

In boys' schools very few lay teachers have been replaced by religious certificated teachers, but in girls' schools it has been done largely, 26,770–26,772.

Would like to raise the teachers' salaries, but there are not funds enough to do so, 26,774–26,780, 26,783.

The higher salaries paid by the boards have an unfortunate effect upon the Catholic masters, 26,784.

There is a prejudice against the Catholic teachers on the part of some managers, 26,868–26,870.

The female teachers have a higher reputation than the men, 26,871.

The Catholic teachers would have a difficulty in giving the requisite religious instruction in board schools, 26,932.

The higher salaries would tempt these teachers to retain their position, 26,933–26,936.

Rev. Canon WINGFIELD.

The custom is growing of giving teachers fixed salaries without a portion of the grant, 26,995–26,998.

Mr. A. C. ROGERS.

Assistant teachers under the London School Board should be able to rise to a salary of over 200*l*., 28,465–28,467.

The salary under a great many boards is equivalent to it as living costs less in the country, 28,468–28,472.

His salary is 153*l*. a year, 28,522.

Rev. J. R. DIGGLE.

The amount paid by the London School Board to the teaching staff was 752,312*l*., 29,552, 29,553.

6,141 adult, and 1,643 pupil-teachers are employed, 29,554–29,556.

The average salary of head teachers under new scale is 209*l*. 1*s*. 4*d*., 29,557–29,559.

All salaries are now fixed, which works well, 29,560–29,562, 29,901, 30,606–30,609, 30,612, 30,615.

There is no difficulty in obtaining qualified teachers of either sex, 29,606–29,608, 30,369, 30,370.

Desires to see teachers drawn from the ranks of pupil-teachers, but would make it easier for others to enter, 29,609, 29,610, 30,143–30,148, 30,377–30,387.



## TEACHERS, CERTIFICATED—(continued).

Rev. J. DIGGLE—(continued).

There was formerly a greater difficulty in the last half of the year in getting any but very poor assistants, 29,938, 29,939.

The board has not contracted its demand for teachers during the last year, 29,940, 29,941.

Under the school board there are some thousands of very efficient teachers, 30,382.

Since paying fixed salaries, teachers continue to do their best, 30,610.

The teachers have never had any interest in school fees, 30,617.

The former system of giving them an interest in the Government grant worked very badly, 30,612–30,614.

Rev. Dr. CROSSKEY.

All their teachers are paid fixed salaries, and the examination results only affect their credit, 31,161, 31,162, 31,191.

Their head masters teach a good deal themselves, and direct their attention to the weak places in the school, 31,163–31,166.

Board schools have a larger staff than voluntary schools, 31,165, 31,166.

Disagrees with Her Majesty's inspector for Birmingham that the head masters do not teach, 31,185–31,192.

The denominational system tends to lower the profession of teachers, 41,088–41,091, 41,154–41,159, 41,230–41,232, 48,388–41,391, 41,461–41,463, 41,743–41,746, 41,963–41,965.

The employment of teachers is limited under the present system, 41,092, 41,093.

Explains how teachers are employed on extra work appertaining to the sect to which they belong, 41,094–41,096.

It is an overstrain for any man with the severe work of teaching to have these extra duties forced upon him, 41,293.

The question of religious opinions should not arise at all in the engagement of teachers to carry on secular work, 41,860–41,870.

It is very common in all private families to engage governesses of other denominations than their own, 41,945, 41,946.

Mr. E. N. BUXTON.

When salaries depended upon the grant there was a tendency to purge the schools of unsatisfactory scholars, 31,576–31,578, 31,835–31,838.

There is this tendency also in voluntary schools, 31,837.

Head teachers should actually teach in their schools, 31,941, 31,942.

Mr. E. HANCE.

The supply of teachers is sufficient in quantity, but scarcely so in quality, 32,112.

The country must look to the pupil-teachers to keep up the supply of certificated teachers, 32,113.

The board has 69 trained and eight untrained head teachers, 32,462–32,464.

Head teachers are not required to take particular divisions in the board schools, 32,465, 32,466, 32,528–32,531.

Rev. J. GILMORE.

The supply is quite equal to the demand, 34,604, 34,933–34,934.

As a whole they are fairly qualified, 34,605.

Since raising the salaries, a better class have offered themselves for engagement, and the best teachers now remain, 34,746, 34,950–34,953.

Before that the salary depended so much on the committee that teachers felt no security, 34,747.

The board are their own managers and nominate their teachers, 34,748.

Gives the number of teachers employed, 34,935, 34,936.

Mr. J. HANSON.

Are short of efficient teachers; gives figures of those trained and untrained, 35,168, 35,169, 35,692.

## TEACHERS, CERTIFICATED—(continued).

Mr. J. HANSON—(continued).

Persons intended for teaching should be educated more broadly and thoroughly, and classes for assistants should be established, 35,192–35,194, 35,456–35,460, 35,538, 35,539.

Article 62 should be modified, 35,195–35,197.

Female teachers should be more employed in boys' schools, and the arrangement works well, 35,198, 35,461, 35,462, 35,605, 35,606.

The assistants' unsatisfactory training is due both to bad material and bad methods of treating it, 35,432, 35,439–35,442, 35,702.

All their teachers are certificated, but a fair number are untrained; as a class the trained are the better, 35,433–35,437, 35,694.

Under the present system teachers are merely instructed, not educated, 35,963.

The standard for the acting teacher's certificate is too low; a stop should be put to many ill-qualified persons getting through, 35,695–35,698.

Their teacher classes have done good considering the material, 35,699–35,701.

The head teacher should not confine his teaching to one class, 35,703, 35,704.

In selecting the teachers they make no inquiry as to their religious beliefs, 35,853–35,857.

Rev. J. NUNN.

A head teacher should be free to overlook the teaching and work of the school, 36,523.

In appointing teachers there is no distinction made by the board with regard to dissenters, 36,561–36,567.

Certain qualifications are required from teachers both for religious and secular instruction, 36,812–36,815.

There is a considerable number of untrained head teachers employed, who do their work satisfactorily, 36,932–36,939.

Mr. T. G. WRIGHT.

The Bristol board can get a sufficiency of teachers at the salaries offered, 37,103–37,109.

The supply would be best kept up by granting certificates on examination as at present, 37,110.

A higher class of certificate should be granted to those who have gone through a training college, 37,111, 37,112.

Mr. W. LEE.

Assistants should have the opportunity of training for their certificates in connexion with the Yorkshire College, 37,742, 37,745.

They are employed as ordinary teachers, and work full time; but it is a strain to attend six hours a week at the Yorkshire College, 37,743, 37,744, 37,927, 37,928, 37,969, 37,970, 38,108, 38,109.

Mr. W. ANDERSON.

The supply of teachers is satisfactory, 38,133, 38,134.

Paying by fixed salaries has made no difference at all in the zeal of the teachers, 38,220, 38,228, 38,241, 38,245–38,247.

Dr. MORRISON.

The profession is respected in Scotland, and financially and socially it has improved since 1872, 38,632–38,634, 38,682.

The universities should be thrown open to women, 38,635–38,638.

A trained teacher is far more valuable than an untrained one, 38,639.

In Scotland the proportion of untrained to trained teachers is much smaller than in England, 38,640–38,642.

The education would not be so good if the proportion was same as in England, 38,643.

It is believed there is a different standard for acting teachers to that for students in training colleges, 38,644–38,646.

It should be higher for them than for trained students, 38,647, 38,648.

Gives tables showing the salaries received by certificated teachers, 38,683.



## TEACHERS, CERTIFICATED—(continued).

Rev. J. WILLIAMS.

The social position of teachers who come to the college is about the same as formerly, 38,954-38,961, 39,005, 39,089-39,092.

A large number of acting teachers are certificated every year, 38,962.

It is to be hoped that, as schools get supplied, granting certificates without training will be diminished, 38,963, 39,066.

Would like to see the proportion of trained to untrained teachers gradually increased, 39,067.

The supply of non-trained mistresses is large; the examination for certificates should be raised, 39,071, 39,072, 39,170, 39,171.

Mr. L. WILLIAMS.

Elementary teachers should be trained before they begin to teach, 39,396, 39,486-39,488, 39,627-39,629.

It is desirable to have Welsh teachers for Wales, 39,543-39,547.

No religious test is applied, but the denomination a teacher belongs to usually appears in his testimonials, 39,615-39,619.

Nearly one-third of their teachers in Cardiff are Scotch, selected purely on the ground of superior qualifications, 39,620-39,622.

Since the establishment of the colleges there has been a greater demand for higher grade teaching, 39,629-39,633.

The present demand is for two-thirds female teachers but the output from Welsh colleges is two-thirds males, 39,637.

Mr. J. NICKAL.

Some of the young male teachers wish religious instruction out of the way; the females give their lessons conscientiously, 39,894-39,896, 40,113-40,115.

Many teachers take little or no part in the teaching, but it is exceedingly difficult to prove a specific case, 39,930-39,939.

Female teachers are more conscientious in this respect than the males, 39,940-39,942.

Mr. H. BIRLEY.

Unless the rules in Owens College are altered, it does not seem advisable to train teachers in connexion with it, 40,366, 40,385.

There are at present special classes for assistant teachers to enable them to get their certificates, 40,367, 40,368, 40,384, 40,385.

Forty or 50 ex-pupil teachers are working in the classes; gives details of the course of instruction, 40,369-40,381.

Believes no ex-pupil teachers go to Owens College, but some certificated teachers attend, 40,383.

If they can devote their whole time to study, it is better for them to go away from home, 40,386.

Training is valuable for the higher classes, but for elementary teaching untrained teachers do as well, 40,388-40,390.

Employing female teachers for the lower standards in boys' schools answers very well, 40,462, 40,463.

Mr. E. B. SARGENT.

It is desirable to draw teachers from a class which is materially better off, 54,559.

The Teachers' University Association enables teachers to go to Oxford and Cambridge for higher training, 54,560, 54,757-54,760.

It has sent teachers to Oxford during the last two years, 54,562-54,566, 54,760.

Was struck with the superiority of those who went to the average teacher, 54,567, 54,568.

Their stay at Oxford cultivates feelings, taste, and social life, 54,569, 54,570.

The association is not limited to London, 54,571.

Will send in last year's list of lectures delivered to the teachers at Oxford, 54,572.

All teachers should be trained; acting teachers are inferior, 54,691-54,693.

There is scarcely any inducement to teachers to carry on their training after gaining their certificates, 54,727-54,729.

Entries on certificates should be abolished, 54,737.

Lectures and opportunities of directed reading should be open to teachers at convenient centres in rural districts, 54,737.

## TEACHERS, CERTIFICATED—(continued).

Rev. Prebendary ROE.

Untrained certificated teachers are driving trained teachers out of the market, 54,904, 54,905, 55,009-55,011.

No untrained teacher should be examined for the second year's subjects till he has passed in the first year's subjects, 54,905, 55,181, 55,182.

If the methods of 1846 are reverted to, it would be better to give a fixed grant to the teacher, and less per child in average attendance, 55,154-55,159.

Trained teachers are undoubtedly abler than untrained ones, 55,160, 55,161, 55,183-55,188.

There is not so much difficulty in getting trained teachers for small schools now, 55,162, 55,163, 55,179.

Overstocking the market is likely to bring in a much worse class of candidates, 55,180.

Mr. W. MARTIN.

It is a mistake to make the head teacher's salary depend upon the size of the school, 55,344-55,348.

Suggests female assistants for the lower standards in board schools, 55,349-55,354, 55,513, 55,514.

Sees no objection to employing women throughout a boys' school, provided the right teachers are got, 55,355, 55,356, 55,512.

All teachers should be trained, although there are excellent untrained teachers, 55,367.

Would not totally exclude untrained teachers, but restrict their employment, 55,368-55,370.

Has not seen any tricks or anything underhand on the part of assistants during the inspection, 55,510.

Does not believe they are imposed on by head teachers, 55,511.

Mr. T. HEALING.

A great many rural teachers take no active professional interest in their work outside their own school, 56,120.

Frequent conferences between teachers, and between teachers and inspectors, would be beneficial, 56,121-56,124.

Mr. W. WILLIAMS.

States to what extent university degrees might be accepted in lieu of the certificate examination, 56,541, 56,542.

The second-class certificate should not be granted on such easy terms, 56,543, 56,602.

Certificates might be marked with the subjects in which teachers have shown special merit, 56,544.

Mr. J. G. FITCH.

Untrained teachers are far too numerous, 56,731.

University degrees should be accepted in lieu of the certificate examination under certain conditions, 56,736-56,738.

Untrained teachers should not obtain a certificate so easily as at present, 56,742.

Endorsements on certificates might be given up, 56,743.

Managers are not usually desirous to know how a teacher passed in a certain subject, but rather as to his general ability as a teacher, 56,744.

Cases of capricious dismissal are very rare indeed, 56,830.

Local colleges might offer to teachers an additional encouragement to prolong their studies and attain degrees, 57,730-57,733.

Other means might be found for encouraging this higher teaching without applying for grants, 57,734.

The staff of the Department could not give certificates on a better principle than at present, 57,736, 57,737.

The limited character of the aims of the untrained assistants in the London board schools is very evident, 57,864.

There is less enthusiasm in the profession now than there was 30 years ago, 57,865-57,867.

Deplores the absence of teachers' associations similar to those which existed formerly, 57,868-57,871.

There is a career in the profession open to anyone who chooses to qualify to rise, 57,879-57,881, 57,985.

The failures amongst untrained teachers at the examinations is larger than he should have expected, 57,972-57,974.

The universities are hardly at present suited for one who wants to be an elementary teacher, 57,979.

## TEACHERS, CERTIFICATED—(continued).

Mr. J. G. FITCH—(continued).

There are quite enough athletics and amusements in our training colleges, 57,980.

There is nothing to show that a teacher's life is a shorter one than the life of other people, 57,988, 57,989.

Under no foreign Government is there so little authoritative restraint on teachers as in England, 58,097–58,099.

Mr. A. P. GRAVES.

The probation to get into the first class is too long, and not sufficient study is required for it, 57,079–57,081.

Would like to see the plan in vogue under the Irish Board adopted, 57,081, 57,193–57,196.

Has six or eight model schools, which are visited by the younger teachers, with good results, 57,135–57,138.

A teachers' library and museum has been established in Taunton, which has worked very satisfactorily, 57,139, 57,140, 57,304.

Teachers do not generally keep themselves well posted up in the Code alterations from year to year, 57,141, 57,142.

For the above reason a library and museum for teachers is very valuable, 57,142, 57,305–57,308.

Conferences between managers, teachers, and inspectors for educational questions are of the utmost value, 57,307–57,310.

Mr. J. MCKENZIE.

The annual endorsement of parchments is of no value, and would be better abolished, 57,389, 57,390, 57,557.

A great many teachers in rural schools are untrained or are very defective in teaching method, 57,446–57,448, 57,453–57,456, 57,485–57,489.

Provisionally certificated teachers acting as head teachers in small village schools do their work very well, 57,449–57,452, 57,457–57,463.

Rev. F. SYNGE.

It is of no value endorsing on certificates the subjects in which teachers distinguish themselves, 58,104.

Certificates should continue to be endorsed by inspectors as heretofore, 58,105, 58,337–58,340.

Teachers very often do not know their technical work as well as they should, 58,233–58,235.

Does not wish to extend the time spent in training colleges, 58,236.

The majority in his district go in for the certificate examination without going to a training college, 58,454.

Mr. E. H. BRODIE.

Intelligent teaching is not the rule; exceptionally good teachers are met with, 58,686.

Would reserve the provisional certificate for a longer time than at present, 58,687, 58,815, 58,816.

It is advisable to fix the maximum salary for teachers, 58,689, 58,690, 58,692, 58,694–58,699.

Endorsements on certificates should be divested of all personality, 58,817.

Mr. P. CUMIN.

Trained teachers are infinitely preferable to untrained teachers, 58,942, 59,166.

Hopes to get rid of all untrained teachers, except competent ones suited for country schools, 58,979, 59,077, 59,080–59,082, 59,164–59,168, 59,413–59,415.

The great majority must remain in the profession because of the difficulty of getting into any other, 59,055.

Students do not fulfil their obligations by remaining in the service only until they get their parchments, 59,056, 59,060, 59,061, 59,117.

Teachers are allowed to leave when it is obvious they cannot be useful as teachers, 59,057, 59,058.

When they leave merely for change of profession they must repay a certain amount of the grant, 59,059.

Trained teachers find more difficulty than untrained teachers in getting schools, which is one reason for raising the standard for the latter, 59,407–59,409.

Believes efforts are now made to raise the standard 59,410, 59,411.

## TEACHERS, CERTIFICATED—(continued).

Mr. P. CUMIN—(continued).

Previous to 1876 special provisions were made for acting teachers, but these are no longer made, 59,412.

Any movement to get persons to adopt teaching without giving some kind of bonus must be gradual, 59,416–59,418.

In 1870 there were 12,467 teachers, and in 1886 42,000, 59,545–59,548.

More than half the teachers employed are untrained, and these are largely in voluntary schools, 59,794–59,799.

Mr. H. E. OAKELEY.

The proportion of trained teachers is diminishing, 59,187.

It is due to the number of acting teachers who come forward and pass, but pass extremely badly, 59,188, 59,189.

The examination for acting teachers should be stiffened, 59,188, 59,191, 59,192, 59,350, 59,351, 59,384–59,389.

There is an increasing difficulty in providing students leaving training colleges with schools, 59,188.

The annual supply of masters, trained and untrained, gives a "waste" of 7 or 8 per cent., which is too large, 59,188, 59,330.

Untrained teachers are altogether inferior to those who are trained, 59,190, 59,191, 59,367, 59,377.

The Department can indirectly secure the dismissal of a teacher, and that is sufficient, 59,313.

## TEACHERS IN WORKHOUSE SCHOOLS.

The Department should recognise teachers in poor law schools, 49,868, 49,869, 50,057, 50,058.

In one or two cases the Roman Catholic schools under his inspection are unsurpassed, 49,870–49,876.

Pupil-teachers are not now employed in workhouse schools, 49,877–49,886, 50,061.

The money allowance from the Local Government Board for pupil-teachers is inadequate, 49,887–49,890.

The best teachers are discouraged from seeking employment in workhouse schools, 50,059–50,060.

## TEACHERS' SALARIES IN FRANCE

Mr. H. H. S. CUNYNGHAME.

Are lower in France than in England, 51,509–51,511.

The average payment to head teachers would not amount to 80*l.* a year, 51,512–51,516.

The cost per head for teaching is 17*s.* or 18*s.*, 51,518, 51,519.

## TEACHERS: THE SUPPLY OF.

Rev. D. J. STEWART.

No large number of female teachers have given up work in his district through failure of health, 2916, 2917.

In awarding marks towards the certificate the same standard is adopted, 2918, 2922.

It is not advisable to grant certificates to persons who have had little or no practice in an elementary school, 2923–2930.

The old system of education is preferable to the new, 3048, 3049, 3054.

Individual examination was intended to remedy the alleged neglect of the majority of scholars, 3050–3052.

Does not think any larger number of children are well attended to now than under the old régime, 3053.

Has generally found head teachers supervising the work. They taught more under the old system, 3072–3078.

Having all or a majority of assistant teachers in lieu of pupil-teachers in a school would not have a beneficial effect, 3109–3112.

Sees no signs of superior influence in the Roman Catholic schools which are staffed by a higher class of teachers, 3151–3153.

TEACHERS: THE SUPPLY OF—(continued).

Rev. D. J. STEWART—(continued).

University graduates must serve twelve months as assistants, and young persons passing the local examinations serve two years for admission to apprenticeship, 3182-3185.

Some pupil-teachers become useful in one year, but young people of 18 do not receive the instruction so readily as at a younger age, 3186-3188.

Rev. T. W. SHARPE.

The present supply of male teachers is fairly adequate to the demand, but not of women, 4556-4558, 4918.

The number of students leaving training colleges are generally placed in schools by Easter in each year, 4654-4656.

The number of female untrained teachers has exceeded the number who have left the training colleges, 4657.

The number of trained teachers admitted during the last six years is 3,553 men and 10,433 women, 4658.

The only method of supply is that of pupil-teachers, 4760, 4767.

The number of male teachers out of employment is slightly in excess of the female teachers, 4761-4763.

The scarcity of female teachers is largely due to their marrying, 4764-4766, 4926.

The employment of young married female teachers should be discouraged, 4767.

The social position of elementary teachers has something to do with the scarcity of female teachers, 4770.

Is not aware of any social influences at work to prevent young women from entering the profession, 4771.

*Ceteris paribus*, women are better teachers, 4773.

Mr. R. WILD.

There is not a sufficient supply of trained teachers, 13,763, 13,764.

The untrained teachers prevent the trained teachers from getting employment. Trained teachers should have the preference, 13,820.

Believes university men are anxious to become elementary teachers, 14,010.

No question of cost can break down the system of education. The country must have efficient education, 14,014.

The cost of education abroad is very high. Hands in two reports on the subject, 14,015.

Mr. J. W. GROVE.

There is an over-supply of certificated male teachers, 14,590-14,592, 14,932.

The supply should be kept up chiefly from the pupil-teacher class in training colleges, but the diploma should be given by an independent council, 14,593-14,598, 14,929.

The standard was lowered in 1870 to supply the temporary demand, and some who were admitted then have been very unsatisfactory teachers, 14,594.

The pupil-teacher system has justified its institution by its results, 14,595-14,598, 14,929.

The present over-supply may partly arise from the greater use of provisionally certificated teachers, 14,932, 14,933.

They should be abolished altogether, 14,934, 14,935.

Mr. W. B. ADAMS.

At present there are too many male teachers, 15,369.

Mr. D. CLARKE.

Has never had any difficulty in getting either male or female teachers, 16,184, 16,185, 16,431, 16,432.

Mr. D. HOLDSWORTH.

A Wesleyan trained master would naturally be excluded from most church schools and *vice versa*, 17,832-17,836.

Mr. E. STEVENS.

His night school was dropped for want of a teacher; it was attended by former day scholars, 21,050-21,054.

Is opposed to a teacher in day school having night school duty, 21,055.

▲ 53748.

TEACHERS: THE SUPPLY OF—(continued).

Mrs. FIELDEN.

States the colleges from which teachers in her part of Lancashire are drawn; London teachers not better, 26,030-26,034.

The teachers whom she has trained have been taught in her school entirely; it is difficult to get efficient teachers, 26,184-26,191.

The results of her experiment should show why the Government scheme has failed, 26,192-26,194.

Lady STEVENSON.

Board teachers are rarely taken from voluntary schools, 26,471.

Rev. Dr. CROSSKEY.

Could be kept up without the present system, 32,862, 32,863.

Rev. E. F. M. MCCARTHY.

The adult assistant staff, numbering 327, has been mainly obtained from the board's own pupil-teachers, 33,181.

About 50 per cent. of the males and 40 per cent. of the females have been pupil-teachers outside the school board, 33,182.

The board's staff of pupil-teachers alone is too small to supply the demand, 33,183, 33,184.

The quality of these outside ex-pupil-teachers is very poor, and they are the least disposed to improve, 33,180, 33,185, 33,190, 33,776-33,778.

An attempt was made, but abandoned, to form classes for these uncertificated assistants, under Article 110\*, 33,186-33,188, 33,191, 33,192-33,197.

331 uncertificated teachers are employed, 33,193.

An engagement of assistant teachers for three years is a reasonable requirement under Article 110\*, 33,390, 33,391.

There should be an annual examination of them, and the payment made on that, 33,392, 33,393.

The market price of teachers has fallen in last year or two, 33,397-33,400.

Complains that acting teachers get their certificates on easier terms than trained teachers, 33,537.

Under this arrangement thousands of unqualified or imperfectly-qualified teachers have been admitted, 33,538-33,540.

Rev. J. MENET.

The supply is largely recruited from untrained teachers; does not object to this, but would raise the tests, 39,084-39,088.

Mr. L. WILLIAMS.

In Wales, the supply is most inadequate, owing to deficient training facilities, 39,517-39,524.

The larger the area to select from the more likely you are to get a good teacher, 39,668, 39,669.

The teaching staff of the London School Board is more efficient as regards training than the staff in Wales, 39,670-39,675.

If possible, would confine their teachers to Welsh-speaking and Welsh-born people, 39,676-39,681.

They selected Scotch teachers solely because they had a broader and higher culture than English applicants, 39,682-39,685, 39,689-39,692.

The Scotch method, by giving a university college training, turns out better teachers than the English, 39,686-39,688.

Mr. H. BIRLEY.

The supply is sufficient in Salford; it should be kept up by the pupil-teacher system, 40,191-40,195, 40,674, 40,790.

Rev. Prebendary DEANE.

There is an over-supply, chiefly of females, 42,009, 42,126-42,130, 42,232.

The proportion of waste is 7 per cent., 42,010, 42,011, 42,131.

A teacher remains in the profession on an average 14½ years, whereas it ought to be 22 years; this is

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## TEACHERS. THE SUPPLY OF—(continued).

Rev. Prebendary DRANE—(continued).

great loss to the country, 42,011–42,013, 42,061–42,074, 42,076, 42,078–42,087, 42,143–42,147, 42,217–42,228, 42,285–42,291.

Trained are very much more valuable than untrained teachers both for small and large schools, 42,013, 42,014, 42,234.

Teachers, as a whole, are very well paid, 42,075–42,077.

Owing to the present over-supply, the untrained teacher has a better chance of employment than the trained teacher, 42,132–42,134, 42,285.

The influx of acting teachers into the profession between 1870 and 1880 was absolutely necessary, but now the examination should be more stringent, 42,233, 42,234.

It is undesirable to hold out inducements to retain those who, after a few years, are found unsuitable for teachers, 42,236–42,239.

Mr. J. F. SEABROOK.

The supply is in excess of the demand, 48,218, 48,219, 48,222–48,224.

The annual waste is 976 males and 1,707 females per year, 48,220, 48,221.

The excessive supply should be checked, 48,223, 48,224, 48,265–48,270.

Low salaries paid to teachers are not injurious to education, but will be, 48,225, 48,226, 48,228, 48,265–48,270.

As vacancies occur salaries are reduced, 48,227.

By refusing certificates to untrained men the colleges would have to be enlarged, 48,229.

Mr. P. CUMIN.

Does not consider teachers are hampered by the Codes, 1599–1601.

Section 51 recognises university graduates as assistant teachers, 1429–1431.

If the training in the normal colleges was more like the Scotch, teachers would be better, 2128–2130.

No university men have become teachers yet, 2183.

Rev. D. J. STEWART.

Is sufficient for the present time. The supply should be mainly kept up by the pupil-teacher system combined with training, 2306, 2315, 2934, 2935, 3009–3013.

The class from which they are drawn produces better teachers than graduates make, 2317.

The supply of pupil-teachers is fairly adequate at the present time, 2316.

The old system of training pupil-teachers is better than the present method, 2318–2326.

The instruction given by pupil-teachers is not as valuable as it used to be, 2327, 2328.

The scale for school staff should be one teacher to about every 30 children. Now a pupil-teacher takes 40 children, 2329, 2330.

Gives the scale in Holland, Prussia, and Saxony, 2331, 2332, 2463–2465, 2527–2532.

The principal teacher should be reckoned, and give lessons to each class, and superintend other teachers, 2333.

Under the present system of teaching there is a tendency to “cram,” 2366–2368, 2455, 2545–2553.

Where a school is good the interest of parents and children is very much greater. The old system was more elastic, 2369–2372.

Children are examined according to standards, and any arrangement in standards tends to be artificial, 2391–2401, 2487–2489.

Pupil-teachers in voluntary schools have sufficient opportunities for study, 2431–2444.

At the time of the Duke of Newcastle's Commission the pupil-teacher system had supplanted the monitor system, 2445–2448.

The supply of pupil-teachers has been fairly stationary during the last six or seven years, 2449–2454.

The intellectual requirements of pupil-teachers now are higher than in 1856–1862, when schools were at their best, 2455.

The tendency of teachers is to give pupil-teachers a class rather than to train and teach them, 2456.

Would like to see a more liberal staff required by the Code, 2461, 2462.

## TEACHERS: THE SUPPLY OF—(continued).

Rev. D. J. STEWART—(continued).

The class of teachers, as a whole, is not as efficient as it used to be, though the demand is greater, 2468, 2469.

In the case of candidates for admission and for the certificate examination in the second year there is a falling off in the quality of the papers, 2505–2510.

Has no means of saying whether the death rate amongst teachers has increased during the last ten years, 2907–2909.

Does not think that the standard of attainment for certificates has been considered since the first issue, 2910, 2911.

The number of untrained teachers should not be increased. Trained teachers are better, 2912–2915.

## TECHNICAL INSTRUCTION.

Rev. T. W. SHARPE.

Children are too young to profit by such instruction, 6405–6409.

Mr. M. ARNOLD.

The recipients of technical instruction should pay for it, but the State should aid it, 5788.

Technical schools on the Continent are Government institutions as a rule, 5789–5791.

The use of tools is very well taught in French schools, and it is extremely good as a relief to the other work, 5952–5956.

Rev. D. J. WALLER.

Has been introduced into the boys' department, 6910, 7052.

Affords relief from the ordinary studies, 6911.

Cultivates deftness of manipulation, 6912.

Grants might suitably be made to encourage, but doubts whether it could be done in many schools, 6912, 6973.

Drawing is perhaps best form of preparation for technical work, and is of much use to boys, 6912–6914, 6982, 7045–7047.

Parents would welcome any instruction likely to benefit their children, 6972.

The half-time system properly used appears to be the best form of this instruction, 6973.

Begins with the elder boys in the fifth and sixth standards, 7005, 7006.

The commencing stage depends rather upon the age of the boy, 7006.

The 17s. 6d. limit discourages drawing, 7047.

Instruction in the use of tools might be introduced to some extent in elementary schools, 7052.

Rev. Canon WARBURTON.

In certain localities would be very useful; navigation ought to be learnt in seaport towns, 8524.

It was recommended by the Commission on Technical Education, 8525.

Mr. R. WILD.

Elder children should be taught the use of tools where possible, 13,958.

Mr. J. W. GROVE.

Handicrafts are best taught in a technical school. Does not approve of it in ordinary day schools, 14,654, 14,666, 14,698–14,701, 14,819–14,825, 14,941–14,946.

Has watched the experiment in Paris, Manchester, and London of introducing it into elementary schools, 14,697.

Educational instruction is sufficient to set before children up to 13; the child's character should be formed first, 14,820–14,825.

The instruction should include the elements of sciences bearing upon the trades or manufactures of the district, 14,943–14,946.

Mr. W. B. ADAMS.

Connecting industrial and intellectual work is a clumsy arrangement, and should be discontinued, 15,455.

## TECHNICAL INSTRUCTION—(continued).

Mr. D. CLARKE.

Great benefits would result from attaching day industrial schools to elementary schools, 16,204-16,206, 16,524.

They are not practicable while the requirements for the maximum grant are so unreasonably excessive, 16,205-16,208.

Would give technical instruction in carpentering, shoemaking, and the ordinary arts of life suitable to the district, 16,210-16,212, 16,260-16,262.

Teaches drawing under the Science and Art Department, 16,282, 16,283.

Mr. D. HOLDSWORTH.

None, except drawing, is given in his school, 17,521, 17,936.

The desire for technical instruction is felt rather by manufacturers than by parents, 17,936, 17,937.

Miss CASTLE.

Cannot give boys any useful agricultural instruction, a male teacher is required for that, 20,168-20,170.

Mr. S. B. TAIT.

Huddersfield has a technical school largely supported by the manufacturers, who encourage children to attend, 20,402-20,404.

It was helped by one of the London guilds, 20,559-20,562.

Mr. E. HORSFIELD.

Clever children might receive technical instruction after passing Standard VII.; does not teach elementary science nor mechanical drawing, 22,089-22,091.

Mr. J. BRADBURY.

Children would benefit by technical training, the manufacturers desire it, and the parents are favourable to it, 22,611-22,613.

Mr. J. SCOTSON.

Elementary technical instruction might be introduced by giving a grant for the use of tools as a specific subject, 23,014.

Sir L. T. STAMER.

No technical work can be given in the school to fit children for potters, 24,606.

Mr. E. COMBES.

Technical education in New South Wales is in a very fair state of development, 24,724, 24,749, 24,862, 24,863.

No provision is made for introducing manual industrial training into primary schools, 24,725, 24,726.

All the evening technical classes in the schools are eminently successful, 24,752.

The classes are so arranged that a man can carry on his trade and yet attend them, 24,831, 24,870.

The Council of Technical Education is under the Education Minister, but everything is left to the board's discretion, 24,862, 24,863.

The whole cost of technical education is supplied by fees or from the general taxation of the country, 24,864-24,869.

The professors engaged are all of the highest class; most of the pupils are apprentices and young workmen, 24,870-24,873.

Hands in scale of fees, 24,874.

Rev. W. D. PARISH.

Hopes to introduce a system of school gardens with a view to giving some idea of the science of gardening and agriculture, 25,232-25,235.

The people are satisfied with agricultural employment, have fair wages, and can save, 25,236.

## TECHNICAL INSTRUCTION—(continued).

Sir P. MAGNUS.

In France education is gratuitous, and embraces science, drawing, and the teaching of handicrafts as well as the ordinary subjects, 28,577-28,580, 28,584-28,586, 28,789, 28,890-28,893.

The French curriculum includes a considerable amount of technical teaching, 28,578, 28,583.

Technical instruction in Germany varies in different localities as regards its being gratuitous or not, 28,581.

It is gratuitous in Switzerland and Austria, 28,582.

Describes the scientific and technical instruction given in France in the higher elementary schools, 28,584, 28,631, 28,634.

The instruction on the Continent is more likely to interest children in scientific and technical subjects than the method pursued here, 28,594.

Evening instruction on the Continent is not superior to that here, but it is far more general, 28,596.

Evening instruction is gratuitous nearly everywhere on the Continent, 28,597-28,599.

On the Continent there are two systems for handicraft teaching, 28,600.

Trades are taught in apprenticeship schools; possibly it might be introduced into Ireland, 28,601, 28,602, 28,657-28,660.

Handicraft instruction in England and Wales should aim at training the senses, the hand, and the eye only, 28,603, 28,700-28,702, 28,856.

Classes have been started at the City Guilds Institute to give this kind of instruction to teachers, 28,604, 28,655, 28,656, 28,809, 28,856, 28,857.

Such instruction is now given in from 600 to 800 elementary schools in Sweden, 28,604.

Children should commence the instruction when the fifth standard is passed, 28,605, 28,652-28,654, 28,750, 28,751, 28,774, 28,815, 28,836-28,839, 28,872-28,874.

Hands in copy of an article on "Manual Training," as given in the Training College, Dublin, and the syllabus of instruction, 28,606-28,608.

Time could be found for the instruction by diminishing the literary instruction, and by increasing the school hours, 28,609, 28,647-28,651, 28,718, 28,720, 28,767, 28,768.

It is proposed to make handicraft instruction in French schools an ordinary subject to be given in school hours, 28,610.

At present it is given outside the ordinary school hours, but it is a popular subject with children, 28,611, 28,612.

Localities should have the option of varying the scheme of handicraft, science, and general elementary instruction to suit their own requirements, 28,613-28,615, 28,685, 28,699.

There was some difficulty in providing sites for the City Guilds Institute, and for the branches affiliated to it, 28,632.

The requirements of a large number of schools of that kind in London would lead to a large outlay, 28,633.

There are scholarships at the school at Rheims which entitle the children to free board and lodging, 28,635, 28,637, 28,638.

In Paris breakfast is provided for the students at the *École Diderot*, 28,636-28,638.

Compulsory instruction in drawing, use of tools, elementary science, and frequently in modelling, is given in the ordinary elementary schools in Paris, 28,639-28,641.

The Charity Commissioners have recently framed schemes for technical branches in schools having a technical side, 28,662, 28,663, 28,665, 28,666.

The elementary schools which he has examined are in manufacturing towns where future artisans are educated, 28,684.

The instruction in elementary schools should be of the broadest character, 28,699, 28,773, 28,775, 28,776.

A trade can only be properly taught in the workshop or factory, 28,702.

Half-timers being only a small proportion do not materially vary the conditions of technical education here, 28,703, 28,704.

Drawing, rudimentary science, and some use of tools should be taught in the lower elementary schools, 28,714, 28,753-28,756, 28,805, 25,806.

Would not make the use of tools a compulsory subject; the scientific side of technical education is more important, 28,715-28,717.

If it were left to municipalities to vote money for technical instruction it would be done in the large but not in the small towns, 28,726-28,729.

## TECHNICAL INSTRUCTION—(continued).

Sir P. MAGNUS—(continued).

Has no experience of agricultural teaching, 28,730, 28,731.

Higher schools should be established where none exist, and in which technical education could be given, 28,732–28,739.

It is a decided gain that children in France and Germany are brought up in the technical schools, 28,740–28,744, 28,757–28,759, 28,777, 28,880.

The training that children get in the workshops themselves after leaving school has hitherto compensated for it, 28,745, 28,746, 28,844–28,846.

Technical instruction would improve the ordinary workmen, 28,747, 28,748.

Payment by results does not exist abroad, so to that extent the foreign teacher is freer than a teacher in England, 28,760.

It accounts for the more intelligent results obtained, 28,761.

The Continental workman is not superior to the English workman, 28,777–28,782.

Defines technical instruction as education which has reference to a person's present or future career, 28,803, 28,804, 28,861.

The recommendation by the Commission on Technical Education that the State should make a grant for instruction in the use of tools as a specific subject should be acted upon, 28,807, 28,808, 28,810.

Technical instruction will languish until some way of providing for the necessary expenses is found, 28,811–28,814.

If his suggestions are carried out the children would be placed in an equal position with those in France and Germany, 28,816–28,820.

The cost of handicraft teaching would be comparatively slight, 28,821–28,824.

There would be no jealousy on the part of trades guilds if trades were not taught, 28,825.

Germans surpass the English in the manufacture of chemicals, 28,826, 28,827.

If the instruction were more practical, parents would be glad for their children to avail themselves more of it, 28,847.

Parents of the lower classes do not always take intelligent views of education, 28,848–28,850.

The technical instruction he recommends is wholly disciplinary, and is not a substitute for apprenticeship, 28,851–28,855.

In ordinary and mechanical apprenticeships the master taught practically, and also some of the principles of the trade, 28,858–28,860.

English workmen, while possessing considerable dexterity and vigour, know very little of principles, 28,863.

Technical instruction is wanted to give a quicker intelligence in dealing with the mechanical processes of trade, 28,863, 28,864.

Believes the necessary plant could be provided at a cost of 30s per boy, 28,876, 28,894.

Manual labour as yet has been but little introduced into German schools, it is mostly found in French schools, 28,877.

There are some technical schools in France which receive very little, if any, State aid, 28,896–28,898.

There is a demand for technical schools established and supported by both manufacturers and the State, 28,898.

Most laudable efforts are being made by private individuals to supply the need, 28,899, 28,900.

On the Continent and in Ireland people look to the Government to do things for them, 28,901.

The establishment of technical schools abroad was rather due to competition with English commerce, 28,902–28,904.

They have been successful to a very great extent, 28,904.

Schools of design in England have reduced the number of foreign artisans in our manufactories, 28,905.

If the instruction in elementary schools was made more practical boys need not go to work so early, 28,906, 28,907.

Rev. J. R. DIGGLE.

Is anxious to give further manual training; the board requires more power, 29,740–29,742, 30,282–30,286, 30,776.

The auditor has surcharged the board for the instruction, 29,983–29,990.

## TECHNICAL INSTRUCTION—(continued).

Rev. J. R. DIGGLE—(continued).

Before 1861 the Education Department encouraged and promoted industrial training in elementary schools, 29,991, 29,992.

Suggests that some sort of manual training might be given in schools in various parts of London, 30,287–30,290, 30,776–30,778.

Generally, manual instruction should not commence till Standard IV. is passed, 30,291, 30,429.

The training should be of a general character, leaving specific instruction to the future, 30,292, 30,565–30,567, 30,634, 30,635.

A little regulated manual training would help the ordinary elementary work of the school in two ways, 30,430.

Manual instruction is very important, 30,636, 30,776–30,778.

REV. DR. CROSSKEY.

The use of tools should not be a class subject, but be treated as a relief to the school work, 30,853.

Their principle in Birmingham is not to teach trades, but the principles which underlie trades, 31,066, 33,090.

Have one seventh standard school, but hope to establish one such school in each district of the town, 31,067–31,069.

Would devote about three hours a week to technical instruction, half in school hours, half after, 32,753–32,755.

The teaching should commence after the fourth standard in both rural and town schools, the selection resting with the local boards, 32,756–32,761.

The Birmingham manufacturers desire technical training for the sake of the working classes themselves as well as for the increase of the industrial resources, 33,077–33,082.

The grammar schools have a different range of education to the elementary schools, 33,083–33,089.

The technical training in schools is only intended as a preparation for the manufactory, 33,091–33,095.

Mr. E. N. BUXTON.

Would like to see manual instruction in schools, parents wish for it and children would be benefited, 31,344, 31,669.

Would like something like the Swedish Sloyd system adopted, 31,346, 31,450, 31,451, 31,615, 31,616.

The system is confined to the ages of 10 to 15; it has been in force about five years, 31,347, 31,348.

It works well; a great number of teachers from other countries, including our own, have been sent to learn it, 31,349–31,351, 31,617, 31,711, 31,712.

Does not wish to teach a trade in schools, but only to train hand and eye, 31,452, 31,453.

Would reduce if necessary the time spent on intellectual training for manual training, 31,523, 31,524, 31,527.

Manual training is recreation, but time children now spend in the open air should not be curtailed, 31,325, 31,326.

Industrial training gives industrial schools a great advantage over elementary schools; would extend it, 31,528, 31,529.

Instruction in the Sloyd system would not be expensive; the teachers could easily learn to teach it, 31,617–31,620, 31,713.

Technical instruction is very popular with children; it has been tried with success to a limited extent in London, 31,621–31,625.

Would have technical instruction given in all schools irrespective of standard but not of age, 31,671–31,674.

The use of tools in wood should be paid for as a specific subject; the board have been surcharged for the cost of wood used, 31,714, 31,715.

The Sloyd system will shortly be at work at Medburn Street school, 31,783–31,786.

Mr. E. HANCE.

The introduction of handicrafts would be beneficial and extremely popular, 32,162.

The boys would be glad to give some of their own time to some manual training by special teachers, 32,614, 32,615, 32,617.

Would introduce working in wood principally, 32,724, 32,725.

## TECHNICAL INSTRUCTION—(continued).

Rev. Canon McNEILE.

Is going to be taught in elementary schools in Liverpool; liberal donations have been offered for it, 34,307.

Rev. J. GILMORE.

It could not be taught in ordinary elementary schools; it is taught to a certain extent in the higher central school, 34,643, 34,649.

If possible, children of artisans should receive technical instruction, 34,650.

In addition to the science teaching, this instruction to certain extent is given in the higher schools, 34,778-34,780.

It is meant to be a preparation for the trade of the town, 34,781.

A very fine technical school is maintained by voluntary contributions, 34,782-34,786.

Mr. J. HANSON.

The board want power to form separate classes for the study of elementary science, technical and other objects, 35,245, 35,475.

The Code does not preclude expenditure in this respect, but the auditor would not sanction it, 35,476-35,484.

Technical instruction, although it conduces to educational advantages, has a narrowing effect, 35,547, 35,548.

Rev. J. NUNN.

Industrial training has been introduced in one of the Manchester schools, but not much notice has been taken of it, 36,472-36,476.

There would be no particular advantage in instructing the boys in the use of tools, &c., 36,477-36,481.

Believes needlework is taught to the boys in the infant schools, 36,839-36,843.

Mr. T. G. WRIGHT.

His board are anxious to give it, and to introduce the use of tools when the Department will sanction it, 37,268.

Mr. W. LEE.

Proposes to teach working in wood and in iron of an elementary character in the new central higher grade schools, Leeds, 37,604-37,606, 38,082, 38,083.

Mr. W. ANDERSON.

Is not in favour of technical instruction in board schools, 38,379-38,381.

Mr. J. NICKAL

Favours the introduction of manual training, or something after the kindergarten system, but fears it would involve a reduction in the number of subjects, 40,162-40,166.

Mr. H. BIRLEY.

Grants might be made for mechanical drawing and handicraft where suitable provision can be made, 40,269.

The difficulty in teaching handicrafts or cookery arises from the early age at which children leave school, 40,269-40,272.

About five hours' weekly instruction in use of tools is given in the Lancastrian School, Manchester, but boys learn little or nothing, 40,421-40,425, 40,813.

Technical training should fit a boy to take up a particular trade and be upon the half-time system, 40,426-40,428, 40,813.

Training the eye and hand rather early by some sort of handicraft would be of real value to the child, 40,814.

More should be done in this direction in evening schools, 40,815.

Mr. T. SNAPE.

Would like to see teaching in mathematics, chemistry, physics, and modern languages introduced in elementary schools, 43,562-43,569.

The poorer classes would benefit most by technical instruction, 43,570-43,573.

## TECHNICAL INSTRUCTION—(continued).

Mr. J. A. BROOKE.

There is no time in elementary schools for technical instruction, 46,367, 46,527, 46,528.

The majority of teachers are not competent to give it, 46,529-46,532.

Ven. Archdeacon NORRIS.

Boys should be instructed in whatever the teachers know best, 47,432, 47,433.

Mr. H. PARKER.

With one exception none is given in Birkenhead, 47,790-47,792, 47,949.

Drawing is not largely taught, 47,951.

Mr. M. WILKS.

Experimental science and machine drawing only can be taught in elementary schools, 48,771, 48,772.

Mr. H. E. B. HARRISON.

Advocates teaching the use of common tools and instruments, 49,370-49,373, 49,559-49,561.

Grants should be given to establish and support workshops, 49,373, 49,374.

Mr. H. H. S. CUNYNGHAME.

Two or three hours a day are devoted to carpentry, forging, metal work, modelling, &c. in Paris, 51,225.

There are 260 boys in the school, and the cost per head is 8s., 51,223, 51,226, 51,227, 51,379-51,381, 51,491-51,494, 51,520-51,522.

Each master of a section has two or three workmen to assist him, 51,228.

Is in favour of a certain limited amount of manual work in schools, 51,323, 51,328.

Teaching the use of the hands and eye educationally should be continued through the school, 51,329-51,335.

Is teaching geometry, drawing to scale, &c. with carpentering in St. Jude's school, 51,336-51,339.

All should be taught drawing, 51,342.

Two hours a week for manual work is not enough to do any good, 51,343.

In the French schools four hours a week are allowed, 51,344-51,347.

If four hours a week were allowed in English schools an efficient instructor would be required, 51,348, 51,349.

It would be an excellent recreation for masters in training colleges to take to carpentering, 51,350, 51,351.

Wood or clay might be used, 51,352, 51,353.

Has tried modelling for girls, but cookery is more generally useful, 51,354.

The necessary accommodation and tools for teaching carpentering to 200 boys a week would not cost more than any other subject, 51,355-51,360.

Would like the thing tried tentatively, with certain provisos, 51,361-51,363, 51,485-51,488.

The average English boy is as well educated as the average French boy, 51,364, 51,365.

It is difficult to compare the instruction in drawing in a French and an English school, 51,366.

Gives particulars as to the course of instruction in M. Gérard's school, 51,383-51,386.

About one-half of the primary schools in Paris have technical classes, 51,433-51,435.

Except at the École Tournefort there is no distinct attempt to specialise, 51,436.

There are definite rules regarding the standards to be passed, 51,437, 51,438.

Gives the numbers of the various kinds of schools in Paris, 51,441-51,448.

At the Écoles Libres hand education is given on the Frobel system, 51,495.

Technical instruction is successfully given at the École Rue Renilly, 51,496.

Mr. R. BALCHIN.

Manual training should be included, 51,744-51,747.

Hands in two plans of technical training adapted for Standards V., VI., and VII., 51,745.



### • TECHNICAL INSTRUCTION—(continued).

Mr. T. SMYTH.

It would be a waste of time to introduce definite training for specific industries into schools, 52,439, 52,440, 52,443, 52,444, 52,572, 52,580, 52,754-52,756, 52,776-52,778.

Scientific principles which underlie industries might be taught, 52,441, 52,442, 52,455, 52,572, 52,573.

Instruction in the use of tools would be objected to, 52,453, 52,454, 52,456.

Foreign workmen have everything to learn when they come to England, 52,574-52,576, 52,751-52,753.

The English workmen are capable of producing anything that is demanded in the markets of the world, 52,577.

Geometrical and freehand drawing is the finest technical training a lad can have, 52,578, 52,579.

Mr. T. E. POWELL.

It is not advisable to introduce technical instruction, 52,945-52,947, 52,963, 52,965.

A good training in geometrical and freehand drawing would greatly assist boys, 52,966.

Foreigners are not better workmen than Englishmen, but they accept lower wages, 52,967-52,971.

Sir P. KEENAN.

Handicraft teaching has been introduced into Irish schools, 53,258-53,260.

The teaching of handicrafts was proposed by him some four years ago, 53,300, 53,302, 53,337.

It is a most delightful subject to children, 53,303-53,307.

This teaching has initiated a good work, 53,308.

Gives details of the teaching of agriculture in the schools, 53,309, 53,311-53,316.

The number of these schools is not increasing, 53,310.

Mr. J. C. BUCKMASTER.

Would discourage teaching boys trades, 53,591-53,594.

The use of tools is best taught in a workshop, 53,607, 53,610.

Mr. H. R. WILLIAMS.

Is anxious to see some system of technical instruction carried out, 53,820.

Mr. C. TWISS.

It cannot be given in elementary schools, 54,303.

Rev. Prebendary ROE.

Where so many children leave at 11 there is no chance of introducing handicraft teaching, 55,144.

It might be done if there were technical night schools, 55,244.

Mr. W. MARTIN.

Technical instruction is a very good thing, but would not make it compulsory, 55,551-55,554.

Sir H. E. ROSCOE.

Manual instruction in the use of tools is necessary, and should be paid for as a specific subject, 55,838-55,840, 55,948.

Sir R. Temple arranged a complete scheme of technical instruction, 55,844-55,849, 55,928, 55,929, 55,959.

Has prepared a Bill to enable local authorities to establish technical schools, 55,850-55,852.

Artisans on the Continent are running English workmen very close, 55,917-55,920.

Has seen many of the trade schools in France, but not the Lavoisier school, 55,921-55,925.

Such schools teach actual trades, and cannot be recommended in England on account of their great cost, 55,924, 55,925.

The change he advocates would not entail any very great expenditure, 55,949-55,951.

### TECHNICAL INSTRUCTION—(continued).

Sir H. E. ROSCOE—(continued).

School hours being longer abroad may make technical instruction somewhat easier there than here, 55,594, 55,955, 55,957.

Does not propose to lengthen the hours in England; room can be found otherwise, 55,956-55,961.

Laboratory practice and manual instruction might be given out of school hours, 55,962, 55,963.

Lord LINGEN.

The promoters of technical instruction have too advanced ideas, 56,243, 56,244.

Mr. J. G. FITCH.

Technical training, which is intended to make a skilled artisan, is beyond an elementary school, 56,780-56,782, 57,805-57,807.

Does not know of any school where children are taught to work in metal, 57,005-57,007.

It would be an advantage if the senses and the hands could be cultivated; describes the instruction given at the École Modèle, at Brussels, 57,666-57,668.

Intellectual training is the first business of a school, 57,808.

If technical instruction were introduced it would be most unfair to make it compulsory, 57,809.

Mr. A. P. GRAVES.

Would like to see handicraft teaching introduced as a specific subject into elementary schools, 57,103-57,106.

Mr. E. H. BRODIE.

Would relegate technical teaching to secondary schools, 58,736, 58,737.

Approves of carpentering and cricket being taught as a form of amusement for children, 58,738, 58,739, 58,747, 58,835.

Gives details of a school which instructs in land surveying, rotation of crops, and elementary agriculture, 58,739-58,743, 58,836-58,838.

Advocates kindergarten exercises or manual labour exercises as a relief from mental exercises, 58,747, 58,748.

### THREE PRIMARY SUBJECTS OF INSTRUCTION.

Rev. D. J. STEWART.

Reading does not receive sufficient attention. The books used are too instructive and uninteresting, 3301-3304, 3454, 3613.

The best reading has been in schools where a large number of books are used, 3305, 3529.

The choice of books rests with the managers. The Department sanctions them to a certain extent, 3306-3309.

Teachers abridge the time spent on reading by introducing too much collateral matter, 3310, 3658.

The arrangement in the standards affects the teaching of reading. Children learn books instead of reading them, 3455, 3456.

The graduation of arithmetic might be improved, 3460, 3461.

Would lay much stress upon practice in the mechanical art of reading, 3522-3528.

Mechanical repetition does not produce good reading, 3529-3532.

General intelligence has been neglected, no doubt, under the idea of mechanical drill, 3533.

Reading lessons are apt to become lectures and spelling lessons, 3613-3616.

If dictation is not tested the subject would probably be dropped with the younger children, 3617, 3618.

Most teachers are inclined to begin dictation very early; graduated dictation lessons should be given to all children over five or six years old, 3617-3619.

A pass in reading depends on the existence of "intelligent reading, &c.," 3643, 3854-3862, 4184.

Fluency should exist in all standards, 3644.

Inspectors do not introduce strange books for testing reading in the first two standards, 3647.



THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

Rev. D. J. STEWART—(continued).

Writing and spelling are considered jointly, 3648-3650.

Explains what he considers to be a test for a pass in writing, 3651-3654.

Would not require a pupil to read a passage out of an unselected book without giving time to look over it, 3656, 3657, 4050-4052.

Does not select three or four pieces from different books as a test for dictation, 3655.

Would extend the number of reading books for the purpose of practising reading, 3660-3663.

The taking of class subjects, given a good teacher, would be a gain to the elementary subjects, 3686, 3687, 4099.

It would be an improvement if reading was made a class subject, 3863, 3864.

Reading consumes an enormous amount of time which might be spent better if individual reading were not pressed so closely, 3865, 3866.

Collective or simultaneous reading is an extremely valuable exercise, if the teacher can undertake it, 3867-3869.

In his district it is the rule rather than the exception in all the standards, 3870-3874.

The general standard of efficiency is lower than it was, 3956-3964.

It would be an act of slavery to keep a child at work all day on the "three R's," 4100.

Teaching by rote may be very useful to children in after-life, 4125, 4177.

Some teachers read aloud to the scholars. If they are good readers it is the best method, 4132-4134.

Throughout his district reading has got very little beyond a sing-song monotone, 4135.

Rev. T. W. SHARPE.

Intelligent reading is not properly taught. Too much attention is given to unmethodical spelling, 5008-5011, 6344, 6432, 6433.

To remedy this the classes should be sub-divided, 5012.

Approves of collective reading in the lower classes, 5013.

Arithmetic is not taught intelligently. It is too mechanical in most schools, 5014-5018.

These subjects should be grouped in the same way that is done with class and special subjects, 5058, 5059.

Is content if children read with intelligence and expression without examining them, 6345, 6437, 6569-6571, 6575, 6594.

Discourages the asking for definitions, but asks for examples from common life, 6345, 6346, 6438, 6572-6574.

Learning books by heart happens occasionally in infant schools, but he always tests this, 6347.

All officials' hands are tied as to reading books except as to the quantity of matter, 6348, 6436, 6781.

Teachers are guided by publishers' travellers; books have been ordered without the consent of the managers, 6350, 6670.

In the United States teachers get commissions from publishers, and found an instance of it in England, 6351-6353, 6468.

The quantity of pages from which spelling is taken should be specified, 6434.

Dictation should be suspended until Standard III. Spelling should be taught by groups of words, 6499.

There may be no time to ask questions as to reading, but generally the tendency is to ask too many questions, 6595-6601.

In the first and second standards it is unnecessary and oppressive to hear every child read, 6602, 6603.

Arithmetic is made easier for girls by the Department, 6691-6693.

Elementary subjects cannot be intelligently and properly taught without the relief of the class subjects, 6789-6792.

Mr. M. ARNOLD.

Intelligent reading receives sufficient attention, 5693.

Has heard very intelligent reading in national schools in England, particularly by girls, 5675-5679.

Good reading is taught more by hearing than by practising, but practice is necessary, 5770.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

Mr. M. ARNOLD—(continued).

Reading to children is not practised enough in England, 5771-5773.

By the term intelligent reading is meant that a child knows the meaning of what it is reading, 6006, 6007.

Although opposed to the instructions, it is necessary to ask questions to ascertain whether a child reads intelligently, 6008.

Individual reading must be continued so long as a grant is paid on each pass, 6009, 6010.

A great deal of the time that is spent on reading might be better employed, 6011-6013.

If inspectors are reasonable in selecting passages, three reading-books are not too much if properly taught, 6133-6136.

The difficulty of the English language is the arbitrariness of the pronunciation, but German is far more difficult, 6137-6139.

The decimal system is simpler than the English tables, but does not wish to see it introduced, 6140.

Rev. D. J. WALLER.

Present system does not teach children to read intelligently or to love reading, 6897, 6898, 7138, 7139.

The tendency is to convert the reading into a spelling lesson, 6899-6921, 7130-7139, 7293-7296.

The spelling examination should be limited to one of the three reading books, 6899-6921, 6983-6985, 7066, 7130-7135, 7137, 7293-7296.

Interrupting reading to ask as to meanings and spelling will create an aversion to the book read, 6899, 6900, 6921, 7136-7139.

Spelling is got up from the reading lesson rather than reading; the system is to blame, 6900-6921, 7130-7139, 7293-7296.

The language of the books is not that of the children's homes, 6922, 6923, 7135.

At dictation children cannot always understand what is said, 6923.

There is no objection to any number of books from which reading alone may be practised, 7066-7072.

Intelligent reading may exist apart from the power of definition, 7073, 7074.

Narrowing the range of spelling would make the grant more secure. This would be beneficial, 7133-7135.

Less than 120 pages in a reading book is not accepted by the Department, 7309.

Rev. Canon WARBURTON.

Linear drawing is a fair adjunct and an important feature of elementary education, 8504.

Was gratified at seeing the prominence lately given to it, 8505.

It is endangered by the extension of the 17s. 6d. limit 8506, 8507.

The three R's are the keys of knowledge, 8847.

Mr. P. BAXENDALE

Half-timers as well as full-timers have to take composition in the upper standards, 14,110.

Half-timers get 12½ hours' instruction in a year in reading, dictation, and composition, 14,111, 14,112.

Three reading books are too much for whole-time schools, and doubly so for half-time schools, 14,061, 14,062, 14,256-14,258, 14,264.

To obtain the merit grant the matter in these books must be got up. A pass can be obtained without having knowledge of the matter, 14,259-14,263.

Has never known children able to repeat whole paragraphs of the books by heart, 14,266.

Mr. J. W. GROVE.

The amount of time given to each subject is fixed by the teacher; there is no objection to this, 14,639, 14,640.

Approves of linear drawing, but maintaining the 17s. 6d. limit will discourage it, 14,641.

Mr. W. B. ADAMS.

Is not satisfied with the reading lessons; attention is concentrated on spelling difficult words seldom used, 14,960-14,962, 14,980, 15,225-15,230, 15,251-15,255.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

Mr. W. B. ADAMS—(continued).

The arithmetical tests are very unequal, those set in 1885 to Standards V., VI., and VII. were very severe, 14,693, 14,694, 15,035.

Girls pass in Government arithmetic, yet cannot apply their knowledge to practical use, 14,965, 14,966, 15,219.

The tendency of late is to use reading books for instruction in particular subjects, and not to cultivate reading, 15,103.

The secret of good reading is to stimulate the child's interest in what is read; teachers should read frequently to the scholars, 15,104, 15,108.

Geographical readers should be dropped altogether as readers, but historical books should be retained, 15,105, 15,106, 15,135, 15,138, 15,139.

Prefers children giving the meaning of what they read rather than the grammatical technicalities of the passage, 15,106.

Spelling should be separated from reading, 15,107, 15,251-15,255.

Inspectors are instructed to avoid puzzling words, but in the hurry of the examination it may be done, 15,135-15,138, 15,226-15,230.

Children become good spellers just in proportion as their love of reading is encouraged and stimulated, 15,226.

Miss WHITTENBURY.

It is a waste of time teaching infant boys needlework; it is not continued in the boys' school, 15,577, 15,578, 15,668.

She used while the girls were having needlework to take boys in writing and arithmetic, but the inspector did not like it, 15,578, 15,672.

She obtained "Excellent" last year, but the inspector hesitated in giving it because the boys had not been taught needlework, 15,669, 15,670.

The effect has been to make her teach it to boys against her own judgment, 15,671-15,673.

Mr. J. POWELL.

His is a mixed school; many teachers complain of the difficulty in getting children to read intelligently, 15,706.

Mr. D. CLARKE.

Reading does not receive sufficient attention in Standards I. and II.; it is taught as well as time will allow, 16,222-16,225.

Reading aloud to boys is beneficial, and leads them to imitate the reader, 16,226, 16,227.

Geographical readers cannot be made interesting; scholars enjoy the general and historical readers, 16,267.

It should be obligatory to teach history through the reading lessons; it would make room for a class subject, 16,268, 16,269, 16,304-16,307.

Would prefer masters having freedom to choose what subjects they liked, subject to approval, 16,270-16,272.

Mr. J. POWELL.

The difficulty as to intelligent reading is that children rarely read at home, 15,707, 15,708, 15,848.

It is an utter mistake confining reading to three books, 15,709-15,717, 15,778, 15,848-15,852, 15,900, 15,906, 15,940, 16,125-16,128.

Used in the old days to have books from a circulating library and a school newspaper, 15,710, 15,946.

A frequent change of reading books is desirable; the test in definitions and parsing should then be limited to one book, 15,714-15,716, 15,848, 15,901, 15,910, 15,940, 16,032-16,035.

Takes his turn frequently in reading to the children; never teaches them to spell out the words, 15,718, 15,719, 16,129.

There is a great difficulty in getting them out of a drawling monotonous tone, 15,720, 15,721.

There is no definite system of spelling now; children are crammed with the words in the three books, 15,722-15,725.

The present scheme of arithmetic is not generally adapted for rural schools, 15,726-15,728, 15,983.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

Mr. J. POWELL—(continued).

Girls in mixed schools should not be required to learn beyond the ordinary operations of bills of parcels, 15,729, 15,948, 15,949.

If reading is not made pleasant in schools, scholars are not likely to carry it on after leaving, 15,777.

The standard required in reading is not bad in itself, but more freedom should be given to the teacher, 15,950-15,952, 16,125-16,128.

Does not advocate the present style of reading book; would like specimens of English literature, 15,903.

Historical and geographical readers are allowed now, and a play of Shakespeare is allowed in the top standard, 15,904, 15,905.

Fluent reading should be first ensured, intelligence will come afterwards, 15,906, 15,908.

Is not advocating the abolition of the reading examination, 15,907, 16,032.

Three books are enough if such unnecessarily minute explanations as are now required are continued, 15,908-15,910, 16,032-16,035.

Reading books should not combine amusement with instruction, 15,940, 15,941.

Prefers books of travels as far as geographical books are concerned, 15,943.

Historical readers contain stories of doubtful truth; prefers taking great events in English history, 15,944, 15,945.

Doubts whether prescribing three books has increased the literature at a child's command, 15,947.

Does not know whether the arithmetical tests for boys and girls differ, 16,008, 16,011-16,012.

Girls do as well in arithmetic as the boys in the lower standards, but not in the upper, 16,009, 16,010.

The examination in reading should simply test whether it is good and intelligent, 16,128.

Mr. C. SMITH.

Reading should receive greater attention in Standards I., II., and III., 16,567, 16,568, 16,756.

Adopts all plans in teaching reading; the syllabic system seems the most practicable, 16,570, 16,571.

Reading to pupils is very necessary when a teacher is a good reader, 16,572.

Half the time nominally allotted to reading is taken up with spelling, 16,753, 16,754.

Reading apart from grammar and spelling is of sufficient importance to make it represent a single pass, 16,755.

There are cases where inspectors who are authors of books indirectly press them upon schools, 16,758-16,760.

Mrs. BUREWIN.

There is always great difficulty in teaching reading, even in the seventh standard, 17,265.

Mr. D. HOLDSWORTH.

The indefiniteness of the syllabus in such wide subjects as geography and history encourages cramming, 17,658.

It would be an improvement if the Code gave alternative courses in such wide subjects, 17,659-17,667.

Reading receives sufficient attention, 17,510.

He reads to the children as well as hears them read, 17,511, 17,512.

Mr. W. MUSCOTT.

Fewer books should be used for reading, which now suffers owing to the quantity to be read, 18,029-18,033.

Nelson's series are used, they are not too difficult in Standards I. and II., 18,218-18,225.

There is too much reading to be got through in the upper standards, 18,226-18,230.

Mrs. KNOWLER.

The arithmetic is too difficult for the children, 18,630, 18,631.

Boys have no unpleasant recollection of school life, they attend evening schools after leaving, 18,633.

There is no night school in the district, 18,634.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

## Miss NAPPER.

All the children do fairly well in composition, 19,049, 19,050.

Children lose their scholarship on leaving in about a year unless they are readers, 19,048.

Children should be made to understand what they read, as it awakens their intelligence, 19,048-19,051, 19,164.

This takes more time than she can give with so many classes and so little help, 19,052-19,054, 19,165, 19,173-19,175.

Uses the historical reader; enlarges on the lesson as far as time permits, 19,167-19,172.

## Miss NEATH.

There are too many reading books, 19,367, 19,371 19,493.

Reads to children herself, a good thing to do so, 19,369, 19,429, 19,430.

Would like a geographical reader, 19,370.

Thinks a general course of reading desirable, 19,494.

Has not time to get through the books, 19,495.

States what the examination in reading consists of, 19,496-19,498.

Cannot say if children pass without knowing the meanings of words, 19,499, 19,500.

Spelling forms part of the class for reading as well as writing, 19,501, 19,502.

States cause of difficulty, 19,503-19,505.

It would be better to have reading books only for examination purposes, 19,506.

Thinks reading an important part of education, 19,511, 19,512.

## Miss CASTLE.

Her children are very fond of learning poetry, 20,037, 20,038, 20,040-20,042.

Poetry raises children's minds, 20,041.

Geography and history could be taught to a great extent without being class subjects, 20,071.

Her children know something of geography though it has not been taught as a class subject, 20,072-20,076.

Would sometimes like to teach other subjects than those in the Code, 20,158, 20,159.

Employs the most intelligent system of instruction she can devise, her object is to get good results, 20,171, 20,172.

## Mr. S. B. TAIT.

The requirements as regards linear drawing are much too difficult for the fourth and upper standards, 20,312-20,314, 20,320.

Too much time is given to needlework, while some of the exercises required are perfectly useless, 20,315-20,317, 20,390, 20,391, 20,413-20,416.

Reading is well taught in his district, 98 per cent. in board schools passed last year, 20,309-20,311, 20,613.

It would be advantageous to make it a class subject, 20,606-20,608, 20,611.

The merit grant has tended to produce more intelligent reading, 20,609, 20,610.

It is not likely that bad readers would take a high place in the school, 20,612, 20,613.

## Mr. E. STEVENS.

The three R's are satisfactorily taught, 20,759, 21,138.

Drawing from scale should be more generally taught; the 17s. 6d. limit has no effect in his case, 20,760-20,762.

The testing arrangements admit of improvement, 21,139.

In arithmetic too many problems are given, and are not worded to the understanding of children, 21,140, 21,141.

Problems test intelligence, and prevent the arithmetic from being mechanical, 21,142-21,145.

A 53718.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

## Mr. W. RIDGEWAY.

No fault to find with number of books, or with inspector's selection, 21,670, 21,831, 21,832, 21,900.

Linear drawing is not taught as it ought to be; syllabus is too difficult, 21,671-21,674, 21,833, 21,834.

In some schools there may be insufficient time for instruction owing to want of proper staff, 21,901.

The permissive curriculum of the Code is adequate, 21,986-21,991.

## Mr. E. HORSFIELD.

Has no fault to find with reading or linear drawing, 22,079-22,082.

The teaching of history is satisfactory, has obtained the "Good" grant for it, 22,272-22,274.

Grammar is a useful subject, more so than history or geography; has time to teach all three, 22,539-22,543.

## Mr. J. SCOTSON.

Would abolish spelling tests up to the fifth standard, and give the time so gained to wider reading, 22,789, 22,962, 23,060-23,069.

Writing should mean handwriting, not spelling and composition, 22,790, 23,069, 23,194, 23,195.

Using three reading books for examination interferes with teaching; dictation should be confined to one book, 22,911, 22,914.

There is no objection to any number of reading books if the examination in them is limited to reading, 22,913.

Would like to see the phonetic system of spelling adopted, 22,964-22,966.

Attaches great value to drawing, 23,146.

Apart from inspection and examination, the curriculum should not be limited to less than it is in a good school, 23,192, 23,193.

## Mr. E. MORRIS.

It is impossible to teach the three books in English intelligently, 23,601-23,603.

More time is required for English, and there should only be two small books used, 23,603-23,608.

## Mr. J. H. DEVONSHIRE.

The reading was more intelligent before the Code of 1862, though the lower classes may be more fluent, 23,673, 23,674, 23,963.

All subjects were more intelligently taught before the introduction of the present Code, 23,976-23,981.

## Sir L. T. STAMER.

The present curriculum in elementary schools should not be reduced in extent; suggests preparation in the higher subjects for higher grade schools, 24,503-24,505.

## Rev. W. D. PARISH.

In rural schools would keep to the three R's as much as possible; each subject should be separate for grant purposes, 25,152, 25,153, 25,209.

Variations in the Code are harassing at first, 25,177, 25,178.

## Mr. J. FISH.

Teaches English and geography as class subjects, singing by ear, and drawing, 25,483-25,489.

## Mrs. FIELDEN.

Arithmetic is badly taught below the fourth standards, 25,928-25,930.

The Department is to blame for not requiring a uniform method of teaching writing, 25,931.

Would like the three R's fixed down so that they cannot be altered, 26,174-26,176.

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THREE PRIMARY SUBJECTS OF INSTRUCTION  
(—continued).

Lady STEVENSON.

Explains the German system of teaching geography, which begins in the infant school, 26,430, 26,431.  
The present method of teaching geography is due to the questions asked by the inspector, 26,432-26,434.

Rev. W. J. B. RICHARDS.

Girls should be excused arithmetic after the fourth or fifth standards, 26,551, 26,919.  
They should do more needlework instead, 26,919.

Rev. Canon WINGFIELD.

At Welwyn, English, needlework, and geography are taught, in addition to the three R's. Drawing is not taught, 26,999-27,002.

The playground contains small school gardens, for which prizes are given. They have been discontinued, 27,003-27,005.

Needlework, in the Hertfordshire schools, has been raised to a high standard by means of prizes, 27,195-27,199.

In all parishes there are certain ladies who superintend or take an active part in the needlework of the schools, 27,200-27,203.

Rev. R. G. MAUL.

In girls' and mixed schools Standard V. arithmetic should be as high as arithmetic is carried, 27,393-27,395.

Mr. R. H. I. PALGRAVE.

Teaching in social and economical questions is very important, and should be introduced into schools, 27,918-27,924.

Mr. T. WILKINSON.

The pressure of other subjects prevents sufficient time being given to reading, and for a boy to take any pleasure in it after leaving, 27,945, 27,946.

A taste for reading is the key of knowledge, it is a most important subject, 27,948, 27,949.

The contents of reading books are poorly chosen and deal with subjects of which the boys know little, 27,949, 27,951.

There was a school library at Harrow, but it was not much used, 27,950.

A carefully chosen library would form a useful adjunct to schools, 27,951.

Undue attention is given to drawing in country schools, sees no use of it, 27,952, 28,010.

Reading books in country schools should bear on agriculture, &c., and in town schools to a knowledge of things about them, 28,006-28,009.

For town schools drawing is almost of equal value to writing, 28,010, 28,011.

Mr. A. C. ROGERS.

He teaches Standard VI. Last year he took Standard V., 28,280-28,282, 28,287, 28,535-28,540.

A great many teachers teach in the evening to the detriment of their health, 28,285.

The reading lesson, which should be one of the most enjoyable, is marred by the requirements in spelling, 28,288, 28,432.

Spelling is the most abhorrent of all the Code subjects. Writing which includes spelling and composition does not have fair attention, 28,289, 28,432.

Mr. A. D. C. HENDERSON.

English and geography are taken all through the school, and needlework, for the shilling, 28,972-28,976, 29,002.

Singing by notes is taught, 28,977.

The examination in reading is not an ordinary test of reading, it is confused with the examination in literature, 28,920, 28,921.

In writing too few mistakes are allowed to half-timers, a mis-spelt word repeated should count as one mistake, 28,921, 28,938, 28,939.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
(—continued).

Rev. J. R. DIGGLE.

More time should be given to reading aloud, and dictation might be taken with reading, 29,729, 30,006.

Drawing is taught in the boys' departments, 29,730, 30,000, 30,002.

The examination and teaching in drawing, on the whole, are better and more advantageous to the children than on the old lines under the Science and Art Department, 29,998, 29,999.

Hands in the number of boys and schools that have taken drawing as a class subject, 30,000.

Drawing has almost entirely disappeared from girls' schools, 30,001, 30,002.

It is desirable to have two schedules, one for boys and one for girls, 30,003, 30,004.

Needlework and cookery are more essential than drawing, but many schools could take it in a modified form, 30,050.

Rev. Dr. CROSSKEY.

The best way to secure good reading, writing, and arithmetic, is to awaken the intelligence, 31,044-31,050.

Would teach Latin, Greek, &c. in elementary schools if there were any necessity for it, 31,201-31,203.

Mr. E. HANCE.

In Standards I. and II. individual examination should be abolished, 32,150, 32,595, 32,596.

Spelling should not be tested by the inspector in the earlier standards, 32,151, 32,601.

Infant schools have greatly improved since greater freedom was allowed them, 32,597-32,600.

Rev. J. GILMORE.

Reading receives sufficient attention, 34,636, 34,637.

Two class subjects are taken, and singing by note, 35,108-35,110.

Drawing is not taught; it does not pay at the present time, 35,111, 35,112, 35,115.

It should be joined with handwriting, which now includes dictation and spelling, the consequence being that the handwriting is very bad, 35,113, 35,114.

Mr. J. HANSON.

Advocates the teaching of constitutional knowledge to all children in fifth standard and upwards, 35,679-35,686.

Mr. T. G. WRIGHT.

Arithmetic for girls should be reduced and re-arranged; the requirements for English, drawing, and geography might be simplified, 37,236-37,240.

Navigation might be useful locally, for a number of the boys go to sea, 37,371-37,373.

Mr. W. ANDERSON.

Would like to teach drawing, if the grammar and arithmetic were relaxed; but considers English more important, 38,251-38,258, 38,382.

Mr. H. BIRLEY.

Reading appears to receive sufficient attention, 40,248, 40,591-40,611.

Greater intelligence would be shown if fewer reading books were required, 40,249, 40,621-40,625.

Reading to the children as part of the reading lesson may to some extent be a good plan, 40,250, 40,251.

Many children of 10 cannot pass Standard III., the arithmetic is generally the stumbling block, 40,483-40,490.

The Code requirements in arithmetic should be reduced, 40,491, 40,753-40,755.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

Mr. H. BIRLEY—(continued)

The policy of the Manchester and Salford School Boards in reference to education are generally identical, 40,493, 40,494.

So far as he knows the test of reading is not a mechanical one, 40,612.

A child should know generally the meaning of the words in the reading lesson, 40,784, 40,785, 40,788, 40,789.

A child may read very intelligently, and understand what he reads, and yet be unable to interpret the words, 40,786, 40,787, 40,788.

Mr. H. WILLIAMS.

The instruction is satisfactory, 48,486-48,489, 48,495. His children are expected to do home lessons, 48,492-48,494.

Needlework is well attended to, 48,496-48,498.

Mr. M. WILKS.

The curriculum issued by the Department induces cramming, 49,051, 49,052.

Objects to the Department prescribing or recommending text-books, 49,053-49,062, 49,259-49,262, 49,309-49,311.

Mr. H. E. B. HARRISON.

Would like English divided into literature (including poetry) and grammar, 49,353.

The teaching of grammar should begin with the third standard, 49,353.

Suggests alterations in geography and history, 49,354.

A more detailed definition of the course is wanted, 49,355.

Inspectors do not recommend books, 49,356-40,360.

Would provide alternative courses for the elementary schools in the Code syllabus, 49,361-49,363.

Drawing should certainly be taught, 49,364.

Would use transcription as a method of examination in the lower standards, 49,393-49,395.

No occasion to modify the existing arithmetic standards for girls, 49,398, 49,399.

The examination in any standard should include questions in the previous standards, 49,407.

If the Department recommended books, the examination would be based upon the actual books, 49,516.

Mr. H. H. S. CUNYNGHAME.

Drawing is introduced into the maternal school, 51,259.

Rev. Prebendary ROE.

Somerset boys leave knowing little of geography or history, 55,232, 55,233, 55,236-55,238.

Boys like history and geography far better than grammar, 55,234.

Prefers them to learn history and geography to technical grammar, 55,235.

Mr. W. WILLIAMS.

Drawing should be introduced more generally in the lower standards and in infant schools, 56,548.

Transcriptions should not be substituted for dictation in the earlier standards, unless on paper, 56,549, 56,650-56,655.

Suggests a modification in the existing arithmetic standards for girls, 56,550, 56,551.

In Welsh-speaking districts the reading matter should be diminished, 56,629-56,631.

Ability to understand what is read is not requisite to secure a pass, 56,635-56,637.

A certain amount of fluency and apparent intelligence is required, 56,680-56,682.

Points out that the Code in this respect is slightly inconsistent, 56,683-56,686.

THREE PRIMARY SUBJECTS OF INSTRUCTION  
—(continued).

Mr. J. G. FITCH.

To specify more minutely how the subjects should be taught might lead to a too narrow method of teaching, 56,760, 56,761, 56,766.

The kindergarten system, with drawing, might be introduced into the earlier standards, 56,767.

Transcription should not be substituted for dictation in the earlier standards, 56,798.

The present requirements in arithmetic are not severe, 56,799.

Everything that can be reasonably and wisely taught to children up to the age of 14 comes fairly within the scope of an elementary school, 56,831, 56,832, 56,980.

The Department should not specify details unless it were felt by the teachers to be necessary, 57,661.

Books certainly should not be specified; and the use of those written by the inspector is objectionable, 57,662, 57,663, 57,820, 57,821, 58,017.

An inspector distinctly contravenes his instructions who prescribes or recommends particular books, 57,664, 57,665.

Objects to inspectors writing school books at all, 58,010-58,016.

No one could take exception to Mr. Hullah's or Miss Jones' appointment on these grounds, 58,085-58,092.

Mr. A. P. GRAVES.

Suggests making history and geography and history and literature combined extra subjects, but with separate payment, 57,087, 57,204, 57,205.

A separate grant should be made for spelling apart from writing, as in Ireland, 57,088-57,090.

Spelling is taught too much through dictation, it should not be taught so at all, 57,090, 57,091, 57,208-57,210.

Is strongly opposed to the phonetic system, 57,092.

Some supervision of the music in elementary schools is needed, 57,097-57,099, 57,201-57,203.

Would like to see a development of the kindergarten system, and to be continued after Standard I., 57,100.

Spelling is very much worse in middle class schools than in elementary schools, 57,206, 57,207.

If books cannot be prescribed, the Code should define the instruction more particularly, 57,243, 57,247.

Give details of his suggestion for combining history and geography, 57,248-57,250.

Mr. J. MCKENZIE.

Complains of the instruction in writing and arithmetic of the youngest classes, 57,371, 57,378, 57,379.

Condemns the requirement of the Code of 1862 "to read a narrative in monosyllables," 57,372.

Reading is all-important in the beginning, and arithmetic the least; too much time is given to latter, 57,373, 57,374, 57,376, 57,377.

The chief time in the earlier years should be given to reading, spelling, and understanding the use of words, 57,375.

The frequent failure in arithmetical questions arises from inability to grasp the meaning, 57,376.

The teaching of reading is very mechanical, 57,533.

Rev. F. SYNGE.

Too much is not attempted in schools in his district; very few take specific subjects, 58,154-58,157, 58,591.

Would not dispense with spelling tests in the earlier standards, but it should be distinct from the reading books, 58,408-58,410, 58,413-58,415.

Spelling is badly taught, but too much time is not given to it, 58,410.

Would like books named for elementary schools as samples of what is meant in the different standards, 58,422-58,424.

The curriculum is too narrow in many village schools owing to insufficient or bad quality of the staff, 58,599-58,602.

Mr. P. CUMIN.

Defines an elementary school as one where elementary education forms the principal part, 58,997.

### THREE PRIMARY SUBJECTS OF INSTRUCTION —(continued).

Mr. H. E. OAKELEY.

It is extremely desirable to recommend a list of approved books, 59,193-59,197, 59,352-59,358.

Would leave it to the managers' discretion to use other books if so minded, 59,198-59,200, 59,353-59,358.

Would lessen the requirements for dictation, but not abolish the spelling or dictation exercise, 59,217, 59,383.

Does not advise the adoption of the phonetic system to relieve the difficulties of children in respect to spelling, 59,218, 59,219, 59,378-59,382.

### TOTAL EDUCATIONAL RESULTS:

Rev. D. J. STEWART.

In six months after passing the standards a large percentage of children have forgotten all they learned, 3349, 3350, 3593-3597, 4009.

In some schools there is a good deal of *esprit de corps*, and a boy detected copying is looked down upon by his companions, 3351-3355.

Children who have to earn their living by labour should have a thorough education in the "three R's," 3357.

Sufficient attention is not always paid to the general character and tone of schools, owing to nervousness, 3378-3383, 3825.

Managers impress on teachers the importance of moral training, 3384, 3385.

The discipline clause is a help in impressing the importance of the character of schools upon the masters, 3386.

The system prior to 1860 was a payment for educational machinery, now it is a payment for educational products, 3436.

To prevent children forgetting rapidly all they have learnt, it would be well to lengthen the school life, 3597-3601.

Children who have left school for a year or two, have forgotten a great deal of what they had learned, 3951-3953, 4009, 4141.

Such education must be considered a failure, 3954.

Night schools have declined of late years, 3995, 4145.

Rev. T. W. SHARPE.

The present system turns out children as efficiently in point of principle and intelligence as in former years; 5073, 5074, 6414, 6415, 6698-6701.

It is too literary for those who are going to be artisans, 5076, 6364, 6415, 6558.

It does not unfit boys trained in the country for an agricultural life, 5079.

Mr. M. ARNOLD.

On the whole, considers the results good and sound, 5698.

Dislikes the prize system under the Code, 5774, 5775.

Rev. D. J. WALLER.

It fits scholars for the desk rather than the workshop, 6946, 7203.

The present system leads to a somewhat mercenary view of education, 6967.

Parents like to send their children where they will receive the best education to fit them for after-life, 6971.

Self-control rather than self-reliance is developed by the system, 7121-7124.

Children are pressed to aim at certain results rather than to bring out what they have learnt, 7122.

The system is capable of considerable improvement, 7202.

Would be better if the education fitted children for trade or artisan life, 7203.

The system is too rigid, 7204.

### TOTAL EDUCATIONAL RESULTS—(continued).

Rev. Canon WARBURTON.

Prior to 1860 the system was one of payment of machinery and now it is payment for products, 8426.

An immense improvement has taken place in last 20 years in the quality of the teaching and acquirements of the children, 8427, 8428, 8637.

Children do not write so good essays as they once did, 8428, 8430, 8638.

This points to the education being more mechanical than intellectual, 8429, 8639.

Speaking generally, the system is successful in turning out children well-principled and conscientious, 8502, 8503.

The present system does not "compel" the best teachers to give mechanical teaching, 8639, 8640.

Mr. R. WILD.

The results are mainly mechanical, 13,707, 13,924.

Children are regarded more as money-making machines than as anything else, 13,708.

The results of the teaching are not permanent, 13,709, 13,814.

The nation gets a very inadequate return for its money, 13,710, 13,924-13,927.

Mr. P. BAXENDALE.

Half-timers very soon lose the knowledge they acquire, 14,145, 14,146, 14,244, 14,245, 14,350, 14,499.

Has watched the career of his scholars. Some do well. The majority have a distaste for school work, 14,246-14,248, 14,349.

Is disappointed with many of the scholars who have gone to factories, 14,428-14,430.

The discipline acquired at school has a more lasting effect on children than the little knowledge they cram into their minds, 14,499, 14,500.

Mr. J. W. GROVE.

Very far from the best results are obtained; they are not so good now as before 1862, 14,672-14,677.

The present system causes unnecessary worry and work, and leads to waste of educational power, 14,677-14,679, 14,810.

Mr. W. B. ADAMS.

Would not revert to the system prior to 1862 as an improvement on the present system, 15,514, 15,515.

Mr. J. POWELL.

Has followed a great many of his scholars in their after-life, 15,772.

Children formerly looked back on school life with greater love than they do now; teaching results are not so good now, 15,774, 15,793, 15,837, 15,847, 16,043-16,048.

A great many after leaving school continue their studies, 15,775.

Has no night school now; they were discouraged, and could not keep it on, 15,776.

The present system does not induce any distaste in children for manual labour, 15,802, 15,803.

Girls after leaving his school generally remain at the one employment open to them in the district till old enough for service, 15,805, 15,927-15,929.

Scholars formerly continued their education after leaving school better than they do now; cannot say if it was due to their being older when they left, 15,846, 16,045-16,047.

Mr. D. CLARKE.

The present system creates a distaste for intellectual work, but not apparently for manual labour, 16,524-16,527.

Mr. C. SMITH.

Children get better instruction now, but not such a good general education as formerly, 16,602-16,604.

The present system encourages cram and creates a distaste for literary work, 16,605, 16,606.

TOTAL EDUCATIONAL RESULTS—(continued).

Mr. C. SMITH—(continued).

Up to 14 his boys could compete with boys in schools of the Aske school type, but not with older boys, 16,909.

Elementary and secondary education should be separated, 16,910, 16,911.

Limiting the State payment to elementary subjects in elementary schools would not improve the teaching, 16,912, 16,913.

Mr. D. HOLDSWORTH.

The general influence of schools is excellent in the community, 17,759.

Mrs. BURGWIN.

Her aim is not merely to turn out an educated but a good and happy woman, 17,262.

Desires to give intellectual teaching, but it interferes with the mechanical mode of instruction, which pays best, 17,263, 17,264.

The school has been a centre of humanising influence in one of the worst parts of London, 17,310–17,312, 17,399–17,401.

No voluntary agency alone could have done the work, because of the expense in working such a district, 17,312.

This social result, one of the very best and most important of school work, does not obtain recognition, 17,313, 17,314.

Mr Sims, the Allhallows' Sisters, and other agencies, have helped her in this work, 17,435–17,439, 17,448, 17,449.

Mr. W. MUSCOTT.

Many of the girls leave the parish on leaving school, the boys soon lose the knowledge attained, 18,167–18,173, 18,471–18,473.

This is due partly to cramming and partly to the immature age at which they now leave school, 18,176, 18,177.

The boys behave fairly well after leaving, 18,174, 18,175.

The fact that children forget what they have learned is not due to the character of the school teaching, 18,472–18,482.

Has not time to thoroughly apply the rules taught in arithmetic, 18,529–18,533.

Results obtained are above the average of neighbouring schools 18,534, 18,535.

Mrs. KNOWLER.

The influence of school life on children's character is as good as formerly, 18,867, 18,868.

Parents of children are mainly agricultural labourers, they take their children away early to go to work, 18,870–18,875.

Reading is not kept up by many after leaving; there is a library, but no night school, 18,876–18,880.

There is no great improvement in the children of this generation over the past generation, 18,967–18,969.

Miss NAPPER.

Children do not lose their education after leaving, they are fairly intelligent, and mostly become servants, 19,234–19,236.

Those who attend the Sunday school are more intelligent owing to the instruction they receive in the day school, 19,312–19,316.

Miss NEATH.

Cannot say what are the results of her teaching, 19,485–19,487, 19,548.

Miss CASTLE.

The present system does not turn children out well-principled and conscientious, or intelligent, 19,648–19,650.

TOTAL EDUCATIONAL RESULTS—(continued)

Miss CASTLE—(continued).

London children are quicker than country children, but it is as easy to teach one as the other, 19,743–19,750.

Is not satisfied with the outcome of the present system of educating children, 19,842, 19,843.

Country children are as intelligent as London children, some of her children play the piano, the organ, and violin, 19,847, 19,848.

The love of education is stronger in country than in town children, 19,899–19,902.

Is not aware the agricultural population is decreasing, 19,919.

What the scholars learn should be lasting, 19,945.

The Code regulations put difficulties in the way of obtaining good results, 19,946–19,948.

If she had greater freedom for her own methods the results would be better, 19,949.

Country children are quite capable of receiving a higher education, but it is not necessary for them, 20,056–20,059.

Country children have been somewhat depreciated; they are not slower than London children in all things, 20,016, 20,107–20,113.

Country children retain better because they give more attention, 20,114–20,116.

If they had intelligent homes they would be as bright as town children, 20,117–20,119.

It would be a good thing if they attended the night school after they went to work, 20,120–20,122.

Mr. E. STEVENS.

Over-pressure in his school is largely due to general causes, aggravated by payment by results, 20,918–20,921.

The parents whom he taught as children are much improved as regards home influences, sobriety, thrift, &c., 20,922–20,926.

Education has been a distinct gain, 20,928–20,932.

His children learn more now, but have never kept it up, though they retain more than formerly, 20,934–20,943.

Formerly, when he had conducted a night school, children retained their knowledge better, 20,944–20,948.

There would be a greater desire for self-improvement if children were older when they leave, 20,989–20,994.

The Revised Code has made little difference in the practical result of the instruction, 21,088.

Agricultural labourers having limited means want the earliest benefit of their children's labour, 21,089–21,092.

The boys mostly remain in the parish, the girls are scattered, 21,093, 21,094.

It would be a hardship on parents if boys were made to pass fifth standard; they cannot get beyond the fourth, except through a night school, 21,095–21,099.

Natural history is not taught in his school. It would be useful, 21,265–21,268.

It is 10 years since he had a night school; would be glad to see one again, 21,269–21,271.

His former pupils, the parents of the children now in his school, can still read, write, and cipher, 21,272–21,275.

Mr. W. RIDGEWAY.

Boys fall off in arithmetic after leaving school, 21,713, 21,727–21,729.

Present scholars leave school better educated than their parents, 21,734–21,740.

The school has not morally deteriorated, 21,741.

Mr. E. HORSFIELD.

The present education fits his boys well for their future life, and he believes they turn out well, 22,398–22,400.

Not so many boys leave between Standards V. and VI. as between VI. and VII., 22,548.

Has ascertained from parents that they are satisfied with the course of training, 22,549–22,552.

## TOTAL EDUCATIONAL RESULTS—(continued).

Mr. J. SCOTSON.

Country schools can never produce the same results as town schools, owing to the superior organisation in latter, 22,924–22,926.

The teaching in higher schools now covers more ground than it did before 1862, 22,927–22,930.

It was quite as intellectual then, as far as it went, 22,931.

Education is useful to all the boys, but bears only upon the future occupation of one-fourth, 22,944, 23,142–23,145.

Mr. J. H. DEVONSHIRE.

The education given in elementary schools 30 years ago was better than that now given, 23,702, 23,703, 23,749, 23,753–23,755, 23,975–23,981, 24,104–24,106.

Alterations in the Code are viewed with the one idea of obtaining the same pecuniary results, 23,750–23,752.

Boys leave earlier now than formerly at their own desire, and often in opposition to parents, 24,030–24,035, 24,073–24,075.

Never takes children in his school under the age of seven, 24,036.

Sir L. T. STAMER.

The present system is distasteful to both children and teachers; children leave as soon as possible, and do not continue their education, 24,133, 24,139, 24,140, 24,143–24,149, 24,339–24,342.

Before individual examination began a larger number of older children remained in the schools, and night schools were better attended, 24,141–24,149, 24,455–24,462.

The state of education before the Factory Acts passed was very deplorable, 24,191, 24,192.

Rev. W. D. DOUGLAS.

The children retain the habit of reading, and use the school library, but writing many of the boys absolutely lose, 25,250–25,253.

A select few rise to higher positions than their fathers were in, 25,254.

Telegraphy was once taught in the school, but the refusal of the grant for it stopped that practice, 25,254, 25,255.

The old scholars who are subscribers are the agricultural labourers and girls in service, 25,256.

The attempt to convert the night school into a reading room was a failure, 25,418–25,421.

Rev. W. J. B. RICHARDS.

Judging from Roman Catholic schools the result is fairly satisfactory, 26,734.

A fair proportion turn out well-principled and conscientious, 26,735.

The children are fairly intelligent, but coming from very poor homes, with wretched surroundings, the present race cannot be immensely raised in intelligence, 26,737–26,740.

Their education does not fit them for earning their living. Most of the boys become labourers, 26,741.

If anything, girls are more improved than boys by education, 26,742, 26,743.

Girls become servants, or are employed in wash-houses, as a rule, 26,743.

Higher education has a tendency to unfit children for manual labour, 26,744, 26,745.

Rev. R. G. MAUL.

Compulsion has done more harm than good, and is not desirable, 27,359–27,361.

People in his neighbourhood value education merely as a means of gaining employment, 27,362, 27,363.

The library in the parish is little used, 27,364–27,368.

Is satisfied with the religious teaching under existing circumstances, 27,369–27,371.

The old system produced better results, teachers now look more to passes and grants than the welfare of the children, 27,372–27,374.

## TOTAL EDUCATIONAL RESULTS—(continued).

Rev. R. G. MAUL—(continued).

In country schools teachers do not follow their children up in their homes, 27,375–27,377.

The present system refines the girls more than the boys. The boys turn to agriculture while the girls go to service, 27,378–27,383.

Night schools are not desirable in his district, the population is so scattered, 27,384–27,387.

Mr. T. WILKINSON.

The quality of the education given has not improved since 1862, 27,984, 28,066.

The increase in the number of children brought under education is no compensation, 27,985, 28,067–28,070.

In 1862 a very small number, if any, were without education in Harrow, 27,986.

The education now given does not fit children for their future careers, for boys are disinclined to manual labour, 27,989–27,991.

Sir P. MAGNUS.

A large number of children leave school at an age when they are incapable of receiving higher instruction, 28,588, 28,589, 28,770–28,772.

They forget a very large amount of what they learnt at school, 28,590, 28,718.

Owing to this and their imperfect preliminary training they cannot use the means of technical instruction afforded by Government and the City Guilds Institute, 28,591.

Rev. J. B. DIGGLE.

Instruction in the use of tools would probably induce more to go in for industrial occupations than for clerkships, 29,783, 30,095.

There is a tendency to very largely stock the clerkship profession, 29,785.

The system of individual examination tends to the clever, 29,786.

Scholarships are given away every year by the board; only a few of them are technical, 29,787–29,789.

It is difficult to get children to show what technical knowledge they have when they enter schools with scholarships, 29,790.

The difficulty has been got over by preparatory classes, 29,791–29,793.

Gives occupations of parents of successful candidates, 29,794, 29,906.

The present system does not prepare for technical education, 29,801.

Children leave so early that they soon forget what they learn, 29,802, 29,854, 29,855.

Education to be useful to the child in its future life should be more practical and less literary, 30,093–30,096, 30,632, 30,633.

A school is not a place to learn a trade, 30,096, 30,116.

No schools turn out children capable of earning their own living, except where special training is not required, 30,117, 30,118.

Children as a rule begin to earn money on leaving school, 30,629–30,631.

Rev. Dr. CROSSKEY.

The first result of the Act is that a number of boys have become clerks. Scientific and workshop instruction would perhaps check this, 32,926.

Mr. E. N. BUXTON.

Socialism does not increase very much, nor has it the support of any considerable number of working men, 31,844–31,846.

Less is paid for crime and for pauperism, and less for juvenile crime after taking into account reformatories and industrial schools, 31,848–31,850.

Mr. E. HANCE.

There is a growing indisposition on the part of girls to enter domestic service, but with boys the tendency to crowd into offices is diminishing, 32,176.



TOTAL EDUCATIONAL RESULTS—(continued).

Rev. E. F. M. McCARTHY.

Seventh standard children are deficient in English composition, and there is also a lack of intelligence shown in arithmetic, 32,282.

Nearly 50 per cent. of his scholars have received their previous education in a public elementary school, 33,286, 33,782, 33,783.

The age for admission to King Edward's school is between 8 and 16, about one-third hold free scholarships, 33,290, 33,291, 33,297–33,299, 33,505.

Half of the scholarships are reserved for public elementary school children, 33,292.

Gives particulars of the candidates admitted by scholarships, and as paying scholars, 33,293–33,296, 33,300–33,312.

Grammar is one of the subjects that the inspector is resolved shall be well taught, 33,308.

These pupils, being the picked scholars of the schools, are of good material intellectually and show a high moral tone, 33,313, 33,318, 33,672, 33,673.

Has not detected any moral difference between boys educated in board and those educated in voluntary schools, 33,314.

The head boys of the school for three out of the last four years have been from public elementary schools, 33,315, 33,463–33,467, 33,674.

Public elementary school pupils constantly disappoint expectation and belie the reputation acquired there, 33,316, 33,675–33,677.

It is due to want of mental alertness and the absence of intellectual acquisitiveness, and is a direct product of payment by results, 33,317, 33,559–33,562, 33,678–33,685.

Rev. J. GILMORE.

The present system bears hardly upon the dull, who, in many cases, are totally neglected, 34,661, 34,662.

Justice is done to the clever children, 34,663.

Education in the poorer districts does not, in many cases, fall short of that found in richer districts, 34,727–34,729.

Mr. D. J. O'DONOGHUE.

The total educational result of the present system is good, 35,949, 35,950, 35,990, 35,991.

Mr. W. ANDERSON.

The moral tone of the school is very much improved, and the result of the working of the Act is very remarkable, 38,323–38,326, 38,372, 38,373.

These results could only have been obtained by the school board; his former attempts to found schools were useless, 38,374–38,378.

Mr. J. NICKAL.

Under the existing system, passing examinations is the first thing; the education of the child is a secondary point, 39,903–39,906.

The training affects the poor and the high class pretty much alike, raising the tone to some extent, 39,907–39,914.

The teaching of the lower classes of the schools is better now than it used to be, 39,915–39,921.

The system depresses the moral tone of teachers, their attention being concentrated on passing the children, 39,922–39,929, 40,158–40,161.

The system fits children for after-life so far as it makes them generally intelligent, but it fills the market with clerks, &c., instead of skilled labour, 40,151–40,156.

Mr. H. BIRLEY.

The present system has in many ways effected great social improvements, 40,761–40,769.

Rev. Prebendary DEANE.

Church schools have raised the moral and religious tone of the parishes, 42,103–42,105.

The people in his parishes have not been much affected by the recent agitations with respect to agricultural employment, 42,107, 42,108.

TOTAL EDUCATIONAL RESULTS—(continued).

Mr. G. J. SIZER.

The present system lowers the importance of religious and moral teaching and pays more attention to money results, 44,940.

Rev. R. B. BURGESS.

There are more older scholars in the schools now because parents do not know children can leave after passing Standard V, 45,330.

Ven. Archdeacon NORRIS.

As far as quantity goes, much has been done through the working of the Act, 47,434.

Mr. H. WILLIAMS.

Dull scholars are levelled up and clever ones levelled down, 48,585, 48,591–48,599.

Mr. M. WILKS.

Day schools do not succeed in forming the life and character of a child, 48,950.

It is not the function of a day school to teach the scholars a trade, 48,951, 48,952.

The system assists children to apply themselves to almost everything, 48,953, 48,954.

Mr. L. CONWAY.

The moral result of the teaching is very valuable, 50,310–50,314.

Miss C. FOX.

The moral results in their schools are very satisfactory, 51,638.

Mr. R. BALCHIN.

The present system turns out boys intelligent and capable of earning their living, 51,773–51,775.

It is not so effective in the formation of good principles as the old system, 51,775.

Mr. T. SMYTH.

Is not satisfied with the education his children have received, 52,243, 52,244, 52,313–52,315, 52,380–52,414, 52,460–52,463, 52,467–52,472, 52,495, 52,496, 52,500, 52,537–52,543, 52,562, 52,765.

Their education was not adapted to fit them for their future career, 52,245.

The Acts do not provide for compulsory education being gratuitous and secular, 52,246.

Is in favour of a comprehensive system of education without any class distinctions, 52,368–52,372.

Some parents criticise their children's school work, 52,457–52,459.

Board schools, if properly worked, are capable of effecting all that is desired, 52,563, 52,564.

Children would remain in school if they got through the standards quicker, 52,583–52,586.

Has seldom met with any one who is satisfied with the present educational results, 52,759–52,763.

Mr. T. E. POWELL.

The tendency has been to increase the average duration of school life of late years, 52,820–52,822.

There is a feeling that all requirements are complied with when the minimum standard is passed, 52,821, 52,822, 52,928, 52,929.

Education does not come up to the standard of former times, 52,888.

Children find employment fairly easy after leaving school, 52,926.

## TOTAL EDUCATIONAL RESULTS—(continued).

Mr. T. RIGBY.

The extension of the system has compelled farmers to send their children to same school as their labourers, 53,667, 53,668, 53,695, 53,698.

Girls in rural districts prefer occupation in towns to a farmhouse, 53,709-53,713.

The complaint that farmers cannot trust labourers to work out of their sight is not well grounded, 53,714, 53,715.

Mr. C. TWISS.

Believes children are turned out very fairly well-principled, and able to earn their living, 54,328.

Rev. Prebendary ROE.

The educational results round Radstock are not better than those obtained in a purely rural district, 55,198-55,204, 55,214, 55,215.

Factory people are generally rougher than the rural population, and are not better educated, 55,205-55,209, 55,214, 55,215.

Nearly all girls on leaving school go to service; they are not less fit for farmhouse work, 55,254-55,256.

Mr. W. MARTIN.

There should be some encouragement for retaining boys who have passed Standard VII, 55,377.

Children appear to leave school earlier than they used to years ago, 55,520, 55,521.

Mr. J. G. FITCH.

The children on the whole are bright and happy, and compare favourably with those of continental schools, 57,872-57,878.

Mr. E. H. BRODIE.

The defects of the present system are, intellectual rigidity, tendency to cram, and to pay too much attention to pecuniary results, 58,686.

Few schools now are equal to the best of old days, but there is a much larger proportion of good schools and fewer bad ones, 58,823, 58,861, 58,880-58,898, 58,912-58,915.

## TOTAL EXEMPTION.

Rev. D. J. STEWART.

It is difficult to say whether Standard V. should be universal. It presses rather hardly in country districts, 2691-2694.

In some places it would be too high, 3089, 3207.

In some schools Standard IV. is the standard of exemption, and many children pass easily at 10 years, but do not go to work, 3208-3220.

The old system is decidedly better than that of the present day, 3221.

Rev. D. J. WALLER.

The fifth standard should be the standard of exemption, but there are many interests involved, 7495.

Mr. J. POWELL.

Standard V. should be the standard of exemption, but doubts whether half-time should be allowed at all in rural schools, 15,753, 15,755, 15,756, 15,911, 15,912.

There should be a difference made between the sexes in the standard of exemption, 15,754.

Children cannot now be permanently employed until they have passed Standard IV., which they reach at the age of 10, 15,873-15,875, 16,148, 16,149.

Many who then leave do not go to work, but lead an idle life at home, 15,879, 15,883.

They are under their parents' control and do not come under the eleventh clause of the Act of 1876, 15,880-15,893.

## TOTAL EXEMPTION—(continued).

Mr. J. POWELL—(continued).

The age for leaving school should be raised to 11; labour would not be injuriously affected by it, 15,935-15,939.

Mr. D. CLARKE.

Raising the standard of exemption has considerably increased the duration of school life of those in Standard V., 16,429, 16,430.

Mr. D. HOLDSWORTH.

The fifth standard should become the universal standard for exemption, except in special cases, 17,504, 17,505, 17,580, 17,581, 17,924-17,926.

Parents now are satisfied when their children have complied with the minimum requirements, 17,547, 17,548, 17,822.

Children leave to go to work because parents need their help, 17,823.

Mr. W. MUSCOTT.

Owing to the requirements of Standards V, VI, and VII, children are not encouraged to continue at school after passing the labour standard, 18,025, 18,026.

Children can leave at 10 if they pass Standard IV., if they fail they are kept on till they are 12, 18,389.

If they fail he takes them to another school for re-examination, to encourage parents to send them to school, 18,390-18,392.

If the age for leaving school were fixed at 11 it would interfere with the industries of the place and with the support of the families, 18,410-18,414.

It would not be possible, owing to the poverty of parents, to make Standard V. the standard of exemption, 18,463-18,467, 18,492.

The prospect of children being able to leave school at 10 causes parents to send them to school, 18,492-18,503.

Boys of 10 who leave go to full-time labour and work all the year, 18,508-18,512.

Mrs. KNOWLER.

Standard V. should be standard of exemption; this would prevent children leaving so early, 18,697-18,700, 18,704-18,706.

Has no evening school, but clergyman's daughter takes boys in the evening, 18,701.

Children should pass Standard IV. at 10 years, 18,702, 18,703.

11 or 12 is the average age at which children leave, but many think they should leave before, 18,704, 18,705, 19,004-19,007.

Most children are ready for work which requires early practice on reaching Standard IV., 18,991-18,993.

Miss NAPPER.

Would not advise making Standard V. the standard of exemption; children would not attend so regularly, 19,220-19,222.

Parents know children can leave at 10, after passing Standard IV.; they would find it difficult to let them stay longer, 19,223, 19,224.

Miss NEATH.

Would put exemption at Standard IV., or V.; prefers V., 19,355, 19,356.

Miss CASTLE.

The standard should be such that it would ensure a child getting its living and understanding plain things, 19,618.

Boys when they leave school are nearly all employed in farms, they commence work when between 10 and 11, 19,849-19,851.

Boys would not gain much by being kept at school longer, 19,852.

Girls generally leave school for domestic service; they stay longer at school than boys, 19,853-19,855.

Girls might with advantage prolong their stay at school, 19,856, 19,859-19,861.

Boys ought to extend their learning at evening schools rather than prolong attendance at day schools, 19,862.

TOTAL EXEMPTION—(continued).

MISS CASTLE—(continued).

A boy of eight can earn 6d. a day in the country, but he ought to be at school unless he can read and write, 19,911-19,913.

Most of the girls leave the locality, 19,915

Thinks the industry of the neighbourhood would suffer if the fifth standard were adopted for total exemption, 20,088, 20,089.

Children do not leave school till they have obtained work, 20,090.

MR. S. B. TAIT.

Standard VI. should be adopted for full-timers, it works well in Huddersfield, 20,308, 20,655.

Does not recommend a universal standard, some districts require exceptional treatment, 20,703, 20,704.

MR. E. STEVENS.

Standard IV. should be the standard for exemption. Boys could pass it at 10½ to 11, and girls at 10½ years, 20,787, 20,788, 20,873, 20,874

In his school Standard IV grants it, but some children are examined in Standards V and VI., 20,841, 20,842.

The age of leaving school has been much diminished by the compulsory passing of this standard, 20,843, 20,844.

Objects to Standard V. as the leaving standard, as parents require their children's labour, 20,896-20,900.

MR. W. RIDGEWAY.

Total exemption is at Standard V. in his school, which children reach from 11 to 12 years of age, 21,664-21,668, 21,976

It would be a good thing to have an age exemption, 21,977-21,979.

MR. E. HORSFIELD.

Standard V. is low enough, which boys reach about the age of 11, 22,069-22,071, 22,455.

Not many boys leave at the labour exemption standard, 22,538.

MR. J. BRADBURY.

Total exemption is allowed at the age of 13, or when the child has passed Standard V. by school attendance committee, and by the Factory Acts at the age of 13 if child has passed Standard IV., 22,625.

Recommends Standard V. and 13 years as limit; an intelligent child would pass Standard V. at 11, 22,625, 22,626.

The Factory Act ensures, on an average, one more year of school life, 22,627.

MR. J. SCOTSON.

Has no standard of exemption in his school; it is Standard V. for full work in the Manchester district, 22,787.

MR. E. MORRIS.

Standard V. is the standard of exemption; children leave earlier than formerly now there is a fixed standard, 23,308-23,311.

Children should be 14, or pass Standard V., before being exempted, 23,319, 23,320.

SIR L. T. STAMER.

The standard of exemption is now accepted as the practical period for leaving school, 24,143-24,149, 24,191-24,196, 24,520-24,522, 24,524.

Before the Factory Acts passed the early age at which children were withdrawn was lamentable, 24,144, 24,146, 24,192.

The byelaws and the Factory Acts fix the time at which most children leave school, 24,194, 24,195.

A child of 11 who has passed the fifth standard can claim whole-time exemption, but cannot be employed in a factory whole-time till 13 years of age, 24,343, 24,345, 24,514, 24,517, 24,527, 24,530-24,531.

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TOTAL EXEMPTION—(continued).

SIR L. T. STAMER—(continued).

Recommends compulsory attendance at a night school for such children, 24,346.

The standard of total exemption cannot be uniform everywhere, but it might now be raised to the sixth, 24,515, 24,516, 24,523, 24,525-24,528.

The school board could make this alteration tomorrow subject to the sanction of the Education Department, 24,517, 24,529.

Parents would probably feel this change a hardship, 24,516, 24,519, 24,525, 24,526.

Children who are to become potters must leave school at 13, 24,603-24,606.

REV. W. D. PARISH.

Would make a distinction between rural and town schools, 25,071.

The rural schools would adopt the fourth standard; the fifth is too high, 25,069-25,072, 25,341.

A return to limit of age, say 12, instead of a standard limit, would be a valuable alteration, 25,342, 25,361-25,363, 25,366-25,368, 25,422-25,424, 25,464, 25,465.

Mrs. FIELDEN.

Standard of total exemption should be higher, but the industrial condition of her neighbourhood prevents it, 26,035-26,038.

LADY STEVENSON.

For London the fifth standard is too low for total exemption, would fix it at Standard VI., 26,277-26,279, 26,378-26,380.

It would be a good plan if Standard V. were fixed to make attendance at evening school compulsory, 26,382, 26,383.

Does not approve of the plan of exempting a child after the third standard conditionally on its attending evening school, 26,413-26,419.

REV. W. J. B. RICHARDS.

Boys should not be exempt until 13 years of age, or have passed the fifth standard, 26,524, 26,526, 26,533, 26,917.

At present children are pressed on too much when young, so that they rapidly lose all they have acquired, 26,524-26,526.

Girls might be exempted at 12 years on passing the fourth standard, 26,531, 26,532, 26,918.

REV. CANON WINGFIELD.

Children of all classes attend the school, 27,076.

Children, as a rule, leave school on passing Standard IV., which is done at 10 years in some cases, 27,077-27,079.

They leave earlier than they used to do, 27,080.

The career of the children is watched after leaving school. Some retain the effect of their education, 27,081, 27,082.

The children who pass the higher standards make use of the parish libraries, 27,083-27,085.

Most of the children who leave early do not get employment, but waste their time, 27,086, 27,087

It would be of advantage to the children if the standard were raised, but the parents would object, 27,148-27,150.

REV. R. G. MAUL.

Objects to Standard V. for total exemption. Different standards should be recognised for town and country, 27,459-27,463.

SIR P. MAGNUS.

The fifth standard would in some subjects compare with the leaving standard of the ordinary French school, 28,624.

The children are not obliged to go on to the higher elementary schools, 28,624.

Compulsory education stops in France at the age of 13, and in Germany at 14, 28,625, 28,645, 28,646

The pupils in the higher technical school at Rheims begin to attend at the age at which they leave off here, 28,627-28,630.

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## TOTAL EXEMPTION—(continued).

Sir P. MAGNUS—(continued)

It would be an advantage generally if the exemption standard could be raised from the fourth to the fifth, 28,652, 28,653, 28,840.

If children leave earlier some sort of evening instruction should be obligatory, as in Germany and Switzerland, 28,654, 28,749, 28,815.

Mr. A. D. C. HENDERSON.

Would make the fifth standard the standard for total exemption, and 13 the age for full-time exemption, 28,934, 28,935.

Rev. J. R. DIGGLE.

Believes there is no desire in London to come down to the fifth standard, 29,805.

Mr. E. HANCE

For all ordinary cases total exemption may be fairly fixed at Standard VI., 32,146, 32,425–32,432, 32,587–32,590.

Total exemption in Liverpool is now fixed at Standard V., and partial exemption at Standard III., 32,591–32,594.

Rev. Canon McNEILE

Total exemption is at the fifth standard in Liverpool, which children reach at about 11 years of age, 34,149–34,151.

Would not raise the standard so as to prevent those children who can get work from doing so, 34,451, 34,452.

Rev. J. GILMORE.

The fifth standard should be the standard of total exemption, 34,617.

Mr. J. HANSON

They accept the sixth standard. Boys reach it at various ages. On leaving, a fair proportion obtain employment outside the mills, 35,534–35,537.

A very large number of boys leave school under 12, and few remain after 13, 35,532, 35,533.

Mr D. J. O'DONOGHUE

Would make the sixth the standard of total exemption; the age for total exemption should be raised, 35,882–35,884, 35,996–35,998

Rev. J. NUNN.

The standard for total exemption in Manchester is Standard V., and Standard III. for partial exemption, 37,026.

Mr T. G. WRIGHT.

Their standard for total exemption is the fifth, for half-timers the fourth; very few go on to the upper standards, 37,190–37,197.

The fifth standard is passed at the age of 10 to 13, it would be well to fix the age for leaving at 12 or 13, 37,365–37,370.

Mr. W. LEE.

Standard IV. for half-time and Standard VI. for full-time is appropriate and suitable for Leeds, 37,686–37,688.

Mr. W. ANDERSON.

Passing in two subjects in the fifth standard should exempt a child from attendance altogether, 38,259–38,263.

The fifth standard should be the universal standard of exemption, 38,150, 38,259–38,263.

Would not exempt a child on the ground of a certain number of attendances, 38,264, 38,265.

## TOTAL EXEMPTION—(continued).

Rev. J. MENET.

Would like 13 to be the age of exemption, but would not hinder a child from learning his future work, 38,804–38,807.

A child may run through the standards and become eligible for labour too soon; suggests a minimum age for exemption, 38,859–38,861.

Mr. H. BIRLEY.

Standard V., the present standard, is too high; it should be made Standard IV., 40,225, 40,226, 40,335–40,338.

Mr. G. J. SIZER.

The total exemption in his locality is Standard IV., 45,123–45,127, 45,182, 45,183.

Mr. W. LEIGH.

Total exemption is the fifth, but ought to be the sixth standard, 46,646.

Rev. Canon WILLES.

In the rural districts the full standard is the fourth, it should not be higher, 47,022, 47,023, 47,068–47,070.

In Leicester total exemption is at the sixth standard, 47,026.

The fifth standard would be a hardship to the parents, 47,121–47,124, 47,126, 47,137.

A great number reach the standard between 10 and 11 years of age, 47,125, 47,127.

Half-time exemption is at Standard II., 47,128

It would be a hardship to keep children at school till they were 12 years of age, but would prefer to see Standard V., 47,129–47,133.

The difficulty is with the parents, 47,134–47,136.

Mr. J. S. HORN.

Total exemption is at Standard V., it ought to be abolished, 47,228–47,232

Ven. Archdeacon NORRIS.

Would deprecate any uniform standard, 47,420–47,424.

Would like to have a minimum standard for the country districts, 47,680.

Eleven years should be the minimum age for leaving school, 47,681–47,687, 47,690–47,693.

If children are not wanted at home, the minimum should be higher, 47,694–47,696.

Mr. H. PARKER.

Should be the fifth standard, 47,742, 47,743.

Those who leave between 10 and 13 pass their time in the streets, 47,744, 47,745.

Mr. H. E. B. HARRISON.

The limit should be one of age rather than of attainments, 49,422, 49,464, 49,465, 49,469, 49,662–49,668

Very regular attendance might be accepted for partial exemption purposes, 49,424.

The local authorities to fix the limit subject to Department's veto, 49,466–49,482.

Mr. T. E. POWELL.

The sixth is the standard of exemption, 52,936–52,938.

Rev. J. B. PATON.

Children are exempted at 11 or 12, but cannot go to regular work before 13, 53,069.

The age should be raised, 53,070.

Mr. C. TWISS.

Standard V. should be the standard everywhere, 54,283, 54,285, 54,405, 54,407.

Children in agricultural districts to reach the standard in night schools if not reached in day schools, 54,408, 54,414.

## TOTAL EXEMPTION—(continued).

## Rev. Prebendary BOW.

Children leave school too young; would like to keep them till 12, 54,899-54,903, 55,263, 55,264, 55,269, 55,270.

Children can begin to learn farm work as well at 13 or 14 as at 9 or 10, 55,150-55,153, 55,268.

It is the influence of employers that brings children into the fields so soon after the age of 10, 55,265-55,267.

Making Standard V. the universal standard of exemption if alternative with 12 years of age would not interfere with the industry of Somerset, 55,278, 55,279.

## Mr. W. MARTIN.

The standard must depend upon the district, 55,439.

No child should be allowed to leave unless he has work to go to, 55,439-55,442.

## Mr. W. WILLIAMS.

Standard V. might be applied generally throughout the country, 56,559, 56,560.

## Mr J. G. FITCH.

The third standard should be the uniform half-time standard, and the fifth standard, if 13 years of age, for whole-time exemption, 56,827.

## Mr. A. P. GRAVES.

Would be satisfied with the fourth 'standard at present in agricultural districts, 57,134

There should be no limit of age as well as of standard of acquirement for leaving, 57,157, 57,158

In many districts children get released too early for their own benefit, 57,161.

## Rev F. SYNGE.

An uniform standard of exemption is needed; the fifth standard might be adopted with certain exceptions, 58,124, 58,237-58,243, 58,308, 58,433.

The demand for children's labour is due to the farmers rather than to parents wanting the money, 58,434, 58,435.

## Mr. E. H. BRODIE.

It would be difficult to apply a uniform standard; is in favour of raising it, 58,819-58,821, 58,867-58,870

Would let all stupid children go at 10 years of age, 58,821

Most children now leave after the fourth standard, but all do not go to work, 58,863, 58,870.

## Mr. H. E. OAKELEY.

The great blot of the present system is the early age at which children can leave school, 59,236.

The age for leaving has in many cases fallen, because the minimum standard is taken as the maximum, 59,237-59,239.

Would abolish the total exemption standard, and keep children till they were 13, but allow half-time, 59,239.

## TOWERS, Mr. EDWARD.

Has been secretary seven years to the Sunday School Union, which has existed since 1803, 42,308-42,310.

Has been 30 years on the committee, and has made it his practice to visit the schools of large towns and confer with teachers and others as to the state of education, 42,327, 42,373.

## TRAINING COLLEGES.

## Mr. P. CUMIN.

Gives the amount of the voluntary contributions and grants to training colleges, 1199-1201, 1363-1365.

These amounts are taken from information obtained by the Education Department, 1224-1233.

The conditions attached to these grants were published in the Codes, but no grant has been made for some time, 1311-1315.

## TRAINING COLLEGES—(continued).

## Mr. P. CUMIN—(continued).

The sum of 68,000*l.* contributed to Wesleyan training colleges refers only to the original building of colleges to which the Department awarded a grant, 1648, 1649.

## Rev. T. W. SHARPE.

Are all doing more or less efficient work now. The staff of teachers is efficient, and the syllabus of study is carefully drawn, 4234-4236, 4373.

Considered the syllabus of study was overcrowded, but the Department, on his recommendation, has reduced the number of subjects, 4237, 4284, 4437, 4697.

In 1876 there were fewer candidates for admission than there are now, so that the colleges had difficulty in finding sufficient candidates, 4338

In 1883 the attainments of candidates for admission were very low, but at the close of their training they had made great progress, 4339

The excessive number of hours given to lectures at one time was due to the ill-prepared condition of candidates for admission. This has been remedied, 4340, 4341, 4697

Pupil-teachers from board schools are admitted upon perfectly equal terms with others, if they are of the same denomination to which the college is attached, 4358

There are two undenominational colleges for men, and there are others for women, 4359, 4444.

The almost universal rule is that none but churchmen are admitted to Church of England colleges, it would be a breach of faith to insist upon a conscience clause being applied to such an institution, 4360-4363, 4421, 4422, 4450-4452, 4545, 4546, 4569, 4570, 4572-4574, 4890-4893.

The parliamentary grant to training colleges has no bearing upon that question. It is a matter of keeping faith with the colleges; but there is no obligation to continue the grant, 4364, 4365

Prefers the present system to day training colleges, 4366, 4423, 4424.

Owens College, the Leeds College, and Mason's College at Birmingham might be utilised in the training of teachers, 4367

Attaches great value to the work done by these training colleges, but there is room for further improvement, 4371, 4372.

Two provincial colleges have undergone a rapid change, owing to the impossibility of paying adequate salaries, 4374, 4375

The total time for study varies from 8 to 10 hours. Would like to encourage the students not to work more than seven hours, 4376, 4377.

The long hours are due to rational emulation rather than to bad state of preparation, 4378.

Presumes that the time-table is adhered to, but has never asked the question, 4379.

Formerly the time-table was neglected when the science examinations were held in May, but now there is no occasion to suspend it, 4380.

Notices all grave deficiencies in equipment, but insists upon the fittings and apparatus being brought up to the best modern level, 4381, 4382, 4439.

The science examinations are conducted by the Science and Art Department. Until lately the inspectors did not inspect the science classes, 4405-4410.

The training college teachers frequently attend the South Kensington classes during the midsummer vacation to qualify for teaching science, 4411-4413.

In former years the apparatus for teaching science in the colleges was very defective. The Science and Art Department now insist on its being brought up to a proper level, 4414.

All London colleges and several in the provinces have laboratories for chemistry. There is only one college in the London colleges for teaching physics, 4416, 4417.

Physiology is taught experimentally at the Borough Road and Hammersmith Colleges, 4418, 4419.

Has never visited any of the Scotch training colleges, but they are thoroughly efficient, 4423-4425.

## TRAINING COLLEGES—(continued).

Rev. T. W. SHARPE—(continued).

The students are day students, except in the episcopal colleges, where they have resident students, 4426, 4427.

The training system develops the intelligence of the pupil-teachers, 4438.

There is more than enough accommodation for masters, as there is a difficulty in finding posts for them; more women might be taken in with advantage, 4441, 4442, 4797.

Employing assistant certificated teachers would relieve the colleges, 4443.

At Bangor and the Borough Road, students are not required to attend the religious services of any particular denomination except on Sundays, 4444-4446.

Any one refusing to declare his denomination would be practically excluded, 4447.

It is open to any one to establish a resident training college where there shall be no religious instruction, 4448, 4449.

The Scotch students are as moral as the English students. To be trained in a college is a certain guarantee for a good moral character, 4460.

A few students only are sent away from the colleges yearly for want of good behaviour, 4461.

A considerable sum of money has to be raised every year for the support of the colleges; 25 per cent. is raised from the students, or from societies or voluntary contributions, 4465-4466, 4571.

The colleges thoroughly prepare a teacher for his future career in ordinary subjects at elementary schools, 4491.

Makes the teachers ballot for the subject to be taught before the inspector, so as to ensure thorough preparation in all subjects, 4491-4497.

Formerly teachers used to borrow each other's notes, but this has been discontinued, 4497.

The class of the teacher's certificate is fixed after the class examination, and is not affected by his two years' probation, 4498, 4499.

Inspectors should not have the power of modifying the certificate of efficiency, 5000-5002.

The practising schools are of the greatest use, and the criticism lectures are very valuable. No college should exist without these schools, 5003-5005, 5808.

The better trained students are, the better qualified they are to teach, but if two years' course is sufficient to train them, sees no advantage in the course being extended to three or four years, 4579-4593.

There are about 1,500 men in residence now, 4686, 4687.

The annual waste amongst the teaching staff is about 6 per cent., which on 40,000 teachers is equal to 2,400 new teachers required annually, 4688-4691, 4928, 4929.

The training colleges turn out about 700 men and 900 women annually, which is sufficient to meet the wants of the country, 4692-4694, 4922, 4923.

Small schools would be benefited by having trained teachers, but there are no means of paying them, 4695, 4696, 4917, 4918.

It would be an advantage if the professional training lasted for one year only, and teachers got their general education elsewhere, 4698-4700.

The moral tone of the colleges is excellent, 4706.

There is no conscience clause in training colleges. It is undesirable and unnecessary to have one, 4707-4710.

More women than men fail to get admission into the colleges, 4795, 4796.

There are no difficulties in the way of establishing undenominational training colleges; but it is no use to increase the number of such students, as they could not be placed, 4797.

The reasons for establishing denominational training colleges are set forth in the Report of the Duke of Newcastle's Commission, and the Government assisted the National Society and the Borough Road Training College, 4798-4801.

Government retains the rights of withholding the grant and of inspection, but not of interfering with the religious teaching or rules of the colleges, 4802-4804.

## TRAINING COLLEGES—(continued).

Rev. T. W. SHARPE—(continued).

Students have six weeks in the practising schools, besides weekly criticism lessons, and model lessons. Some colleges have more than one practising school, and nearly all have obtained the "Excellent" grant this year, 4808, 4809, 4829, 4830, 4981-4984.

The introduction of a conscience clause would interfere materially with the discipline of the college, and would alienate the support of a large body of the denominations, 4810-4815.

It would also affect the religious character of the students to some degree, and through them probably affect the religious character of the schools, 4821, 4822.

Denominational teaching is very valuable as producing a race of religious and moral teachers, 4823-4825.

The present class of managers would not be satisfied with undenominationally trained teachers, 4818-4820.

The Government contribution to the cost of building or enlarging the colleges is about 22 per cent, 4874, 4875.

The Government pays 75 per cent. of the annual cost of maintenance, 4876.

There are certain expenses in connexion with the colleges which the Government does not contribute to; but they are not very large as a rule, 4877-4885.

The teachers who go out from the denominational colleges are as well fitted as any other teachers, their denominational instruction is not any drawback to their efficiency, 4886-4888.

The present system of training colleges is a very cheap bargain for the State, 4889.

Students have a strong home feeling about the colleges, and a strong affection for them in after-life, 4894, 4895.

Parents would prefer their children being in institutions of a religious character, and it is a great gain to a young man to be in such a college, 4896-4899.

Scotch students at the day colleges live in licensed boarding-houses kept by religious persons, but the power of preserving discipline can be more effectually carried out in the English colleges than in the Scotch ones, 4900-4903.

In the Scotch colleges Presbyterianism is professed by all the students, 4904-4907.

The general character of a Scotch school is higher than that of an English school, and secondary education was partly given in the parochial schools, 4908-4915.

About 22,000 trained teachers have been turned out since 1870, which is about the number of trained male and female teachers at present employed, 4919-4925.

Cheapness to the State was a motive for recognising the day colleges. The average grant to a student in Scotland is 31l. a year against 35l. in England, 4951-4953.

Part of the board and lodging expenses of Scotch students is paid by bursaries, so there will be no economy in establishing day training colleges, 4954-4956, 4960-4962.

The State contribution to the support of English colleges was 22,000l. in 1884, and the fees paid by the students came to over 20,000l. for the same period, 4957-4959.

The conscience clause in the Endowed Schools Act of 1869 applies to day schools only, and not to boarding schools, 4963-4966.

Mr. M. ARNOLD.

Describes the foreign system of training colleges, 5108-5119.

The teachers are better trained than in England, and the teaching is better, 5109, 5118, 5119, 5512-5515, 6168-6172, 6180.

Students in Germany are not resident in the colleges, but attend the course of instruction daily, 5128-5131, 5419-5422.

In France the students are resident, 5131, 5287.

In Germany and Switzerland many female teachers receive their instruction on the day school system, and in Dresden they do so entirely, 5132, 5133, 5419-5422.

## TRAINING COLLEGES—(continued)

## Mr. M. ARNOLD—(continued).

The instruction begins at 14 or 15, and goes on until they are 19 or 20 years old, 5134, 5135, 5525-5529.

Students pay for their board, and a small sum towards the cost of their education, but the main cost falls upon the Government or municipality, or on the province, 5136-5140, 5222-5225.

Practising schools are attached to the colleges, but no fixed time is laid down for this part of the training, 5141-5144, 6173-6177.

The directorship is given to those who have been elementary teachers, 5145.

Religious instruction is given in Germany and every country he has visited, except in France, 5146, 5147.

The training colleges are practically denominational, 5148, 5149.

Admission to the colleges is gained by passing a competitive examination open to pupils from any school, even the poorest, 5150-5156.

Provision is made to pay the expenses of those who cannot afford to pay for themselves, 5157-5159.

Education at the colleges in France is free, 5185.

The Scotch students show signs of having received superior teaching to the English students, 5218-5221, 5625, 5626.

The new training colleges in France are very good, 5272-5275.

The age for entry in France is about 18, and the students of both sexes are of much the same type as those in England, 5290-5293.

More time should be given to the study and science of teaching, 5395-5398, 5485.

It is undesirable to use training colleges for training students in the art of teaching only, 5399-5402.

On the Continent there are intermediate schools for boys who intend to be teachers to attend before entering the colleges, 5417.

Examinations in the teaching powers of the students should be deferred until the completion of their training, 5485-5492.

In comparing the cost of training on the Continent and in England, it must be borne in mind that the students abroad leave college two years earlier than in England, 5530, 5531.

The training college system is a valuable supplement to elementary instruction, but instruction must be coupled with training, 5611-5614.

The colleges should be under State management or there should be local training colleges under a local central authority, 5615-5620.

Day scholars should be admitted to these colleges, as in Germany, 5621.

Would give a much wider culture to the students, 5622.

Good training colleges are better for the teachers than universities, 5623, 5624.

If provided by the State the colleges would not be denominational, 5627, 5628.

There are not too many colleges at present, 5629.

Would prefer the training schools being denominational, 5668-5671.

Psychology is included in the course of instruction in Germany, 6183-6185.

Is not in favour of two languages being taught, 6186.

Since the reduced programme came into effect there has been an advance in the syllabus and in the studies of the training colleges generally, 6187-6192.

The hindrance to more progress in England is that the teaching is not of as high a character as it ought to be. It is not due to the unprepared condition of the candidates, 6193-6196.

Has not heard of any interference in France with the religious beliefs of the students, 6200.

## Rev. Canon WARBURTON.

It is desirable to have more undenominational colleges for women, 7798, 7888, 8026, 8207, 8247, 8301, 8302.

There is a greater demand for undenominational than for denominational colleges, because of the trouble of getting into the latter, 7799, 7887, 7888.

None but churchwomen are admitted into church colleges; this tends to an undesirable conformity, 7800, 8208, 8209.

Do a vast amount of good and improve the blood of the profession, 7818, 7819, 7910.

## TRAINING COLLEGES—(continued).

## Rev. Canon WARBURTON—(continued).

The moral training is admirable, and is of immense and lasting benefit to the pupils, 7820, 7821.

The students are not turned out so good as teachers as one would hope, the system of practising schools almost necessarily produces artificiality, 7822-7824, 7864, 7893, 7910, 8094-8096, 8105, 8134.

The pupils improve rapidly when they come to actual teaching; for the first two years of their practical life as teachers they are experimenting, 7824.

Lengthened training would not produce any advantage to the general body, a selected few might gain by a third year's training, 7825-7827, 7871, 7872, 7880, 7881, 8133.

The State gets full value for the 75 per cent. it pays of the cost, the expense would be much larger if not carried as at present by private managers bound to make both ends meet, 7282, 8148, 8150, 8228.

Are very cheaply managed, some too cheaply; at one college the food costs 6d per day per head, 7829, 7830, 8119, 8226-8230, 8352-8357.

Colleges are always full; if candidates cannot get into one they try another, 7831.

The Department frequently reduces the expenditure by as much as 25 per cent before paying the grant, 7832, 7833.

The female students would be much benefited if they could come up to Oxford and attend high class lectures, 7834-7837, 7873, 7980, 8145-8147.

The Oxford authorities would be induced to start lectures if assured of support from the Government, 7838.

Students should not be limited to one or two schools, they should attend as many as will admit them, 7865, 7866, 7895, 7896, 8079, 8080, 8105.

The pupils do not learn too much in quantity, but they get too much help, and do not work out things for themselves, 7867-7870, 8095, 8298-8300.

University teaching would benefit the boys even more than the women, 7874.

Elementary education would greatly benefit from having some teachers of superior culture, ability, and skill, 7880, 7881.

It is not essential that there should be some denominational religious training in their teaching, 7889, 7890, 8021-8025.

In undenominational colleges the religious difficulty has been solved, 8021, 8248.

The students need experience of all kinds of children, and not only of the class that attends practising schools, 7895, 7896, 8105.

The wretched quality of the raw material sent to the colleges has, perhaps, been their main drawback, 7911-7913, 7968, 8005.

Some colleges get the pick of the scholarship list, but many of the candidates for the scholarships have had to be taught reading, 7912, 7913, 7968.

No doubt the quality of pupil-teachers must be raised before the work of the colleges can be raised, 7914.

A better system of encouraging the "learning element" of pupil-teachers is needed, 7915.

The declaration at entrance is a form declaring that the candidate will become an elementary teacher, 7918-7921.

Has never known denominational colleges object to students going to board schools, but rather the reverse, 7922.

Twenty-five per cent. of the cost is locally provided. If under State management students would have no fees to pay, 7923-7926, 8017-8020.

The lectures are, in general, remarkably good. Some staffs are weaker than others, but that is a question of money, 7946-7948.

Inspectors can cause the staff to be strengthened, as the State would pay 75 per cent. of the additional cost, 7949.

State aid is limited by the number of students turned out, but colleges do not spend up to that limitation; almost all colleges have a large surplus, 7950-7953, 8014-8016.

The large increase of acting teachers taking the second year's papers is possibly due to first year teachers being unable to take pupil-teachers, 7954-7960.

The final mark for teaching might be given at the end of the two years' probation, 7964, 7965.



## TRAINING COLLEGES—(continued).

Rev. Canon WARBURTON—(continued).

Students pay no fee beyond the entrance one, which has been increased, 7975, 7976, 8152.

Has always recommended increasing the fees, as the independence of the colleges is thereby increased, while no trouble occurs in getting the money, 7976-7979, 8152.

Thinks there are only one or two female colleges where the fee exceeds 15 guineas, 7979, 8152.

Day colleges instead of boarding colleges at the universities would be less advantageous, 7981.

Has no knowledge of day training colleges or of training colleges abroad, 7982, 7982a, 8144, 8282.

A great many students at Chichester have not been pupil-teachers, a rule formerly existed against their admittance, 7983.

In all the other colleges students as a rule are ex-pupil-teachers, 7984.

The Chichester students come from all sorts of training and not from any particular class, 7985.

Ex-pupil-teachers seem ignorant of the systems of teaching on entering, but they are easier to manage and know more of discipline and order, 7987-7989, 8079, 8080, 8212-8215.

The Government contributes three-fourths of the necessary, not of the actual, expenses, 8018, 8019.

The additional expenditure is intended to, but does not always, improve and benefit the colleges and teachers, 8020.

There is nothing to prevent a sufficient supply of undenominational colleges if people would only start them. The Department would help, 8026-8030.

A girl may be trained at the State's expense, and at the end of two years may desert to take service in a private school, 8031-8037.

The term "artificiality" had special reference to the sham teaching in the model school, 8094-8096.

The directress of needlework reports very great progress this year, 8095.

A teacher's position on the class list depends very much upon how she delivers her selected lesson before the inspector, 8096-8102.

Teachers get very high class certificates, yet show a great want of practical skill, 8104.

Nine hundred students leave the female colleges yearly; 1,100 to 1,200 untrained teachers get certificates in other ways, 8106-8108, 8135, 8136.

Has seen Otter College, it is recruited from ladies; hitherto it has not been a signal success, 8113-8115, 8273-8278.

Roundabout complaints against the food have been heard, interference is desirable in one or two cases, 8119, 8120.

Untrained teachers do not pass through the colleges, but have to pass the same examination and probation as the students, 8138-8140.

Their original cost was 397,470*l.*; of this sum 273,842*l.* was subscribed and 118,627*l.* was granted by the State. These grants ceased some years ago, 8149-8154.

No doubt the students contribute about 13 per cent. and voluntary subscribers about 13 per cent to their maintenance, 8151-8154.

Girls come in raw, self-conscious, and awkward, and go out capable and self-possessed women, 8200, 8201.

Would not regret if the supply of trained students kept ahead of the acting teachers, 8204.

Does not think the colleges could be extended to meet the supply, or that all could be compelled to enter them, 8205, 8206.

In some colleges the teaching is altogether done by lecturing; at one college nothing is done by time-table after 1 o'clock, 8219.

This college stands among the highest in the examinations, 8220.

Students are over-lectured. Inspectors suggest alterations in time-table, but cannot enforce them, 8221-8225.

Any interference with the amount spent for food would be awkward. At most colleges they have too much to eat, 8226-8230, 8352-8357.

An additional female undenominational college is required for school board pupil-teachers, 8247, 8256-8258, 8301, 8302.

The British and Foreign colleges are undenominational, 8248-8255.

School boards are glad to get supplied from ordinary training colleges, and these are even anxious to supply them, 8259.

## TRAINING COLLEGES—(continued).

Rev. Canon WARBURTON—(continued).

Board schools benefit by this supply, 8261.

The practising school at Otter College is altogether inadequate, 8277, 8278.

More cannot be expected from two years' training, 8280, 8281.

Has great belief in the value of the college life, the *esprit de corps* that exists is very valuable, 8284.

Outsiders to a great extent lose sight of the moral element, and look solely to the intellectual results, 8285, 8286.

The colleges possess advantages in maintaining discipline which no day colleges could possibly attain to, 8287-8289.

Great improvements have been made in female colleges; lecturers' attention is directed to the time wasted in taking notes, 8295-8300.

The returns show no difficulty in placing the female students out, 8303, 8344.

A large proportion of the students in the British and Foreign colleges are church girls, 8304.

It would be a breach of faith to introduce the conscience clause in church colleges, 8311.

Does not think students would abuse the privilege of withdrawal, 8312.

Thinks candidates who took the advantage of a conscience clause would find it handicapped them when seeking appointment, 8313, 8314.

Introducing an obligatory conscience clause would close some colleges, 8315.

Voluntary bodies are the best persons to carry on these colleges; a State college would not exist long, 8316, 8317.

The lowest fees are in the Roman Catholic colleges, where students pay 2*l.* 10*s.*, 8337.

Does not think the average fee is so low as 6*l.* in any female college, 8338-8341.

The income from voluntary sources is 20,000*l.* This would be lowered by admitting students of any denomination, 8342.

Denominational attendance in the British and Foreign Society's colleges; the entrance examination suits many students better, 8343.

The bad quality of the material may be partly due to the leniency of teachers and inspectors, 8346, 8347.

Mr. T. W. ALLIES.

The Catholic Poor Schools Committee has three colleges, one for masters and two for mistresses, 8978.

The college at Hammersmith was started for religious teaching amongst the poor on the system of Father Lamennais. It did not succeed, and in 1884 a secular college for pupil-teachers was founded, 8979-8981.

The Mount Pleasant College at Liverpool is for mistresses, 8982.

These colleges are sufficient to supply the wants of the committee, 8983.

Pupils trained at the Catholic colleges have in some cases become teachers at board schools, but it is contrary to the wish of the committee. Higher salaries or exemption from religious teaching have caused it, 8984.

These colleges are both moderately and cheaply carried on, 8987.

The Government has behaved most handsomely to these colleges, both as regards the grant and the mode of inspection, 8988.

There is a sort of moral obligation on the students' part to continue in the service of those who paid for their education, but about 30 mistresses and 10 masters have gone from the colleges to board schools during the last two years, 8995-8997.

The method of collective instruction at Liverpool has produced the most valuable results, 9051-9060.

The pupil teachers before they become students live in the houses of the sisters, and go out daily to teach in the schools, receiving collective instruction at the houses of the sisters, 9054, 9058-9061.

A few young people other than pupil-teachers are received into the Catholic colleges every year, but none who have received a higher education than that given at elementary schools, 9076-9083.

The Liverpool Training College belongs to the Sisters of Notre Dame. That at Wandsworth belongs to the Ladies of the Sacred Heart. The buildings are lent to the committee free of cost, and the Government recognises them and pays the grant, 9208, 9209.



## TRAINING COLLEGES—(continued).

## Mr. T. W. ALLIES—(continued).

From these institutions the bulk of the Catholic female trained teachers are drawn, 9210, 9211.

The proposal to institute a conscience clause for training colleges would be strenuously resisted by the committee. Its adoption would defeat the object for which the colleges were established, 9234-9236.

A secular training college is one which is not conducted by religious orders, 9253-9256.

The teachers and students are Roman Catholics, and religion pervades and permeates all the arrangements, but the teachers are ordinary not "religious" masters, 9257-9260.

## Mr. A. BOURNE.

The British and Foreign Society have male colleges at Borough Road and Bangor, 10,333, 10,334.

It has female colleges at Stockwell, Darlington, Swansea, and Saffron Walden, 10,335-10,338.

During 1885 the average cost of each male student was 62*l* 1*s* 6*d*.; of each female, 42*l* 2*s* 5*d*., 10,339-10,341.

This is rather less than the year before, 10,342.

The combined averaged cost was 49*l* 9*s*.; the average payment by students was 10*l* 13*s*.; by Government, 36*l* 10*s*.; from voluntary sources, 2*l* 6*s*. Has not compared the cost with that in denominational colleges, 10,344.

A great many candidates are shut out for want of room, 10,345.

This year the difficulty has been greater, but there is no lasting difficulty in getting situations for the students, 10,346.

Male students are rather more difficult to place than females, 10,347.

There is a deficiency of trained female teachers, 10,348, 10,349.

A large majority of their students go to board schools, few go to denominational schools, 10,350, 10,351.

The per-centage of the different religious bodies for last year was 27.2 Episcopalians, 16.1 Baptists, 25.8 Congregationalists, 16.7 Methodists, 9.1 Presbyterians, 5.1 other denominations, 10,352, 10,353.

A fundamental object of the society is that the training should be undenominational, 10,354, 10,369, 10,392, 10,401-10,452, 10,562-10,569.

Thinks it is the best way of training teachers, 10,355.

By "undenominational" he means that no preferences are given to ecclesiastical denominational views, the teaching is biblical, 10,356, 10,400, 10,562-10,569.

Students are simply asked if they will undertake the work in schools as Christian service, 10,357, 10,363-10,366, 10,409-10,413, 10,416.

They admit Jews under a conscience clause, 10,358.

Would admit Unitarians, cannot say if a professed atheist would be admitted, the question has never arisen, 10,360-10,362, 10,368, 10,390, 10,420, 10,421.

Atheists and freethinkers would probably call their colleges denominational, 10,366, 10,367.

Students are required to report each Monday the places of worship they attended on Sunday, no specified number of attendances at any place is required, 10,369, 10,370, 10,457.

An admitted student who regularly failed to go anywhere would not be expelled, the desirability of going to some place would be urged upon him, 10,371-10,374, 10,428-10,435.

Owing to the situation of the colleges, students would have no difficulty in finding churches of every denomination, 10,374.

Statement of mode of admission to the training colleges, 10,375, 10,376, 10,390, 10,543-10,547, 10,556-10,561.

The colleges have prayers morning and evening, 10,377.

They allow the use of the Lord's Prayer, 10,378.

There is no objection to students learning the Apostle's Creed, but it is not taught nor expected, 10,379, 10,380.

If questioned by students on denominational points he would probably give them his views, but tell them to judge for themselves, 10,381-10,388.

He used to have a compulsory Scripture class on week days, and a voluntary class on Sunday afternoons, 10,384.

## TRAINING COLLEGES—(continued).

## Mr. A. BOURNE—(continued).

They throw the responsibility of religious teaching upon the body to which the student belongs, and in the case of children upon the parents, 10,385-10,388.

Only Jews have hitherto claimed the conscience clause, but anybody else might unless of bad moral character, 10,389.

In the title of the institution adopted in 1817 Christian is implied, 10,391.

After eliminating the peculiar tenets of each religious sect the Bible remains, and acquaintance with this is a sort of religious instruction, 10,393.

The difficulty of denominational differences is less to the teachers than to the children, being adults they can form their own judgment, 10,394.

They expect their students when teachers to teach according to the principles in which they have been trained, 10,395.

Students learn to respect the rights of conscience of parents and children, and there is much in the Bible which can be taught which has not separative results, 10,396.

Does not believe in Mr. Richard's opinion that there is no efficiency in religious teaching from which everything denominational is excluded, 10,397-10,399.

Unitarian students are not asked to accept the biblical teaching, 10,414.

In the course of instruction it may not be possible to avoid every reference which an Unitarian could not accept, 10,415.

A student not attending religious services would be considered unfit for the post of teacher, 10,416, 10,417, 10,428-10,435, 10,491-10,494, 10,554.

Jews are admitted under the clause on page 8, and educated for their own schools, 10,418, 10,419, 10,422, 10,423.

The biblical instruction may be said to have a tinge of denominationalism, 10,424-10,427.

The demand for undenominational teachers is limited, but the limit has not yet been reached, 10,436, 10,437.

An examination is held in biblical knowledge, 10,439, 10,440.

The success of students in this would be considered in judging of their qualifications as teachers, 10,441.

Only Jews would be excused attending for biblical instruction, all others must attend, 10,442-10,447, 10,458, 10,553, 10,554.

Probably most of their students now come from board schools, 10,447, 10,448.

Does not approve of applications from unsuccessful applicants elsewhere, but would admit them if there was room, 10,449.

They teach the generally received view of the Bible as held by Protestant dissenting denominations, 10,452, 10,453, 10,562-10,569.

Occasionally Jews refuse to join in family worship, 10,456.

All he has said is consistent with the theory that the college is undenominational, 10,458, 10,459.

Last year 258 junior students from five colleges went in, 86 of them in the first division, 10,460.

Of the senior students 44 per cent. were in the first division, 10,461.

Is unable to compare women with men students, 10,462.

Has had his attention directed to a certain extent to day colleges, 10,463.

Would like to give opportunities of study to non-students to qualify them more for the work of teaching, 10,464-10,466.

Training colleges of themselves do not supply the demand, 10,466.

There are many cases in which it is exceedingly difficult to go into a training college, 10,467, 10,468.

Would like to see half time assistant teachers earning money part of the day and studying the other portion, 10,469-10,471.

It is undesirable for them to work the whole day and then pick up instruction as best they can, 10,471.

The moral effects of day colleges would probably not be equal to those of training colleges, 10,472-10,474.

It is a good thing to have residence in the college, 10,474.

The association concedes the right of private judgment to its members on all matters spiritual or religious, 10,475.

## TRAINING COLLEGES—(continued).

Mr. A. BOURNE—(continued).

The State should not insist upon any special interpretation of the Bible, 10,476-10,478

Instruction cannot be given without any reference to the Bible, 10,479.

People may be unable to accept certain scriptural statements without being irreligious or atheists, 10,480-10,483.

Men who have honest doubts as to the right form of religious worship should not be tabooed by religious bodies, 10,483.

Training for the duties of daily life is an advantage to the State, and should be maintained, 10,484.

Intending students know perfectly well the form of religious worship they must attend, 10,485, 10,486.

Their colleges supply a want which is felt, 10,487.

There are denominational colleges for those who prefer them, 10,488-10,490.

The medical certificate required by the Education Department of pupil-teachers is frequently worthless, 10,495-10,497.

The second medical certificate to a certain extent is useful, the third examination is by the college's own medical man, 10,498.

The students are examined medically every year, 10,499.

Does not think more than one per cent. is eliminated from the colleges through physical causes, 10,500-10,504.

At the entrance examination probably 5 per cent. are rejected, 10,501-10,504.

Borough Road and Stockwell Colleges have no special subscriptions, any deficiency is made up out of the society's funds, 10,505, 10,506.

Taking one year with another the Borough Road College does not pay its expenses, 10,506-10,511.

The entrance fee in 1868 was three guineas, now it is 20l., 10,512.

The smaller colleges are more costly to them, 10,513.

Denominational teaching tends rather to exaggerate the importance of denominational differences, 10,514, 10,519.

To secure a careful and reverent habit in reading the Scriptures is of more importance than conveying any special denominational instruction, 10,515.

Dogmatic views and instruction are important, but people of different views can only be united by keeping them out of sight, 10,516-10,518.

Udenominational teaching being given on these points is really a better religious training than if denominational, 10,520-10,522.

Great differences of opinion exist on matters of science as well as on theology, 10,523.

Science is taught in the colleges, but there are no special colleges to teach especial ideas of science, 10,524-10,527.

Very much the same principle adopted in teaching science should be adopted in teaching religion, 10,528, 10,529.

Students who live in the neighbourhood are to some extent permitted to spend their Sundays at home, 10,530-10,532.

In a general way it is desirable to keep up the home influence, 10,533, 10,534.

As a rule, pupil-teachers and others are required by the Department to come from good homes, 10,535.

Arithmetic is generally much worse taught by mistresses than by masters, 10,536.

The use of a certain amount of algebra is desirable in teaching arithmetic in female colleges, 10,538, 10,541.

The algebraical method is adopted at Stockwell, 10,539.

An improved method of teaching arithmetic is needed 10,542.

Save in exceptional cases no person is admitted unless an adherent of some recognised form of religious belief, 10,544-10,547.

Roman Catholics have been applicants for admission, 10,548, 10,549.

A Roman Catholic would probably not be admitted to a Roman Catholic college if intending to take service under a school board, 10,550.

Such a person, if entering a church training college, would have to submit to its system of instruction, 10,551.

Stockwell or a similar college is the only college where such a student could practically get religious freedom, 10,552.

## TRAINING COLLEGES—(continued).

Mr. A. BOURNE—(continued).

They would not insist upon a Roman Catholic attending family worship who had a conscientious objection, 10,553, 10,554.

There is more difference of opinion as to the true interpretation of Scripture than as to the theological tenets of different churches, 10,567.

Would not say a student who differed from the traditional interpretation would be unfit for the college, 10,568, 10,569.

Rev. J. DUNCAN.

There are 30 church training colleges, of which two or three are not in union with the National Society, 11,167, 11,409.

The accommodation is sufficient for the supply of their own teachers, 11,168, 11,246.

Students on leaving go where they please, 11,246-11,248, 11,411.

There are three classes of church colleges, the society, the diocesan, those not in union with the society, 11,409.

The society is only partially responsible even for those it maintains, each is under its own council, 11,410.

A large number of board school teachers have been trained in colleges supported by the society, 11,412, 11,413.

Statistics of expenditure by Government on church schools and colleges, 11,534.

Rev. Canon DANIEL.

St. John's College was founded in 1840, and was the first of its kind. It is for men exclusively, 11,538-11,540.

Gives details of the college and the students, 11,541-11,550.

A few students possessing special aptitude might have a third year's training to qualify them as teachers in training colleges, 11,550, 11,551, 11,582-11,584, 11,851, 11,852.

Most of the students find situations before they leave, except this year, 11,552-11,554, 11,603, 11,604, 11,617, 11,799, 11,800.

Has no objection to the students being employed in board schools, 11,555-11,558.

Is strongly in favour of denominational training colleges, 11,559, 11,560, 11,562, 11,609-11,613.

The British and Foreign Society's colleges give unsectarian religious teaching, 11,561.

Some of the pupil-teachers who come to the colleges are well instructed; a large number are ill-instructed, 11,563, 11,618-11,620, 11,863, 11,864, 11,867, 11,868.

Pupil-teachers must satisfy the requirements of the Department. At St. John's they must all be members of the Church of England, 11,564-11,568, 11,804-11,806.

Most of the board pupil-teachers have been well instructed in the Church of England doctrines, 11,569-11,572.

Students at St. John's pay an entrance fee of 17l. 10s. The cost per head is about 60l. a year, 11,573, 11,574.

The Borough Road and Peterborough Colleges charge 20l. a year, 11,574-11,577.

The career of the students is followed after leaving the college, and is most satisfactory as a rule, 11,578, 11,579, 11,627.

Very few desert the profession or go abroad to Colonial schools, 11,580, 11,581.

Students take up such special subjects as may be required in after-life, 11,585-11,589.

A third year's training to fit teachers for higher grade schools is unnecessary, 11,590, 11,594, 11,851, 11,852.

All the specific subjects in the Code come under the head of elementary education, 11,591-11,593.

Was a pupil-teacher himself once, 11,605.

The teachers who do not follow their profession as elementary teachers generally take up secondary education, 11,615, 11,616.

Lower grade teachers generally go to schools in rural districts, 11,621-11,623.

The health of the students while at St. John's is good, and they leave in good health, 11,625, 11,626.

They suffer in health occasionally from the amount of work imposed on them at the board schools, 11,628-11,631, 11,801, 11,942, 11,943.

## TRAINING COLLEGES—(continued).

## Rev. Canon DANIEL—(continued).

Recommends students to take assistantships in towns rather than head teachers' places, 11,632-11,634.

Does not consider that day training colleges would be as effective as the present system, 11,648-11,650.

At St. John's the students are entirely resident, and are not allowed to spend Sunday at home, 11,651, 11,657.

The acting teachers admitted by the Department are inferior in efficiency to trained teachers, 11,658.

They should pass exactly the same as, or even a higher examination than, the college students, 11,659-11,665, 11,788-11,790.

Their qualifications should be raised materially, and they should serve two years as assistants, 11,666-11,668.

Nearly all students pass in drawing, 11,673-11,677.

Arithmetic is not so well taught by female teachers as by men. The ought to learn algebra, 11,678-11,682.

It is impossible, owing to expense, to teach every science. A certain liberty is allowed in the choice of subjects, 11,683-11,685.

Mathematics is not taken as a science, many students take up such subjects as will be useful in matriculating at the London University, 11,686, 11,687, 11,852.

The teaching at the science classes and the universities cannot be compared with the teaching in the colleges, 11,688-11,690, 11,883-11,885, 11,887-11,890.

Chemistry is taught thoroughly at St. John's and at Chelsea. Without laboratory work it is of little value, 11,691-11,695.

Only two students out of 1,500 failed to pass the certificate examination last year in England and Wales, 11,696-11,698.

114 male students out of 1,365, and 156 females out of 1,834 only were placed in the third class, 11,698-11,700.

With better preparation the course might be reduced by striking out some of the more elementary subjects, 11,705-11,708, 11,851.

Mental science or psychology is taught, and more attention is paid to it than there was formerly, 11,709-11,711, 11,935.

The practising schools are middle class schools, but teaching can be acquired as well in elementary schools, 11,712-11,715.

There is no model school as distinct from the practising school at St. John's, 11,716, 11,717.

Pupil-teachers have often a superficial knowledge of many sciences while the elementary subjects are neglected, 11,718-11,723, 11,981-11,983.

No attention is paid to the order in which sciences are taught, 11,724-11,727.

At St. John's the students are taught practical and theoretical chemistry for two hours a week, in addition to 2½ hours' laboratory practice, 11,737, 11,743.

Physics is not taken as a separate course, 11,737, 11,738.

Gives the number of passes in natural sciences for 1884 and 1885 at St. John's, 11,744-11,747.

Some of the staff, but none of the students, attend the South Kensington science courses, 11,748-11,751.

The college is largely subsidised by the National Society, by voluntary contributions, and the Government aid, 11,752-11,755.

The religious instruction by teachers helps them to keep up their own moral and religious tone, 11,756, 11,757.

Some students prefer head teacherships in rural districts, and proceed afterwards to head masterships in towns, 11,770-11,774.

Explains the course of instruction in the practical skill of teaching at St. John's, 11,775, 11,776.

Inspectors can test pretty accurately the value of the lessons given by students in teaching, 11,777-11,781.

It is better not to postpone the examination, but an additional examination in practical aptitude would be a good thing, 11,782.

Occasionally students who pass high on the list are not good teachers, but as a rule the two qualities go together, 11,783.

Considers it harder and more monotonous work to teach one standard than three or four standards, 11,784-11,786.

Teaching three standards is too much for one man. It is inevitable in small country schools, 11,787.

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## TRAINING COLLEGES—(continued).

## Rev. Canon DANIEL—(continued).

Men who are anxious to work would prefer the advantages of a resident college to a day college, 11,791-11,793.

Day colleges would draw some students from the training colleges, and many pupil-teachers would prefer them, 11,794-11,796.

The resident colleges are much cheaper than the day colleges could be, 11,797, 11,798.

No teacher should have more than 60 children to teach in one class, 11,802, 11,803.

All the students must attend church on Sunday, 11,807, 11,808.

The Government medical certificate is not stringent enough. Many are rejected by the college medical officer, 11,809-11,812.

A second medical examination is held at the end of the first year's training, and those who are unfit are eliminated, 11,813, 11,814.

Over-pressure may be due to the fact that some persons become teachers who are physically unfit for the work, 11,815, 11,816.

Gives the expenditure at St. John's, 11,817-11,820.

National Society's colleges belong to the society.

Diocesan colleges are merely subsidised by the society, 11,821-11,823.

The same religious instruction is given in both, 11,824.

St. John's College is strictly a Church of England college, 11,825-11,827.

No Dissenter could enter a Church of England college without relinquishing his principles, 11,828.

Nonconformists suffer no injustice by being excluded from these institutions, 11,829-11,831.

The Department prescribes the whole of the secular instruction, but does not interfere with the religious and ecclesiastical teaching, 11,832, 11,833.

The archbishops appoint an inspector of church training colleges to see that the religious instruction is adequate in quantity and good in quality, 11,834-11,836.

St. John's College is managed by a council which is co-optative. It has the power of appointing and discharging teachers, 11,837-11,840.

Gives instruction himself in such subjects as he thinks fit, 11,841-11,843.

A third year's training would be of great advantage to certain teachers, but all the better men graduate at some non-resident university on leaving, 11,851, 11,852.

Gives a list of university successes by teachers last year, 11,852, 11,853.

There used to be a third year's course, but very few teachers took it up. The pecuniary loss is against it, 11,855, 11,856, 11,861, 11,862.

An extra certificate would be an inducement to ambitious students to take it up, 11,857.

It is almost impossible for students to teach one subject in an elementary school during the second year's training, 11,858-11,861.

Rarely has occasion to take second class Queen's scholars into St. John's, 11,866.

The curriculum has been modified of late years, 11,877-11,882.

Does not approve of the suggestion to connect the universities and the training colleges, 11,883-11,885, 11,887-11,890.

A year's training at an university would be of no use to a teacher. A complete course would be beneficial, 11,891.

Gives the hours devoted to work and private study, 11,892.

A chair of education at the universities in the art of teaching would not answer, 11,895, 11,896.

The foundation of training colleges depended almost wholly upon voluntary contributions, 11,897, 11,898.

To disturb the system would be a very great breach of trust, 11,899.

There is no real denominational grievance. Anyone can establish training colleges if desired, 11,900, 11,901.

It is very undesirable to have persons of different religious faiths in the same college, 11,902-11,905.

No attempt is made to interfere with the students after they leave the college. They go to schools indiscriminately, 11,906, 11,907.

Most of the St. John's students have been pupil-teachers, and were selected for their ability as scholars, 11,908, 11,909.

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## TRAINING COLLEGES—(continued)

Rev. Canon DANIEL—(continued)

The promoters of St John's and the Borough Road colleges were influenced by religious motives in founding these establishments, 11,926

The principles on which the first syllabus was constructed have not been kept in view as much as they should have been, 11,921–11,926.

The fact that the students in training are to be teachers is never lost sight of in the lectures, 11,927–11,929.

The syllabus of instruction is not too ambitious. Fewer subjects more thoroughly studied would be better than a larger range studied superficially, 11,932–11,934

Mental science and method are more valuable than the history of education, 11,936

Students cannot be trained as schoolmasters until they have been educated as men, 11,937–11,941.

A three years' course would not be liable to the danger of dull and inefficient students taking advantage of it, 11,944

Twenty-four students were appointed to board schools in 1885, 11,945

There is a demand for teachers trained in church doctrines in certain schools, 11,946–11,948

Teachers trained on the principles of the British and Foreign Society would not supply the demand of the church schools, 11,949

The introduction of a conscience clause would cause much inconvenience in a training college, 11,950–11,951.

There is no strain on the consciences of students by their professing church principles to attend a church college, 11,952, 11,953.

Day training colleges would be morally and intellectually inferior to resident colleges, 11,954–11,956.

Attaches much importance to the examination in religious knowledge. Those who excel in it excel as a rule in the secular examination, 11,957–11,962.

No preference is shown to candidates coming from church schools over others, 11,963–11,965.

Takes the result of the religious examination into consideration also, 11,966, 11,967

Approves of the changes in the new syllabus without committing himself to details, 11,986, 11,987.

Mathematics is the weak place in the syllabus. It should be compulsory in both years' training, 11,988–11,991

Acting teachers frequently fail through attempting the difficult questions instead of the easier ones, 11,992–11,999

Does not wish to see the non-pupil-teacher Queen's scholar disappear, 12,000–12,002

Some non-pupil-teachers have had a more liberal examination than pupil-teachers, which is an advantage to them, 12,009, 12,010.

Occasionally students are admitted from secondary schools. One had passed the intermediate arts examination when he entered and took his degree while at St. John's 12,003

Country schools can afford to pay for a trained teacher. They get a larger grant by having a well-trained man, 12,005–12,008.

Practical knowledge or skill in teaching is not taken into account in the admission examination, 12,011.

Rev. Dr. GRAHAM.

The Roman Catholic College, Brook Green, cost 17,000*l.* to build, towards which Government contributed 4,000*l.*, 12,014, 12,114–12,116.

It is the only college not full, 12,015, 12,062

At present there are 29 Queen's scholars and 12 in a preparatory class preparing for admission, 12,016, 12,062.

The college is for men, 12,017.

The two Roman Catholic colleges for women, at Liverpool and Wandsworth, are quite full, 12,018, 12,019.

The male college is not full owing to the intense competition in the scholarship examination, 12,020, 12,154.

Last year, out of 36 candidates, only 12 passed for admission, 12,020, 12,154.

Students are discouraged on principle from entering board schools, but some are now teaching in London board schools, 12,021, 12,022, 12,031, 12,082, 12,083, 12,190, 12,195, 12,226

## TRAINING COLLEGES—(continued)

Rev. Dr. GRAHAM—(continued).

Salaries of Catholic schoolmasters are very much lower than those of other schools; that checks students from coming in large numbers, 12,023, 12,024.

States where every student trained since 1854 is employed, 12,025, 12,028, 12,066–12,072, 12,203–12,212, 12,225.

Their students give satisfaction after leaving the college, but they mostly go to poor and small schols, 12,029, 12,059.

Very few denominational schools take Roman Catholic students, therefore nearly all go to Roman Catholic schools, 12,030, 12,031.

They have prayers morning and evening, and mass every morning, 12,032.

A religious and moral atmosphere is as important, if not more so, than dogmatic teaching, 12,032, 12,033.

The moral tone should be very marked and distinct in denominational colleges, 12,032.

His observation as to the connexion between morals and religion applies to all colleges where there is distinct dogmatic teaching, 12,034.

Scientific teaching is very much encouraged in their college; eight years ago it became practically obligatory, 12,035, 12,036.

The Report of the Technical Commissioners cast a slur upon the science teaching in training colleges, 12,036.

Much attention is paid to drawing; they are considered very successful in that department, 12,037.

No other kind of technical instruction is given, 12,038.

Athletic games are very much encouraged, 12,039.

There is great *esprit de corps* among the students, and they come back with affection to the old place, 12,040

Has no experience of day training colleges, 12,041.

College residence is advantageous to students; it is analogous to an university training, 12,042.

Most of their male teachers have passed through the college; some few have simply sat for the certificate examination, 12,043, 12,044, 12,047.

As a rule they have more Irish than English students, 12,048.

There is an undoubted improvement in candidates, but much more is desired, 12,050, 12,051.

Some who enter have been overpressed, but it has been due to unfavourable surroundings, 12,059, 12,106–12,112, 12,201, 12,202.

Day colleges could teach as efficiently as training colleges, but the students would not be trained, 12,060, 12,061.

They have been allowed to form preparatory classes when the college was not full, in order to get it full, 12,062, 12,063.

There are enough now in training to supply their elementary schools, 12,064, 12,078, 12,138, 12,173.

Approves generally of the Department's syllabus for the Christmas examination, but the constant changes are disturbing, 12,072.

The change last year (grouping subjects) quite disorganised the classes, 12,072, 12,073.

Does not approve of mathematics being dropped in the second year, 12,074, 12,075.

They wish to get their college full in the hope of eventually replacing some of the female by male teachers, 12,079–12,081.

Would not discourage any trained teachers whom they could not employ from going elsewhere, 12,082, 12,083.

Is not speaking much of female colleges, many of the difficulties alluded to do not attach to them, 12,084, 12,085.

There are many Roman Catholic ladies of high position who support colleges and teach in them as a religious service, 12,087, 12,095, 12,157, 12,158.

These ladies have spent 50,000*l.* in founding the Liverpool and Wandsworth Colleges, 12,086

They attract a better class of girls; it is a promotion for them to live with and be trained by such ladies, 12,086, 12,157, 12,158.

Ladies of position enter to be trained for qualification as sisters, 12,086–12,088.

This is not the case with the men; those with any capability would enter the church, 12,096.

The Brook Green College was founded by the Catholic Poor School Committee, 12,113

The preparatory classes contain a certain number of unsuccessful pupil-teachers from the scholarship examination, 12,117–12,119, 12,227, 12,228.

TRAINING COLLEGES—(continued).

Rev. Dr GRAHAM—(continued)

They reside in the college and are under the same discipline as the regular inmates, 12,120, 12,121.

College management is very analogous to the management of a large family. Introducing religious discord is deprecated, 12,122, 12,123.

The students admitted and sent out are of average physical capacity and health, 12,149.

The present syllabus for men is substantially the same as it was two or three years ago, 12,151.

Languages and the science element have been introduced since 1870, 12,152.

Catholic female pupil-teachers take very high positions in the scholarship examination, 12,155, 12,156.

The courses could probably be arranged to suit both ex-pupil-teachers and those who would come in direct as proposed for a three years' course, 12,170, 12,171.

In Prussia young men of a better class are attracted, study longer, and have a wider curriculum than here, 12,180, 12,181.

They struck him as being very efficient teachers, 12,182.

Knows of no day colleges in Prussia, 12,183.

Those students who go to board schools would conscientiously carry out the board's instructions as to religious teaching, 12,190.

Second class scholars pay 5*l.* entrance fee, and first class 2*l.* 10*s.*, 12,191, 12,192.

One-fourth of the cost of education is paid by the college, and three-fourths by Government, 12,193.

Not many physically unfit are admitted to the college, 12,198.

Each on entering must produce a medical certificate, and, in addition, is examined by their medical officer, and again also at end of each year, 12,199.

By the time they leave, as a rule, those who are physically unfit have been eliminated, 12,200.

The chief office of a college is to fit persons for becoming efficient teachers, but particularly to give them practical skill in teaching, 12,220-12,222.

Model lessons are given, 12,223, 12,224.

It would be a good thing to interpolate a year of preparation in the college between the end of the pupil-teachership and the regular college course, 12,228, 12,229.

It is a money question, but it could be met if the grant were raised to 150*l.*, 12,230.

The present accommodation would have to be increased if occupied for a third year, 12,231.

Managers would resent losing their pupil-teachers in their fourth and most valuable year, 12,232, 12,233.

Those who are trained to teach science must go to poor schools, there are no others, 12,250-12,252.

A teacher cannot know too much, although at present trained to teach subjects which, practically, he will never be called upon to do, 12,253-12,256.

Rev. W. BROMILOW.

The Home and Colonial College, Gray's Inn Road, was established in 1836 to train teachers for infant schools, 12,262, 12,263.

Now it trains mistresses for infant, mixed, and girls' schools, 12,264, 12,265, 12,267.

It has been highly successful since its foundation, 12,266.

The college is open to members of all Christian Protestant denominations, 12,268-12,272, 12,386, 12,395-12,397, 12,503.

No Unitarian has been admitted, 12,270.

Roman Catholics would not be admitted, 12,272.

From 5 to 10 per cent of the students are nonconformists, 12,273.

They make no declaration of Christian faith on entering; they have a recommendation from a clergyman, 12,275, 12,276, 12,395-12,397.

The religious teaching is the same throughout the college; no difference is made, 12,277, 12,278, 12,352, 12,389, 12,441.

Describes the religious instruction, 12,279-12,286, 12,388-12,390.

No nonconformist student has objected to any of the religious teaching, 12,287, 12,348, 12,352, 12,393, 12,443, 12,456.

No student could withdraw from the religious teaching. There is nothing like a conscience clause, 12,288, 12,289, 12,293, 12,349, 12,443, 12,454, 12,456, 12,494.

There are prayers morning and evening, 12,290, 12,291, 12,346, 12,347.

TRAINING COLLEGES—(continued).

Rev. W. BROMILOW—(continued).

All attend at the religious worship, unless excused from sickness, 12,292.

There are 140 students in the college; it is always full; at present 160 candidates are competing for 70 vacancies, 12,294, 12,295.

No difficulty occurs in finding situations for students when leaving, 12,296, 12,398.

Last year 40 out of 70 went to board schools, 12,297, 12,299.

It very seldom happens that a student goes to a British school, 12,298.

Not many nonconformist students take church schools; they go to board schools, 12,299.

Those who have fit and proper homes are allowed to spend their Sundays there, 12,299, 12,300, 12,334, 12,354, 12,368-12,370.

Students are only allowed home once a month or so, if their home is not considered healthy, 12,301-12,304.

The character of the home would be in no case such as would prevent them letting students visit, 12,303, 12,304.

A very complete register is kept of old students since the beginning, 12,305, 12,359, 12,418, 12,519-12,521.

Two-thirds or three-fourths marry and leave the profession, 12,306, 12,356-12,358, 12,420, 12,421.

Students sign a declaration to remain teachers in elementary schools till they have gained their parchment certificates, 12,307.

This guarantees the college against loss, 12,308.

Not many marry before they earn their parchments, 12,309.

Only one case has occurred in five years of a girl breaking her pledge and not getting her certificate, 12,310-12,312.

The theological character of the college is regulated by the doctrinal articles of the Church of England, 12,313, 12,314.

Gives particulars of the college and of the students, 12,315-12,328.

The subscriptions to the college gradually diminish. It is not feared that subscribers will fall off altogether, 12,329, 12,330.

The junior class devotes six hours a week, and the senior five and a half hours to religious instruction, 12,331-12,333, 12,402, 12,403.

There has been no recent increase in the time given to religious instruction, 12,333.

The training of infant teachers is, and has been, a speciality of the college, 12,326, 12,337, 12,479, 12,503.

A fair share of attention is given to kindergarten methods of instruction, 12,338, 12,361-12,363.

The Code does not now recognise one year's course for infant teachers, 12,339, 12,340, 12,481.

An infant teacher should be as well trained as any other teacher, 12,341.

A little over 300*l.* a year has to be raised by subscription, 12,342.

Rent is paid for a great part of the buildings, 12,343.

The religious teaching is distinctly Church of England, 12,351, 12,371, 12,437-12,440, 12,453.

Those who spend the Sunday in college go to St. Pancras church, 12,353.

Has heard of some of their students getting employment in secondary schools, 12,360.

The college has large evening classes for those who choose to come to study their kindergarten methods, 12,364.

These classes have been very well attended, sometimes there are as many as 100 teachers there, 12,365.

Twenty-four lessons constitute the course, 12,366, 12,367.

Training the students in the art of teaching is made as complete as possible, 12,373.

The practising schools exist for the students, and not primarily for the education of children, 12,374-12,377.

At the inspection the inspector hears each second year student give a lesson selected by him, 12,378.

The lesson influences greatly the teacher's place on the class list, 12,379, 12,380.

This test is as fair as any test could be under the conditions, 12,381, 12,382.

Inspectors can always consult the register kept of the students' performances in the practising schools, 12,381.

A high place in the class list does not *ipso facto* mean teaching ability, 12,383-12,385.

## TRAINING COLLEGES—(continued).

Rev. W. BROMILOW—(continued).

The students' fees and subscriptions make up the proper per-centage of total expenditure of 25 per cent, 12,404.

First class Queen's scholars pay 10l, and second class 12l, 12,404.

The Pestalozzian system was introduced more largely than in any other college, 12,406, 12,407–12,409, 12,461–12,463.

Its traditions have been preserved by the older members of the staff, and led naturally to the kindergarten system, 12,410, 12,411, 12,461–12,463.

Has seen some students who look as if they had been overworked, 12,413–12,417.

Nearly all the teachers on the Government side of the college have been pupil-teachers, 12,430.

They come both from board and voluntary schools, 12,431.

The entrance examination to the college in religious subjects is not obligatory, 12,432.

Every precaution is taken against admitting physically unfit candidates, 12,433.

In one or two cases the medical certificates were found untrustworthy, 12,434, 12,464, 12,465.

Many of the students' parents are respectable well-to-do tradespeople, 12,435, 12,436.

The college is now recognised in the Government books as a Church of England college, 12,437, 12,438, 12,440.

The managers decide the religious programme, 12,439.

The college has an annual examination in religious knowledge, 12,442.

Religious training does not interfere with the secular training, but rather helps to develop the mind, 12,444, 12,445.

Students would not do so well at end of year if any of the religious instruction were eliminated, 12,446.

Those who do best in the religious also distinguish themselves most in secular subjects, 12,447.

Nonconformist students are not compelled to answer catechism questions, 12,448–12,450.

They would be taught to be careful in that respect when they became teachers, 12,451.

No student feels by entering the college she is doing something she religiously disapproves of, 12,452.

No conscience clause is, or ever has been, required, 12,454–12,456.

To introduce one would be mischievous and breed disunion and dissension, 12,455.

Students if educated under an undenominational system would not be in so great demand now, 12,457, 12,459, 12,460.

School boards make no demand for teachers brought up in church doctrines, but church school managers do, 12,458.

The instruction in elementary schools is largely derived from the Pestalozzian system, 12,462, 12,463.

There are no very pleasant walks for the students owing to the position of the college, 12,466.

They drill the students and allow them out twice a day during summer, 12,467, 12,492–12,495.

There is not much difference in the health afterwards of students who go to London and those who go to country schools, 12,468, 12,470, 12,471.

Very few have broken down in health after becoming teachers, 12,469.

The strain of London schools is greater than in country schools, 12,470, 12,471.

In day colleges the formation of moral and religious character would be lost, 12,472–12,474, 12,478.

Some supervision at present exercised over the preparation of lessons would also be lost, 12,475, 12,476, 12,478.

Students also in many cases could not secure privacy and quiet for learning in their homes, 12,477, 12,478.

There is still a special infant school course in the college, but there is no special class list for it, 12,479, 12,480.

The Code practically leaves managers to decide whether they train infant or girl teachers, 12,481.

The majority of the students come from infant schools; as a rule they are not so well trained as pupil-teachers, 12,483–12,485, 12,489.

By the time they finish their training they more than make up the deficiency, 12,486, 12,487.

The place on the class list does not entirely determine the selection of candidates for admission, 12,488.

## TRAINING COLLEGES—(continued)

Rev. W. BROMILOW—(continued).

No preference is shown for girls who come from infant schools, 12,489.

The large covered playgrounds at the college are not sufficient for the students in residence, 12,490, 12,491.

There is no body of young women in England so thoroughly educated as the girls in Government training colleges, 12,496.

Baptists would be the only body that would object to the questions in the catechism relating to infant baptism, 12,497–12,500.

The college chapel has not been consecrated, but is used only for religious purposes, 12,501, 12,502.

There are too many subjects in the present syllabus, the number should be reduced, 12,504, 12,505, 12,509.

Students get a smattering of different subjects, there is not time to do any one subject thoroughly, 12,506, 12,507.

The college endeavours to teach very thoroughly, and tries to induce students to think for themselves, 12,508.

The frequent changes in the syllabus press most on the teachers; it is not an evil to the student, 12,510, 12,511.

The college does not in any way interfere with students accepting low salaries, 12,513–12,515.

The college was originally intended to train teachers for home and for the Colonies, 12,516–12,518.

A great many of the students are in the Colonies, but there is no demand for them now, 12,517.

A considerable number of the non-Government students go out to India and the Colonies to teach in connexion with missionary societies, 12,518.

Very friendly relations are kept up with old students; they come in large numbers to the half-yearly meetings, 12,519–12,521.

Rev. Canon CROMWELL.

Trained teachers have a decided superiority over untrained teachers, 12,527–12,529.

Students residing in colleges gain great advantages, which would not be found in day colleges, 12,530, 12,531.

Examinations under the Code are mechanical, which enables untrained teachers to produce results apparently as good as those of highly-trained teachers, 12,532, 12,718, 12,719.

School managers prefer trained teachers if their funds admit of the extra expense, 12,533.

The education given in training colleges, prior to 1861 and 1862, was a good and liberal one, 12,534, 12,535.

The syllabus under the Revised Code was confined within a very narrow circle. It is now restored to something like its former state, 12,536, 12,748.

The number of students decreased considerably after the adoption of the Revised Code, 12,538.

The changes during the past 10 or 12 years have been spasmodic, so that the syllabus does not harmonise one part with another. It requires alteration, 12,539–12,542, 12,748, 12,820–12,822.

The South Kensington grants make the colleges and the students give an undue importance to certain sections of science, 12,543, 12,600, 12,631–12,633, 12,749, 12,753, 12,754, 12,844, 12,845.

The German system is better than that in England, 12,544, 12,545.

The grants offered by South Kensington for science prevents such general instruction being given, 12,546, 12,547.

Approves of a third year's course of training for the most promising students, 12,548–12,551, 12,554, 12,788, 12,803.

In Germany the course of training lasts three years. In Saxony it is six years. That is too long, 12,552, 12,553.

The greatest care should be taken in preparing candidates for admission. A large number are unfit from want of due preparation, 12,555–12,558, 12,759, 12,842.

Instrumental music does not receive as much encouragement as it ought. The Department has refused to make any change, 12,592–12,595.

It is most desirable that the students should have denominational and distinctive doctrine teaching, 12,596–12,598.



## TRAINING COLLEGES—(continued).

Rev. Canon CROMWELL—(continued).

The students do not attend scientific lectures away from the college, 12,603-12,606.

There is no need to increase the Government subsidy to a training college, 12,607-12,609.

There has been a slight increase in the entrance fee of late years to meet the increased cost of teaching, 12,610-12,613.

The students, as a rule, do not possess the faculty of individual concentration, 12,614-12,617, 12,782, 12,783.

There is a slight improvement in the general cultivation of the class from which pupil-teachers and candidates for admission are drawn, 12,618.

Latin is a valuable subject for the students to take up if they work long enough at it. It is generally taken up with a view to matriculation, 12,622-12,624, 12,823, 12,824, 12,848, 12,849.

Students are allowed a certain freedom in their choice of sciences. It would be impossible to do so in a rural college, 12,625-12,630.

With careful discipline day students might attend a resident training college, but there is always some difficulty in carrying out such arrangements, 12,634.

If an intelligent course of elementary science was recognised, together with specialising in advanced science, the difficulty as to science would be met, 12,635, 12,636, 12,749-12,752.

Would not like to see the age for admission lower than it is now, 12,637.

The ablest men in former days were always the most anxious to stay for the third year, as they knew the prospective advantages were considerable, 12,639.

If restored a small per-centage would avail themselves of the third year's training, 12,640, 12,766a.

The college teaching is handicapped by the want of preparation of many of the students prior to their entry, 12,641-12,643.

By raising the standard of acquirements in the scholarship examination the want of preparation would be remedied, 12,644, 12,645, 12,732-12,737.

Has followed the career of the students, and finds only a small per-centage leave the profession, 12,646-12,648, 12,853, 12,854.

More men can be trained than are really wanted, 12,649.

The highest salary obtained by a student on leaving St. Mark's is 112*l.*, and the lowest is 70*l.*, 12,650-12,655, 12,766.

The changes in the Code do not seriously affect the colleges, 12,656-12,658.

The expenses of maintaining or altering St. Mark's college have been greater than the amounts included in the returns to the Department of late years, 12,659, 12,660.

Students would lose great social advantages by living outside the colleges, 12,661-12,664, 12,850-12,854.

All the St. Mark's students are now placed, but some of them have had to wait nearly six months, 12,665, 12,666, 12,765.

At St. Mark's the students attend the practising schools for four weeks every year, 12,695, 12,696.

There is no model school at St. Mark's apart from the practising school, 12,697-12,703.

The second years' students give lessons before the inspector. The subject is chosen by lot. A nervous man, although a good teacher, may not do himself justice, 12,704-12,711, 12,837-12,841.

The assessment of a man's teaching ability might be postponed until the end of his probation as a teacher, 12,712, 12,713, 12,832-12,836.

Some of the students obtain situations as masters of endowed schools, 12,714, 12,715.

A few students go to rural schools, but less now than formerly, 12,716, 12,717.

The students who pass out at the top of the list do not always prove the most practical teachers, 12,720, 12,721.

Advises the students to become assistants at first and some are encouraged to work for the London B.A. degree, 12,722, 12,723.

Three students at St. Mark's have not been pupil-teachers, 12,724, 12,779, 12,780.

Some of the non-pupil-teacher students are better prepared, but are deficient in teaching, 12,725-12,728, 12,781, 12,782.

Some of the non-pupil-teachers have developed into very able teachers, 12,730, 12,731.

## TRAINING COLLEGES—(continued).

Rev. Canon CROMWELL—(continued).

The reason students take up so many sciences is to give them a better chance of appointments, 12,755-12,758, 12,828.

The course at St. Mark's is not higher than that at other colleges. Every subject is in the Government syllabus, 12,760, 12,761.

During the third year's course there was no special staff, but special instruction was given by the regular staff when not otherwise occupied, 12,767-12,769.

If restored a certain number of lectures would be given in the college, and the students could also attend lectures at South Kensington or elsewhere, 12,770, 12,771.

Lectures by university professors might be given at the training colleges, and if the colleges and universities were affiliated, part of the time might count for terms at the universities towards obtaining a degree, 12,775-12,778.

Justifies the payment by the State of subsidies on the ground that the community at large derive great benefit from the men who are trained, 12,788-12,795, 12,797-12,803.

The men who went through a third year's course would do the work of elementary teaching better than it is done at present, 12,796.

Objects strongly to the application of a conscience clause to training colleges, 12,808-12,812.

As a rule the pupil-teachers who complete the course of training are fitted to become teachers, 12,813, 12,814.

The advanced and backward students are divided into classes on entry at St. Mark's, 12,815, 12,816.

Some of the university professors would be as skilled teachers as those in St. Mark's, 12,817-12,819.

Science grants have enabled teachers in some colleges to increase their salaries, 12,825-12,830.

Has tried fixed salaries and additions to salaries by means of the grant, and has found advantages and disadvantages in both plans, 12,831.

If the lessons in teaching before the inspector are given in the first year's course, there is some chance of excluding the most unfit, 12,832-12,841.

It would be an advantage to be able to stop those who are not adapted for the work of college or teaching, 12,843.

The health of the students while in the college is very good on the whole, 12,855.

A certain number break down after leaving, owing to the heavy school work or from other causes, 12,856, 12,857.

Mr. C. MANSFORD.

The Wesleyan body have a college at Westminster for males and one at Battersea for females, 12,863.

The male college originally cost 40,000*l.*, but 9,000*l.* more has since been spent. The Government contributed 7,000*l.*

Give particulars of the colleges and of the students, 12,864-12,871, 12,875-12,885, 12,943-12,946, 13,004.

Gives analysis of the time-table. Each student attends the practising schools three weeks in each year, 12,886.

Two half-holidays are given every week, 12,887.

Students receive two lectures weekly on theory, and work in the practising school, 12,888.

There are four practising schools; students acquire practical knowledge of all branches of school work in their widest range, 12,889.

Has studied the effect of day colleges in Scotland, 12,890, 12,891.

A Scotch student boards and lodges himself for 17*d.* a day; in England the students cost 20*d.* a day, but their health and comfort are more satisfactory, 12,892, 12,909-12,911.

The discipline and influence of resident colleges have important bearings upon a student's education and character, 12,892.

All this discipline is lost in day colleges, 12,892.

College routine and discipline train a man in habits of order and punctuality, 12,893.

College associations and companionship are very valuable; they impart a higher tone, 12,894, 12,906.

While students are cared for physically, they are also preserved under religious influences, 12,895.

Religious instruction should be definite, 12,896.

## TRAINING COLLEGES—(continued).

Mr. C. MANSFORD—(continued)

It would be difficult to apply a conscience clause to denominational colleges, 12,897, 12,996-13,000  
It would destroy their unity, 12,898.

The instruction of student-teachers is well done; the system is effective, and probably the best, 12,899, 12,906, 12,960.

Day colleges can never be as effective as resident ones, 12,900, 12,960

Scotch university students lead a totally different life to that led at English universities, 12,901-12,903.

The great mass of teachers who enter college are not sufficiently advanced to profit by university education. 12,904, 12,905, 12,920.

Last year only 12 per cent of male students at end of their first year attempted the Latin paper, 12,905, 12,920

A wider education might be arranged in exceptional cases, 12,905.

Approves of the Government syllabus on the whole, 12,907, 12,988-12,990.

Scotch colleges are allowed to put down 17d. a day as spent by a student on board and lodging, 12,909-12,911.

The college has a laboratory. Practical chemistry is taught, and the men have done well in it, 12,912-12,914.

Practical chemistry is taught in the first year, 12,913

It has been arranged to use the laboratory in both years for the future, 12,914

The syllabus and examination papers of Prussian training colleges seem considerably narrower than our, 12,915-12,918, 12,952

Sees no advantage in sending students to other practising schools besides those attached to the college, 12,919

In Scotland 72 per cent. did the Latin paper at end of first year, and came much better prepared than English students, 12,920-12,922.

The university standard is lower in Scotland than in England, so that a true comparison cannot be made, 12,923-12,925, 12,961, 12,962.

It is easier for Scotch students to prepare for university training, but only a per-centage of them can get it, 12,926

The teaching of science is practically limited to algebra, physiology, and domestic economy, 12,934.

In Prussia anyone possessing the requisite general knowledge can apply for admission, 12,952.

The curriculum of colleges has and should have special reference to the future work of teachers, 12,953, 12,954.

Higher secondary education should not be the primary object, although there might be advantage from combining it with the special training, 12,955.

Wesleyan colleges were founded to give special attention to religious and moral training, 12,956-12,958.

The object of a college is to instruct students in professional subjects, to train them to teach, and to give religious and moral training, 12,959, 12,991.

About half the time in the first year is occupied in revising the course students went through as pupil-teachers, 12,986.

There is great value in this revision to students, 12,987.

The curriculum might be improved by bringing it more into harmony with the London matriculation examination, 12,989, 12,990.

Would not limit the training to teaching students only what they will have to teach, 12,991.

The college is practically restricted to Wesleyans. The religious instruction is biblical, 12,992, 12,993.

"Class meeting" is obligatory in the college, 12,994, 12,995.

There is no objection to the conscience clause at Oxford or Cambridge, but there is no exact parallel between them and training colleges, 12,997-13,000.

The parallel would be Keble College rather than the older foundations, 13,000.

Westminster College is filled from those who pass pretty low down, 13,001-13,003.

Many being imperfectly prepared, go as assistants for one year, and then come up and gain admission, 13,004-13,006.

Some work as assistants for one year in order to earn enough to pay the entrance fee, 13,007

A good many make satisfactory students, 13,009.

## TRAINING COLLEGES—(continued).

Miss MANLEY.

The college at Stockwell is in connexion with the British and Foreign School Society, and is undenominational, 13,032, 13,076

Originally both female and male students were trained at Borough Road, 13,033

In 1861 accommodation was provided for the girls elsewhere, 13,034.

Gives particulars of the college, the schools, and the students, 13,035-13,044, 13,184, 13,235, 13,371, 13,372.

Students teach in all four practising schools during their training, 13,045, 13,056, 13,057.

Children pass from the kindergarten to the infant school; there are none under three, 13,046, 13,047, 13,049, 13,050, 13,239-13,242.

There are about 40 in the kindergarten schools, 13,048.

The children are taught on Froebel's principle, for five hours a day, 13,051-13,055.

No evil results are found from the system, 13,055.

There are 130 students in the college; besides their lessons they prepare for meals, wash-up, carve, help in laundry, &c., 13,059-13,061, 13,077.

Considerable attention is paid to cookery and domestic economy, 13,062-13,067, 13,192-13,198.

Students learn sufficient cookery to carry on the ordinary business of a household, 13,065.

They also learn to teach cookery, 13,066, 13,193.

Their health is excellent, 13,068-13,073, 13,128, 13,262-13,284.

Students have a home-like feeling towards the college, 13,073.

The college teaching last year was rather above the average of other colleges, this year it is the average mark, 13,074, 13,075.

The students come from all denominations; at present more belong to the church than to any other body, 13,077, 13,078.

They have never had Jewesses or Roman Catholics, 13,070-13,080.

The Bible is the foundation of their religious teaching; there is no denominational teaching, 13,081, 13,082, 13,088, 13,145-13,151, 13,251, 13,344-13,350.

There are family prayers, and the Bible is read every morning and evening, 13,083-13,086, 13,244-13,246, 13,287, 13,288.

Considers biblical teaching a sufficient foundation to enable students to teach religion and morals, 13,089.

Students are taught a combination drill, partly Swedish, 13,096-13,101, 13,323-13,327.

Students' power of individual study is less than their power of receptivity of teaching, 13,102, 13,103.

Attributes this to a want of proper system in their previous training, 13,104, 13,199-13,210.

One object in the college is to develop self-reliance and independence, and generally a great improvement takes place, 13,105, 13,106, 13,392-13,394.

Their students are among the best gals who go in for the scholarships, 13,107-13,112.

Some show indications of a want of refinement, but there is a very great improvement when they leave, 13,113, 13,114, 13,161, 13,162.

The social class of students now is lower than 8 or 10 years ago, 13,115-13,117, 13,140, 13,141, 13,299.

The lectures upon psychology and mental science are most practical, and the subject is attractive to the girls, 13,123-13,129.

Does not know that church students have preferred the religious training at Stockwell to that given in church colleges, 13,130, 13,372.

They have had church students who continued to attend the neighbouring church place of worship, 13,131.

Has not heard that the entrance fee, 20l., has excluded poor students, 13,131, 13,373.

More apply than can be admitted, so such cases do not come before them, 13,138.

One and a half hours are allotted weekly to scriptural instruction, 13,144, 13,149, 13,285, 13,286, 13,356.

No service except a voluntary Bible class is held on Sundays; students are expected to attend some chapel or church, 13,152, 13,153, 13,247-13,251, 13,252, 13,363-13,366, 13,397-13,402.

Students go out on Sunday, but not singly, and must report what place of worship they attended, 13,154, 13,155, 13,247-13,249, 13,353, 13,364.

Students are examined in religious knowledge by the teachers before leaving, 13,156, 13,157.



## TRAINING COLLEGES—(continued).

## Miss MANLEY—(continued).

There are no non-residents in the college, 13,158-13,163, 13,221-13,227.

The health of girls steadily improves in college, very few breakdowns occur, 13,165, 13,166, 13,277-13,316.

The fee in the girls' school is 9d. per week, in the mixed school 6d., in the infant school 4d., 13,167.

French is taught to students of both years; they have the choice of language or science, 13,169, 13,172.

Last year no first-year students took up science, 13,170-13,172.

Students are placed out in localities according to their wishes, 13,179-13,183, 13,228.

The kindergarten system is found a great help to students in psychology and mental science, 13,186-13,190.

No diploma is given for cookery, but some give lessons before the inspector before leaving, 13,193-13,198, 13,211, 13,212.

The larger proportion of the students go to London board schools, not many go to rural schools, 13,213, 13,214, 13,231-13,234, 13,321, 13,322.

Students whose friends are in London may spend one Sunday in each month with them, 13,217.

This does not work injuriously, or break the continuity of the training, 13,218-13,220.

Does not approve of day colleges, the college influence on character and *esprit de corps* would be lost in them, 13,221-13,224, 13,227, 13,403-13,405.

Many friendships are made in college which are of the greatest importance to teachers in after-life, 13,225.

Students gain in college what they can never gain in their own homes, 13,228, 13,403-13,405.

Has not visited any day colleges, 13,229.

In the highest practising school there is a very large sixth and seventh standard, 13,236, 13,243.

Standard I. is in the infant school; when children leave that they go into the girls' or the mixed school, 13,242.

The students would not be allowed to attend Bible classes outside the college, 13,250, 13,251, 13,253, 13,254.

No instance has ever occurred of a student not going to religious worship on Sunday, 13,252, 13,366.

Candidates at the scholarship examination must bring a medical certificate, and are examined again before entering college, 13,260, 13,261.

Before they go out they are again examined, 13,262.

On the whole, pupil-teachers, after leaving the college, are physically fit for their work, 13,263, 13,264.

A fixed time is allotted to each subject; each teacher distributes it as she likes between lectures and private study, 13,273, 13,274.

About one-third is devoted to lecturing, one-third to teaching and test work, and one-third to study, 13,275-13,277.

The college endeavours to keep up intercourse with students after they leave, 13,278.

In class 7½ hours are given to recreation and 3½ on Saturday, 13,281.

The principle of admission to the college is the position on the scholarship list, 13,300-13,302.

Has seen no ill results arise to any girl from the drill exercises, 13,324-13,327.

Students make no general profession of Christian faith on entering; they accept teaching as a branch of Christian service, 13,351-13,355, 13,396.

There has never been any religious difficulty in the college, 13,356-13,361.

Pecuniary reasons do not account for the presence of church members at Stockwell, 13,375.

At present hygiene is taught twice over, and a little confusion arises, the syllabus might be unproved in that respect, 13,381.

The addition of mental science to the junior syllabus is a great advantage, 13,381, 13,382.

Has not found any evil result from the frequent changes made in the syllabus by the Department, 13,385.

Is in favour of giving a third year's training to students who have special qualification, 13,386, 13,387.

They might possibly attend some university classes, 13,388, 13,389.

The importance of the religious and moral training of children is impressed upon the students, 13,390, 13,391.

## TRAINING COLLEGES—(continued).

## Miss MANLEY—(continued).

The students are the children of tradespeople, schoolmasters, and schoolmistresses, 13,395.

The college does not see that a student attends the same place of worship she would if she were at home, 13,397-13,402, 13,406, 13,407.

There is no system of proselytising among the girls themselves, 13,402.

## Miss TREVOR

Bishop Otter's Memorial College, Chichester, trains ladies as elementary schoolmistresses in Church of England principles, 13,409, 13,424.

Gives particulars of the college and the students, 13,410-13,422, 13,456, 13,489, 13,499, 13,500, 13,506, 13,589, 13,613, 13,614.

Students are required to show that they are members of the Church of England, 13,423.

A girl would not be refused because she had not been a member before coming to the college, 13,424, 13,472-13,474, 13,596.

Students must attend the Church of England service and take the divinity examination of the archbishop while at the college, 13,424, 13,426, 13,474, 13,597, 13,656.

Students are not asked whether they have been baptised, but thinks all have been, 13,425, 13,640, 13,641.

Music, needlework, industrial work, and cookery are taught, 13,427, 13,468.

One object of the college was that students should be drawn from a higher social class than in ordinary colleges, 13,428, 13,479, 13,659.

They have been obliged during the last two years to admit a few of a lower grade in order to fill up, 13,429, 13,659, 13,660.

Queen's scholars pay 20l. a year, and private students, who belong to a superior social class, 50l., 13,430, 13,588.

Can speak with the greatest confidence of the way in which students who have left perform their duties, 13,435, 13,679.

About 150 have left since 1873, 13,439.

Candidates are admitted from 18 up to 40, 13,440.

A few girls in the preparatory class are admitted between 17 and 18, 13,441, 13,566, 13,600.

Seven hours a day are usually given to study, 13,442.

They have various sorts of recreation, 13,443, 13,444. The health of the college has been very good, 13,445.

Students on entering are much more intelligent than pupil-teachers, but have not so much mechanical knowledge, 13,446.

Occasionally pupil-teachers are admitted, 13,447, 13,459.

The students' parents are generally clergymen, professional men, naval and military officers, and school inspectors, 13,448, 13,465a, 13,518, 13,607.

They pass the examinations when leaving very well, 13,449.

For two years they had the highest per-centage of first classes in England, 13,450, 13,465a, 13,645.

There is a short daily service in the chapel, followed by an hour's religious instruction by the chaplain, 13,451, 13,452, 13,548.

Does not think so much of denominational teaching as of the necessity that all living in one house should be of one mind, 13,453.

A conscience clause might do in large colleges, but elsewhere it would cause dissension and controversy, 13,454.

The college is not a continuance or any connexion of the college at Brighton, 13,455-13,457.

The only non-paying inmates are clergymen's orphans who have obtained an exhibition, of 10l., 13,458.

Students who go out are received as assistant teachers afterwards, 13,460.

The practising school is not the ordinary primary one of the parish, 13,461.

Some of the students come from endowed and high schools, but the greater part have never been to school, 13,466, 13,608.

## TRAINING COLLEGES—(continued).

Miss TREVOR—continued.

Physiology and botany are taught; last year they took physiography and botany, which are preferable, 13,467.

Either French or German may be taken, a few are learning French, German, or Latin, 13,469, 13,470, 13,676.

It is only lately that students have been allowed to take a science and a language, 13,471, 13,676.

Students have practised, and will do so again in a larger infant school in the town, 13,500, 13,615.

They have twice the instruction in both the theory and practice of teaching that is usual in ordinary colleges, 13,501, 13,682.

A two years' training is not enough to train competent teachers, 13,510.

There has been only one Sussex girl in the college, more come from the north than from anywhere else, 13,512-13,514, 13,606.

It is part of their system to provide for the lodging of students after leaving the college, 13,531, 13,532, 13,578.

Students are not strong on entering, but their health improves very much while in the college, 13,537.

Their poor state of health on entering is due to poverty, 13,538.

The syllabus does not strain the students, it ought to be raised if they entered better prepared, 13,539, 13,567.

Great value is attached to moral and religious influences, 13,547.

Attends to the moral training herself, 13,549.

The efficiency of teachers greatly depends upon the moral and religious influences of the college, 13,552.

The college was promoted for the benefit of poor gentlewomen, and to raise the tone of teaching, 13,561, 13,581, 13,675.

Private students, who number about one quarter, do not pass the admission examination, 13,562, 13,563.

Those who come from the better classes take the admission examination and do better than the pupil-teachers, 13,565, 13,566.

Last year the college cost about 1,600*l.*; a Government grant is received, but not for private students, 13,586-13,588.

All the students are destined for elementary schools, but private students are not bound by any engagement, 13,588, 13,590.

The subscription list is very small, 13,589.

Canon Warburton would not sanction an infant school in Chichester as a fit school for practising, 13,615.

At Salisbury students go to the town schools for practice, 13,616-13,618.

All but one student has been confirmed, 13,637-13,641.

It is not so easy now to get girls of a superior class in the college, 13,642, 13,643.

There is a larger number of Queen's scholars now than formerly, 13,644.

Their place in the order of merit has dropped in the last few years, 13,645-13,647.

Two of the most able teachers left last Christmas, 13,646, 13,652.

The Government grant does not pay more than about one-third of the expenses, 13,648, 13,649.

The expense of training is larger than at a great many other colleges, 13,650-13,652.

Last year the college cost 49*l.* 13*s.* per student, while Truro cost 27*l.* 7*s.* 1*d.*, 13,651.

The staff is not diminished on account of funds, 13,625.

There are no non-residents; residence is necessary for moral influence and to obtain knowledge of character, 13,653, 13,654.

Only one student has declined confirmation, 13,655.

Two nonconformist students reverted to the religious convictions of their families after leaving, 13,657, 13,658.

All the students learn either a language or a science, 13,676-13,678.

As a rule they teach only what bears upon the Government curriculum; a few are taught mathematics, 13,677.

The want of a good practising school is a great loss to the students; Chichester has many drawbacks, 13,681, 13,682.

## TRAINING COLLEGES—(continued)

Mr. R. WILD.

The general education of teachers should be obtained before going to a training college. A year's course would turn out efficient teachers, 13,959, 13,960.

Teachers can be educated at a cheaper rate privately than at the Government rate of payment in the colleges, 14,008, 14,009.

Mr. W. B. ADAMS.

Dissenters should be allowed to enter church colleges after ample provision has been made for church candidates, 15,010, 15,014, 15,506-15,513.

It would have been an advantage to him and his contemporaries to enter Carmarthen College, 15,010, 15,241-15,245, 15,506.

Considers a conscience clause unfair; he wants not merely toleration, but respect for his religious convictions, 15,011, 15,240.

His ideal of a college is that of a well-ordered family, 15,012, 15,013, 15,247.

The great majority in church colleges would always be churchmen, and it would do no harm to mix with dissenters in college, 15,013, 15,024, 15,025, 15,130, 15,131.

Has no sympathy with any student who tried on religious grounds to interfere with the discipline, 15,013.

Church college managers would feel no anxiety about discipline, because of the admission of dissenters, 15,013, 15,014, 15,024, 15,025, 15,248, 15,511, 15,513.

The Swansea British Female College is the only one in Wales, and church pupil-teachers are admitted, 15,014, 15,458-15,462.

Ex-students seem to know everything except the art of teaching, 15,015, 15,026.

Physical sports exercise a very beneficial influence, 15,016.

Roman Catholic candidates for church colleges deserve special treatment, because they are not trained nor encouraged to enter board schools, 15,020.

Jews have no college, they are a very small class, 15,021-15,023.

Students should get practice in every class and grade of school, 15,026, 15,027.

It would be most undesirable to introduce students of different religious opinions if it led to controversy, 15,132-15,134.

To impose a conscience clause in church colleges would be a breach of faith, 15,504, 15,505.

Mr. C. SMITH.

The Scotch colleges in large towns utilise the university lectures with very great advantage, 16,943, 16,944.

Would prefer the students to mix with the ordinary students, and to share in the general education, 16,945, 16,948-16,952, 17,022-17,028.

In America the practice is to have special places for professional training of teachers, 16,946, 16,947.

Mr. J. SCOTSON.

The whole training college system is wrong, because those who are excluded want training, 22,786, 23,005.

None should become certificated without training, but only sufficient should be in training to meet the waste, 22,905, 23,055, 23,156-23,159.

If this were enforced the present accommodation would be probably insufficient; it should be extended, and the other avenues closed, 22,907, 23,004-23,006, 23,056, 23,156-23,159.

The students obtain what is tantamount to a university training; it is to the country's interest to give it, 23,007-23,011.

Is strongly in favour of having day colleges in connexion with a university like the Victoria University, 23,057-23,059.

Mrs. FIELDEN.

The massing of young girls at training colleges is bad; the teachers are always changing, and the little learning obtained makes them conceited, 25,908-25,911, 26,009, 26,010, 26,018, 26,127, 26,128.

States the training colleges she has visited, 25,965, 25,969, 26,026-26,029.

TRAINING COLLEGES—(continued).

Mrs. FIELDEN—(continued).

Young girls can be taught as well near their homes; very little is taught in colleges except what may be obtained from reading books, 26,011-26,016.

States the methods she adopts in training her own teachers, 26,111-26,117.

Has not heard that the Duke of Newcastle's Commission decided that college training was most beneficial, 26,131, 26,132.

Is not aware of any social advantages to be gained by teachers at colleges; does not propose a remedy, 26,134-26,138.

Declines to modify any of her statements against the training college system, 26,144-26,147.

Rev. Dr. H. W. CROSSKEY.

Is in favour of day training colleges as worked on the Continent, 32,802-32,805.

The Scotch system is much better than our own, 32,864-32,867.

Could establish such a college in Birmingham if the Department paid 75 per cent. of the cost, 32,868-32,871.

Attaches little value to the college authorities' opinion that ex-pupil-teachers make the best teachers, 33,024, 32,025.

A great many men and women who do not belong to any denomination would make excellent teachers, and they ought not to be deprived of their opportunity of entering the profession, 41,464-41,466.

Some enter the British and Foreign Society's College, but in other cases it would be more convenient to go elsewhere, 41,467, 41,468.

States the difficulties with which teachers have to contend who have been trained at undenominational colleges, 41,469-41,471.

It is a grievance to the community that board schools cannot have undenominational trained teachers, 41,725-41,732, 41,734-41,742.

Parents in some cases have also considered this a grievance, 41,733.

The State should not pay any money towards the maintenance of denominational institutions, 41,782-41,784.

They should be national establishments (day and boarding colleges) for the training of teachers, 41,785-41,787.

A State-aided training college should be a national university, and be connected with Oxford and Cambridge, 41,843-41,845.

The teaching profession is deteriorated the moment sectarian conditions are involved, 41,846-41,848.

Denominational training colleges are a mistake and an injustice. It is the duty of the State to provide unsectarian training institutions, 41,930-41,934.

Mr. E. HANCE.

Explains the arrangements made with the Edghill Training College by the Liverpool School Board for giving their students practice in teaching, 32,129-32,131.

Rev. E. F. M. MCCARTHY.

Great advantages accrue from residence in colleges; would not abolish them, but they are expensive, 33,459.

Would expect to see similar advantages in day training colleges, 33,460, 33,461.

Students do not get the right kind of practical training in training colleges, 33,666-33,671.

Rev. J. GILMORE.

Is not satisfied with teachers who come from training colleges, 34,740-34,744.

It is impossible for the colleges to make good teachers out of some of the material they get, 34,745, 34,949.

Mr. J. HANSON.

The Bradford board petitioned for undenominational colleges to be built out of Imperial funds, but the Department refused, 35,180-35,185.

Dissenters are admitted to many church colleges; they have to submit to religious tests on entering, 35,186-35,189, 35,453.

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TRAINING COLLEGES—(continued).

Mr. J. HANSON—(continued).

The present system does not produce men of education and culture, suggests a remedy, 35,189-35,191, 35,393-35,395.

The Scotch have day training colleges, with outside residence, 35,447-35,450, 35,603, 35,604.

Many of the most conscientious and best qualified pupil-teachers, owing to the conscience clause, never get to college at all, 35,453-35,455.

The conscience clause should be introduced into training colleges, 35,729-35,735.

The Department would take such steps as they thought fit to secure the admittance of suitable persons only, 35,847-35,852.

Mr. W. LEE.

There has been great difficulty in getting pupil-teachers into training colleges, 38,089-38,096, 38,099, 38,100.

The authorities are no longer reluctant to fill their colleges with the best candidates, 38,097, 38,098.

Rev J. MENET.

States conditions required for their efficiency, and their objects, 38,704-38,709, 38,964-38,967, 38,971-38,976.

The danger of a student gaining an intellectual knowledge only of Scripture is corrected by the influence of the chaplain and the lady superintendent, 38,710, 38,711.

States the functions of the lady superintendent; her chief value lies in her moral influence, 38,712, 38,713.

These advantages would be wholly wanting in home or day training colleges; is not in favour of the Scotch system, 38,714-38,717, 38,968-38,970, 39,074, 39,075.

Gives details of special preparation in the art of teaching pursued in the Hockerill College, 38,933, 38,945, 39,116-39,118, 39,121-39,130.

The training in these colleges gives to teachers a good moral tone, and in many cases good work results from it, 38,933, 38,998.

A girl coming to college well instructed should be enabled to go to a higher education, 39,001, 39,002.

Female teachers are often very isolated when appointed to small villages, but anything morally wrong is rare, 39,006-39,010.

There are no religious difficulties at the college, as all students know that it is a church college, 39,011-39,018.

Students are required to send certificates of baptism, to state whether they have been confirmed, and if they are communicants, 39,019, 39,020.

Many come from board schools; the results of the examinations in religious knowledge are largely in favour of voluntary schools, 39,021-39,025.

It would not be right to introduce a conscience clause into training colleges founded by churchmen, 39,036-39,039.

The Government at one time inspected training colleges in religious as well as secular knowledge; this was dropped in 1871, 39,046-39,050.

The religious knowledge represented by the certificate was considerable in those days, 39,047-39,049.

Examination of students in religious knowledge is now carried on by a small board, 39,051, 39,052.

These examinations are obligatory on all students in church training colleges, and failure is rare; a certificate is given which is valued by the students, 39,053-39,057.

The National Society pays for the apparatus used for the examination of students for their certificate, 39,058-39,060.

The National Society also pay a capitation grant to all students who pass in religious knowledge, 39,061, 39,062.

Gives a return showing expenditure of the National Society for 1886 on the inspection of church training colleges, &c., 39,063-39,065.

Would like every teacher to be trained, but would not make it obligatory, 39,077, 39,163-39,169.

Of late there have been difficulties in getting students placed at Christmas, 39,080-39,082.

Does not know where to look for a supply of pupil-teachers beyond the classes from which they are now derived, 39,093-39,099, 39,101.

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## TRAINING COLLEGES—(continued).

\* Rev. J. MENET—(continued).

The value of the public elementary school system depends on the training of the teachers, 39,104-39,110.  
The appointments of students to schools are made by the college authorities even after the students have left, 39,111-39,115.

It might be difficult for small schools to pay for a trained teacher, but they would earn larger grants, 39,164.

If all female teachers were trained, room for 1,000 more would be required, 39,165-39,168.

There are a few students in the college who were not pupil-teachers, 39,173, 39,174.

The grants are given for the whole expenditure of training colleges, but it is not credited to the college until the teachers get their parchments, 39,175-39,179.

The principles of agriculture and drawing are taken up in the college, but no languages, 39,182-39,184.

Many of the students are appointed to London, and large town schools, 39,185, 39,186.

People who object to denominational colleges could have established others to meet their views, if so minded, 39,192.

Mr. L. WILLIAMS.

The establishment of university colleges has given a great impetus to education in Wales, 39,401, 39,402.

Large sums have been spent on this work, 39,403.

Ladies are admitted, and a residential hall has been established for them, 39,404, 39,528-39,530.

The absence of sufficient means of training teachers in Wales is a glaring deficiency, 39,406, 39,407, 39,411, 39,465, 39,525-39,527.

Two are church colleges, and, as the majority of the Welsh people are Nonconformists, it is felt to be a grievance, 39,408-39,410, 39,466-39,477, 39,585, 39,586.

Scotland makes provision for 540 Queen's scholarships for female teachers, Wales for 70 only, 39,411, 39,646.

The great deficiency in female teachers might be met by making the university colleges day training colleges, 39,412-39,415.

The church had the advantage of endowments in founding training colleges. The Nonconformists could not support, and do not want colleges of their own, 39,587-39,598.

Four times as many females apply for admission to the Swansea college as can be accommodated, 39,599.

A few Welsh teachers are trained in English colleges, but the question of expense is prohibitory, 39,599-39,605.

There are 400 students in training, and the Government subsidy is about 30*l.* a year per head, 39,639, 39,640.

Would prefer to have all their teachers trained in Wales. At present some of the best get to English colleges, 39,641-39,645.

Present and prospective demands would justify them in turning out 100 female teachers a year, in addition to those turned out by Swansea, 39,641-39,649.

Women are admitted to the colleges at the age of 16, and remain three or four terms, 39,650-39,652.

There is no difficulty as regards making different teaching arrangements for general and professional students, 39,653-39,656.

Moral supervision is exercised by the principal, while a committee see that suitable lodgings are obtained, 39,657-39,659, 39,663-39,665.

No provision for religious teaching is made, 39,660-39,662, 39,666, 39,667.

Rev. Prebendary DEANE.

Very satisfactory reports have been received of the ladies trained at Bishop Otter's college, 42,148-42,150.

They mostly accept employment in towns, 42,151.

Is not aware that they have had to contend against class prejudice, 42,152.

The experience of the college has been encouraging, but lately it has not done so well, 42,153-42,155.

It has been necessary in last few years to admit students of a somewhat lower grade to that at first contemplated, 42,156-42,159.

## TRAINING COLLEGES—(continued).

Rev. Prebendary DEANE—(continued).

More of the class proposed would probably enter if there were more secondary schools for girls within the reach of the lower middle classes, 42,229-42,231.

Of 35 students certificated last Christmas, 26 have found schools, 42,257-42,259.

The average salary accepted has been 65*l.*, including value of house or lodgings when offered, 42,258.

He derives his knowledge of the attainments of students on entering from persons engaged in the work, 42,260-42,262.

Rev. R. BRUCE.

Should be conducted upon broad national lines, and all tests abolished, 43,779, 44,313-44,322.

There should be a conscience clause, 43,780, 43,784, 44,114, 44,116-44,124, 44,433-44,439, 44,474.

Need not be boarding establishments; they should be taken over by Government, 43,781, 43,782, 44,056-44,061.

Should be open to all creeds, 43,783.

If the present denominational system is continued, the Government grant should be greatly reduced, 43,784, 43,888-43,890.

Pupil-teachers from board schools find it difficult to enter, because they must profess a certain creed, 43,786, 43,943-43,948.

The grant should be revised, 43,787-43,789, 43,951-43,957.

Board schools take masters from almost every training college, 44,472, 44,473.

Ven. Archdeacon NORRIS.

The training college at Fishponds draws too much from the public purse, 47,403, 47,404, 47,668-47,672.

The inspectors interfere with the internal and domestic arrangements, 47,405, 47,406, 47,605-47,611.

Objects to day training colleges in England, 47,407-47,410.

University degrees should not exempt students from the certificate examination, 47,412, 47,413.

Would object to the conscience clause in a residential training college, 47,500-47,502, 47,633-47,635.

Would like to see an extension of the system, 47,568-47,571.

Does not deprecate the employment of untrained teachers, 47,572.

The material trained is of a very poor quality, but improves in two years, 47,653-47,658.

The majority of the students at Fishponds come from church schools, 47,659.

The cost per head at Fishponds is 13*l.* per year, 47,666, 47,667.

Mr. J. F. SEABROOK.

The practising schools are too small to help the students, 42,271-42,273.

A practical acquaintance with a larger variety of schools would be of advantage to the students, 48,277.

Mr. M. WILKS.

Training colleges should admit pupil-teachers irrespective of denominational differences, 48,700, 48,875, 49,192-49,195.

Many deserving candidates have been refused on religious grounds, 46,701, 49,150-49,153.

The existing colleges are not sufficient; day training colleges are required, 48,702-48,705, 48,871-48,873, 49,305-49,308.

A more liberal and intellectual training is needed, 48,706-48,714, 48,943, 48,944.

The social life of a residential college is valuable, 48,873, 48,874.

Mr. H. E. B. HARRISON.

Under certain conditions would gladly make use of university colleges for the training of teachers, 49,334, 49,335.

## TRAINING COLLEGES—(continued).

Mr. C. TWISS.

Students do not get sufficient practice in teaching nor theoretical instruction, 54,258, 54,259, 54,331-54,336, 54,503, 54,505-54,507, 54,510, 54,511.

His pupil-teachers can secure training if they wish it, 54,374.

None go to church colleges, 54,375, 54,376.

Mr. H. JONES.

Explains how the Welsh colleges could be utilised for the better training of teachers, 50,783-50,789

The Scotch scheme should be adopted, 50,790, 50,931-50,934, 51,006-51,009.

States how the labour should be divided between the training colleges and the local colleges, 50,791-50,796.

The Government ought to pay part of the university college fees, 50,797, 50,798, 50,963-50,965

In Scotland the training college and university are in every case in the same town, 50,801

Elementary teachers should be encouraged to take a degree, 50,802.

Would extend the advantages of higher instruction to women as well as men, 50,803-50,810

Only the best students would be able to make use of the university classes, 50,859, 50,860, 50,892-50,894.

The Bangor training college should do the more elementary work, 50,874, 50,875.

The pupil-teachers in Wales are not sufficiently instructed, 50,887-50,891

Greater facilities required for graduates to enter the teaching profession than at present, 50,895.

States how the teachers could have a better training in the local colleges, 50,896-50,900.

The worst students would be none the worse off from his proposal, 50,904, 50,905.

Young men and women are no better for living under a system of restraint and discipline, 50,907-50,911.

Has found no moral difficulties at his college, where all are out-door students, 50,967-50,971.

To a considerable extent the cases of Wales and Scotland are parallel, 50,983-51,003.

The Scotch teachers are morally, at least, equal. if not superior to the English trained teachers, 51,006-51,010.

Would object to make geography anything more than an elementary subject, 51,012-51,015.

Mr. E. B. SARGENT.

There is not sufficient social training in the normal colleges, and the discipline is unnecessarily harsh, 54,652-54,657.

Would like the discipline relaxed and greater freedom allowed for being out in the evening, 54,658-54,660.

Is in favour of the day system to supply deficiency; there is room for both, 54,661.

Much of the work is a repetition of what should have been mastered during the pupil-teacher course, 54,662, 54,665, 54,676, 54,805-54,813, 54,836-54,838.

Would like to see students attend local university college classes for special lectures, 54,665, 54,666, 54,667, 54,679, 54,680, 54,703.

Many students from the normal colleges have not a satisfactory technical knowledge of teaching, 54,667-54,669, 54,802.

The scholarship examination should include a test in teaching skill, and of the instruction given in extra subjects, 54,670-54,675, 54,819-54,826.

Increased weight should be attached to practical skill both in first year and the certificate examination, 54,676

The staff in colleges should be larger and more nearly approaching the university standard in quality, 54,677-54,685.

Gives statement of cost, &c. of various colleges, 54,684, 54,685.

There is a strong desire among teachers for university or higher training, 54,686, 54,736

Good work is being done, but the college accommodation is inadequate to train all who become teachers, 54,687-54,690, 54,703

More time should be spent in the practising schools, 54,694, 54,695, 54,700-54,702.

The intellectual demands are not excessive, 54,696, 54,697.

## TRAINING COLLEGES—(continued).

Mr. E. B. SARGENT—(continued).\*

The standard of attainments on entering college should be raised, 54,698, 54,699.

Gives the principles on which universities and the local university's colleges could be utilised in connexion with training colleges, 54,703-54,705, 54,710, 54,711, 54,732-54,835.

The use of schools for practising could be got at Oxford and Cambridge and many other places, 54,706-54,709, 54,713, 54,726.

Experience in a practising school is essential to the complete training of teachers, 54,712, 54,714.

States results obtained from a circular sent to parents inquiring if they wished and would pay for this better training, 54,715-54,725

The higher training would diminish mechanical teaching, neglect of individual teaching, and the mere working for grants, 54,734, 54,735

Certificates should be fully and finally graded on the results of the final examination, 54,737.

A further examination confined to history, theory, and practice of education abroad and at home should be instituted, 54,737

Special diplomas should be issued allowing the holders to visit foreign schools, and to receive special lessons on education at home, 54,737

Only holders of this diploma should be eligible for examiners and inspectors, 54,737

Draws attention to a pamphlet entitled "The University Extension Scheme as the basis of a system of "National Higher Education," 54,737.

His experience of training colleges is derived from inquiries among teachers, 54,761-54,763

There is no special excellence demanded in any one of the examination papers of the second year, 54,814-54,818.

Rev Prebendary ROE

The present supply of training instruction for elementary teachers is not sufficient, 55,888

The general standard of education admits of considerable improvement, 55,888, 55,889, 55,933

In most of the colleges no provision is made for the practical teaching of science, 55,891.

The Scotch system of combined education in training colleges and in the university is more successful than the English, 55,892-55,895.

Would like university and training colleges combined in the training of teachers, 55,894, 55,895, 55,900.

Would establish day colleges in centres where there are now university colleges, 55,896, 55,897.

Practising schools could be arranged for with the co-operation of the school board, 55,898.

A university degree might be accepted as equivalent to part of the training college examination, 55,898-55,900.

There is a great advantage in associating teachers with others who are training for other professions, 55,901, 55,902, 55,934.

The science instruction should be placed on a new footing, 55,903

No evil moral results are likely to occur from establishing day colleges, 55,935-55,937

At present young persons are mostly trained in non-residential institutions, 55,938, 55,939.

Disapproves of the scheme put out by the Yorkshire colleges, 55,967,-55,969.

Prefers taking students at 16 or 17 in the local colleges to the Leeds scheme, which proposes to admit at 18, as at present, 55,970-55,972.

Mr. W. WILLIAMS.

University colleges could with advantage be utilised in the training of teachers, 56,538-56,540.

Mr. J. G. FITCH.

States the number of students in the training colleges under his inspection, together with the number of passes in the various divisions, 56,732-56,734.

University colleges could with advantage be utilised in the training of teachers, 56,735, 56,992-56,996.

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## TRAINING COLLEGES—(continued).

Mr. J. G. FITCH—(continued).

Supplies a summary of the examination of female teachers at Christmas 1885 and Christmas 1886, 56,885–56,887, 57,962–57,971.

A training college is badly equipped unless it has two or three thoroughly good practising schools of its own, 56,893.

Board schools should not be used as practising schools unless the school boards were willing to co-operate, 56,894–56,896.

Is not yet satisfied with those colleges which have their own practising schools, 56,897, 56,898.

Special regulations would be necessary to enforce moral discipline on students in local colleges, 56,998.

The special training of teachers could be better carried out in a supplementary department of the local colleges, 57,000.

Strict rules as to the lines of instruction in certain subject leads to a narrow and uniform mode of teaching, 57,001–57,004.

Explains the experiment introduced by the French Government in establishing bursaries tenable abroad, 57,014–57,016.

Would like to see the practice imitated in our own country, 57,017.

Day training colleges would be very useful for those persons who could not use the existing training colleges, 57,623, 57,832–57,834.

If all who go in for the certificate had to pass through a training college, the present accommodation would have to be doubled, 57,624.

The training colleges should be allowed by the Code to take a limited number of external students, 57,624–57,628.

If the training colleges were increased, would put more stringent conditions on the untrained teachers, 57,629.

It would not be wise to throw the general education of intended teachers upon their own resources at present, 57,630–57,633.

Would offer a larger range of alternative courses to the authorities of training colleges, especially for second year students, 57,634–57,636, 57,860–57,862.

The Department has a substantial hold upon the action of the authorities over the appointment and dismissal of teachers in training colleges, 57,637–57,640.

The Government might recognise university examinations, but it should examine for the certificate, 57,725–57,729.

Hands in a scheme formulated with the idea of utilising certain colleges in the direction of the training of teachers, 57,727.

Sees no advantage from association with Oxford or Cambridge, but rather from colleges of the Scotch type 57,740, 57,741.

The religious influence of the training college over the aims and character of the students is very valuable 57,772–57,780.

The training college supplies the moral influences which are not found in the students' home life, 57,828–57,831.

Would object to colleges admitting students in the order of intellectual merit at the examinations, 57,949, 57,950.

Students should spend six weeks at least in the practising schools, 57,955, 57,956.

Rev. F. SYNGE.

They are required for teachers trained in rural board schools, 58,445–58,459.

Norwich Training College is unsatisfactory, the buildings were condemned four or five years ago, 58,622–58,630.

Mr. E. H. BRODIE.

Is not altogether satisfied with the training, 58,842, 58,843.

Pupil-teachers who pass well in the list have no difficulty to get in, but those low down do find it difficult, 58,844, 58,845.

## TRAINING COLLEGES—(continued).

Mr. P. CUMIN.

Would allow training colleges to receive day students if they liked, but would not compel them, 59,042, 59,043, 59,727.

The colleges can furnish a yearly supply of 1,500 teachers, which is equal to the waste of 25,000 teachers; but the number is 42,000, 59,543.

New colleges have been added, but there are 1,300 more students now than there were in 1870, 59,543, 59,552, 59,553.

They have not kept pace *pro rata* with the increased demand for teachers; gives statistics, 59,544–59,551.

Mr. H. E. OAKELEY.

Residence in a college has a very refining and elevating effect upon students, 59,183, 59,317–59,319.

The premises of colleges and practising schools are very good as a rule, and the latter are well equipped, 59,289–59,292.

There are not proper appliances in all colleges for teaching science; there should be in every case, 59,294.

Efficient science teaching cannot be given unless there is a laboratory, 59,296–59,298.

Suggests alterations in the mathematical teaching in Exeter college, 59,309–59,312.

Most teachers in training colleges teach more than one subject, the inspector hears them lecture in one only, which is not sufficient, 59,314–59,316.

## TRAINING OF TEACHERS IN IRELAND.

Sir P. KEENAN.

Grants are paid to persons with properly-equipped houses with 50 scholars, 53,328, 53,332, 53,553.

This has been in operation four years, 53,328–53,330, 53,369.

There are at present four colleges, 53,331.

The board's inspectors examine the colleges annually, 53,333.

The requirements are the same as those in the board's college in Marlborough Street, 53,334–53,336.

Gives the number of model schools, 53,536.

Believes the Catholics will demand more control over the various colleges and schools, 53,554.

## TRANSFER OF VOLUNTARY SCHOOLS TO SCHOOL BOARDS.

Rev. J. DUNCAN.

Attention should be called to the conditions of transfer of voluntary schools to school boards, 11,432.

Under the 23rd section of the Act of 1870, the power rests with the managers, 11,433–11,436, 11,449, 11,461.

The proposed transfer must be sanctioned by the Education Department, 11,437.

The direction in the Act as to the Department's action is the only clause which gives a *locus standi* to a living founder of the school, 11,438, 11,439.

The National Society has no right whatever in virtue of that clause, 11,440.

A great deal of very valuable property is in danger of being permanently alienated under this clause, and a large number of schools have been transferred under very unsatisfactory circumstances, 11,441, 11,464.

Trustees and founders can only make a representation, the real power rests with the managers, 11,441, 11,450.

Innumerable church schools have been transferred, which should not have been, 11,442–11,444.

In many cases no transfer would have taken place had there been greater safeguards, 11,445, 11,446.

If transfer is inevitable, no more should be granted than is necessary for the purposes of the Education Acts, 11,445, 11,446, 11,465.

Making the trustees' consent necessary would be an important point gained, 11,447–11,451.

TRANSFER OF VOLUNTARY SCHOOLS TO  
SCHOOL BOARDS—(continued).

Rev. J. DUNCAN—(continued).

There is a risk that a voluntary school may be thrown up in a moment of temporary despair, 11,453-11,456.

If a clergyman be unpopular, the managers, from dislike to him and not to a church school, may transfer the school, 11,457.

Those who laboured hard to provide the school may be very easily out-voted, 11,458.

Something more definite than merely allowing founders to make a representation to the Department is needed, 11,459, 11,460.

Schools have been very frequently permanently transferred, but not so much lately as in earlier years, 11,462.

Where the fee simple has been surrendered, the school board could sell the property and pocket the proceeds, 11,463.

There is no objection to temporarily transferring under proper conditions hopelessly inefficient schools, 11,465, 11,525-11,527.

The 24rd section may not have been worked illegally, but it might have been worked more favourably towards church schools, 11,466.

A more careful investigation might be held; kindred cases coming before the Charity Commissioners are most carefully gone into, 11,467, 11,475.

The section may have been intended to avoid the expense of building a new school, but it frustrates the purposes for which the schools were founded, 11,468, 11,469, 11,524.

Cases where schools are handed over only for the four secular hours are not numerous or satisfactory, 11,469, 11,477-11,497, 11,507-11,509.

Such an arrangement is at the best very precarious, the school does not retain its denominational character, 11,470, 11,471, 11,477-11,497.

The Department should not consider that because the school is not maintainable the property must be alienated, 11,472.

The Department might make conditions for the managers to retain use of the school for religious teaching on Sundays and holy days, 11,473, 11,475, 11,505, 11,524.

Amending section 24 as to re-transfer is desirable, but the transfer is the special grievance, 11,474.

Does not advise transfer, but if made it should cover the whole of the instruction, religious and secular, 11,496-11,499.

Cheslyn Hay school was leased to the school board for 35 years, being reserved to the managers only on Sundays, 11,499, 11,500, 11,506, 11,510.

The Department claims to protect the interests of the friends of the school, yet sanctions such agreements, 11,501.

A deputation waited upon the Department, but no redress could be had, 11,502-11,504.

Redress had been got in many cases, but only after great pressure, 11,504.

The present system so disturbs confidence in trust deeds that it is difficult to get subscribers to school building, 11,509.

There are many cases like that of Cheslyn Hay, where an injustice has been done by the transfer, 11,510.

Almost all national schools have a trust deed, 11,511.

To be permanently in union with the National Society the property is dedicated permanently to elementary instruction by it, 11,512, 11,513, 11,523.

Religious education was an essential element in the trust deed, but "public elementary school education" is a new expression, and was not in the minds of the founders, 11,514, 11,515.

The expression would apply to every school which has a building grant from Government, 11,516.

The expression first appeared in the Education Act of 1870, and building grants came to an end that year, 11,517.

Schools built during the period of grace after the Act of 1870 were held to be public elementary schools unless and until the managers repaid the grant, 11,518-11,520.

If the money was refunded, the Department would leave the school to the managers and free from control, 11,519, 11,520.

TRANSFER OF VOLUNTARY SCHOOLS TO  
SCHOOL BOARDS—(continued).

Rev. J. DUNCAN—(continued).

Can supply copies of the typical trust deed for the term of grace and of those where there was a building grant between 1860 and 1870, 11,521, 11,522.

In rural parishes the church school is not held in trust for the secular education of the parish, 11,523, 11,524.

The hopes entertained of reserving the school for the first hour for religious instruction have been disappointed, 11,528.

Mr. R. H. I. PALGRAVE.

Does not see how this could be carried out, the result would be very confusing and unpleasant to scholars, 27,524, 27,760-27,763.

It would not fit in with the school routine, otherwise the instruction would be better, as clergy and ministers are better qualified to teach religion than schoolmasters, 27,762-27,767.

Rev. Dr. CROSSKEY.

States the conditions on which St. Martin's schools were transferred to the board, 31,014-31,016.

The education now given in them is more thorough and of wider scope; the appliances, buildings, and ventilation have been improved, 31,017.

Such transfers of denominational schools enable the education to be improved by the resources of the board, and raise no religious difficulty, 31,018, 31,019, 31,024.

If the clergy were relieved as managers they would have time and are fitted to give religious instruction, 31,020, 31,021.

A staff of trained teachers for religious instruction could be secured and supported, 31,022, 31,023.

Denominational schools have been allowed to remain in a condition which would not be tolerated under a board, 31,025-31,027.

Another experiment of a different character respecting voluntary religious teaching was tried generally in Birmingham, but failed, 31,137-31,141.

Is in favour of universal school boards, the voluntary schools to be included in the national system, 31,195-31,200.

The board now pay 50l. a year rent for the transferred school known as the Meriden Street school, 32,841-32,844.

In the case of a transfer, the board must have sole authority during school hours, and school board teachers must not give dogmatic instructions, 41,130.

Mr. J. HANSON.

There is no object gained in denominational schools in the way of sound religious instruction that is not attained in their board schools, 25,296-25,298.

Many schools in Bradford might be transferred on condition of giving up one hour a day to religious instruction, 35,299-35,302, 35,424-35,426.

Voluntary schools would have more funds if transferred. Considering their limited means they have done wonderful work, 35,303-35,305.

Facilities should be given for overcoming the difficulty of religious instruction, &c., 35,344.

Objects on principle to board schools in any circumstances being transferred to voluntary managers, 35,346-35,350.

Rev. J. NUNN.

Is not in favour of the transfer of voluntary schools to board schools, and no further facilities should be given, 36,378.

Explains the reason for paying rent for dissenting schools that are hired by the board, 36,646-36,650, 37,071-37,073.

The deeds of church schools are impressed with a religious as well as an educational trust, 36,909, 36,910.



TRANSFER OF VOLUNTARY SCHOOLS TO  
SCHOOL BOARDS—(continued).

Mr. H. BIRLEY.

This cannot be done, it has been unsuccessful where tried; trained teachers only can give religious instruction successfully, 40,308, 40,748 40,751.

Limiting school boards to secular teaching, and allowing the clergy and others to impart religious instruction, has not proved satisfactory, 40,309.

Mr. R. B. WILLIAMS.

Would preserve the existence of voluntary schools as schools, compelling them to conform to the byelaws and regulations of the school board, 40,964, 40,965, 41,017-41,020.

If duplicate registers are not furnished, managers have great facilities for getting rid of unsatisfactory children, 40,966-40 970.

Rev. Prebendary DEANE.

The present natural development of the system of board schools is sufficient, 42,027.

Is opposed to relieving voluntary managers of their financial and administrative responsibilities, and leaving to them the provision of religious teaching, 42,028.

Mr. T. SNAPE

The secular instruction of voluntary schools should be under the school boards, 43,141-43,144

The education given in board schools should be limited to secular subjects, 43,145-43,148

Three transfers have been made to boards under very satisfactory arrangements, 43,149, 43,150.

The Methodist churches would transfer their schools if their rights were respected, 43,151

There would be an increased cost to the country by a universal transfer, 43,274-43,286.

Rev. R. B. BURGESS.

This arrangement would not answer at all, 45,237, 45,238, 45,254, 45,354-44,357, 45,398-45,402, 45,542-45,550.

Rev W. ASTON.

The National Society should have a voice in the transfer, 45,994-45,996.

Fourteen schools have been transferred to the Bradford board, 46,043-46,054.

Some of the schools belonged to Wesleyans, 46,299

Ten voluntary schools have been closed and the children transferred to board schools, 46,300-46,302, 46,309.

The transfer was made in order to have larger schools  
Prefers small ones himself, 46,303-46,308.

Mr. C. T. ARNOLD.

The trust deeds of schools under the National Society prescribe the religious teaching to be given, 51,874-51,880.

The transfer rests with the trustees only, but the managers would have to consent, 51,881.

The trustees are not at present necessary parties to any conveyance under the Act of 1870, 51,882-51,884.

Schools have been transferred contrary to the wishes of the donor and the trustees, 51,885, 51,886, 51,908, 51,956.

The trusts were created in consequence of the large gifts given by charitable persons, 51,887.

The question of transfer was tried in the case of the schools of St. Emmanuel, Clerkenwell, and ruled against the society, 51,888-51,895.

The society can only now represent what is objectionable in the transfer and leave the decision to the Department, 51,896, 51,971-51,975.

The transfer of a school at Normanby, in Yorkshire, was objected to, 51,897-51,899, 51,907, 51,908.

There should be some neutral body to hear appeals, 51,900-51,903, 51,937, 51,969.

TRANSFER OF VOLUNTARY SCHOOLS TO  
SCHOOL BOARDS—(continued).

Mr. C. T. ARNOLD—(continued).

The Burnham transfer took place because two clergymen disagreed as to who should appoint the master, 51,904.

The society was willing to allow a lease of buildings to a school board, but objected to absolute transfer, 51,905.

Gives particulars of schools transferred against the wishes and opposition of the society, 51,909-51,929, 52,014-52,024.

The conditions in the Act of 1870 with regard to the leasing of schools are not sufficient, 51,930, 51,931.

A great defect is the want of provision in keeping up the body of trustees during the time the school is leased, 51,932-51,934.

It is believed the Department is anxious to make all schools into board schools, 51,935, 51,936, 51,955.

Removing the restriction against definite religious teaching would mitigate the society's objections to transfers, 51,941-51,943, 51,946.

It does not object to local management nor to school boards subsidising existing schools, 51,944, 51,945, 51,997.

The society does not provide any annual income to schools, 51,951.

The first movement towards a transfer must come from the managers, 51,952-51,954, 51,978.

Has never known the society object to a transfer when necessary, 51,958-51,960, 52,028-52,031

Where schools are transferred for the secular hours the board must be very friendly to the church for the plan to work well, 51,961-51,968, 51,982, 51,983.

School trustees have no power of making a mortgage, 51,976.

Any deficit incurred in maintaining a school should be paid by the school board to whom transferred, 52,000-52,009, 52,012, 52,013, 52,025-52,027.

Prefers to carry on church schools where possible, 52,010, 52,011.

Rev. R. B. BRUCE.

This might be accepted as a transitional but not as a permanent arrangement, 43,857, 43,858.

Mr. W. S. DALGLISH.

The consent of the donor or his representative should be necessary before voluntary schools can be transferred, 52,086.

The Act of 1870 enables trustees to transfer schools and break their trust, 52,098-52,102, 52,124, 52,125.

Trustees can give up the schools, transfer them to a school board, or give back the land to the donor, 52,103-52,111

If the schools are not transferred they could be used for evening schools, &c, 52,118.

The primary motive of the people who built the schools was religion, 52,119-52,123.

Mr. T. E. POWELL.

Believes this would revive the religious difficulty, 52,873, 52,997.

TREVOR, Miss F.

Is principal of Bishop Otter's Memorial College, Chichester, 13,408.

It was started by herself and Miss Hubbard, 13,411.



TWENTY-TWO WEEKS' SYSTEM.

Rev. D. J. STEWART.

The 22 weeks' system of attendance for examination is not an improvement on the 250 attendances, 2511.

Does not ensure an improved attendance prior to the examination, nor is more efficient than the 250 attendances, 2671, 2672.

A child with a few attendances might be as prepared as a child with 250 attendances, 2673-2675.

Rev. T. W. SHARPE.

Is far preferable to the old rule of 250 attendances, 4506-4512.

Rev. D. J. WALLER.

About one-third of the teachers approve, the majority see no improvement in it, 7335.

Requires modifying. If a child does not make 200 attendances, managers should be able to exempt it, 7335, 7336.

Secures a larger number for examination, minimises the temptation to falsify registers, but fails to secure regularity of attendance, 7335, 7423, 7433.

Under this system parents become careless as to their children's regular attendance, 7430.

Under it a child with 100 attendances may be presented, 7431.

Under the old system a teacher could easily allow a dull scholar not to qualify, 7432.

One great advantage is teachers know six months beforehand who will be examined, 7433.

Teachers have great influence upon the attendance of children, 7434.

Mr. R. WILD.

Is unsatisfactory and conduces to irregular attendance, 13,796, 13,797.

The six weeks limit for keeping a child's name on the books has been withdrawn from the Code, 13,806-13,808.

Mr. J. W. GROVE.

The system is no improvement, and does not increase the teacher's interest in regular attendance; at least 300 attendances should be required, 14,620.

Miss WHITTENBURY.

The system should be abolished; it does harm to the parents, worries the teachers, and leads to dull children being overworked, 15,563, 15,564.

Mr. C. SMITH.

The system discourages regular attendance, tends to shorten school life, and causes over-pressure on the legion who make seven attendances, 16,565.

Mrs. BURGWIN.

There would be no objection to the system provided the teacher could plead irregularity as a reason for withdrawal, 17,062, 17,240-17,243.

Children were more regular in attendance under the 250 attendances than now, 17,063, 17,138-17,141.

If there was liberty of classification given she would have every child examined without regard to attendance, 17,136, 17,137.

There was no tendency under the 250 attendances to allow children who were not likely to pass to drop off, 17,142-17,148.

Mr. D. HOLDSWORTH.

The 22 weeks' rule is better than the 250 attendances, 17,495, 17,582.

It has removed the temptation to falsify the registers, 17,583.

Mr. W. MUSCOTT.

This system is not an improvement, as it promotes irregularity, 18,023, 18,024, 18,215-18,217, 18,501.

TWENTY-TWO WEEKS' SYSTEM—(continued).

Mr. W. MUSCOTT—(continued).

Would prefer to present scholars who had made 80 per cent. of possible attendances during the year, 18,051, 18,115-18,149.

Three-fourths would make this per-centage, 18,150, 18,151, 18,417-18,420.

Mrs. KNOWLER.

Two hundred and fifty attendances enabled an average child to be successfully prepared; this is impossible now, 18,593-18,595.

Children who are on the books 22 weeks are bound to be presented for examination, 18,843.

Miss C. NEATH.

Prefers 250 attendances to 22 weeks, 19,353, 19,354.

Mr. S. B. TAIT.

On the whole it has not improved the attendance, 20,303, 20,498, 20,499.

Affords a temptation to teachers to get rid of irregular children, 20,500-20,502.

Mr. W. RIDGEWAY.

Prefers 22 weeks to the old system, 21,659, 21,660, 21,892-21,899, 21,981-21,985.

Explains his method of working on this system, 21,819-21,830.

Mr. E. HORSFIELD.

There is very little difference between this and the 250 attendances system, 22,298-22,311.

Teachers were open to great temptation under the 250 attendances; the 22 weeks' system is better on moral grounds, 22,487-22,500.

Mr. J. FISH.

Does not think this system an improvement. The old plan of 250 attendances modified would be better, 25,448, 25,449.

Mrs. FIELDEN.

This system is not an improvement on the 250 attendances, 25,917, 25,918.

Lady STEVENSON.

This system has not answered at all; it would be better to revert to the 250 attendances, 26,274, 26,275.

There must be pressure on a child who attends 22 weeks if it is to be examined in the work of the whole year, 26,330.

Rev. W. J. B. RICHARDS.

Is not a success, prefers 250 attendances to the present system, 26,522, 26,608.

Managers and teachers should be allowed to present all who have attended for 22 weeks, and obliged to present all who have attended 250 times, 26,523, 26,798-26,799.

The irregular attendance of children makes it desirable to extend the time, 26,609.

Rev. Canon WINGFIELD.

This system does not secure regular attendance. Would rather go back to the 250 attendances, 26,958, 26,959, 27,120.

The change would tend rather to regular attendance than to indifference on the part of children, 27,121-27,126.

Mr. A. C. ROGERS.

The system, as a qualification for examination, is not an improvement on the 250 attendances, 28,253, 28,254.

## TWENTY-TWO WEEKS' SYSTEM—(continued).

Rev. J. R. DIGGLE.

It is no improvement as regards regularity of attendance; the system does not work well, 29,649.

Under it children seem to go from school to school and escape examination altogether, 29,650–29,655, 29,971–29,974.

Mr. E. HANCE

As a mere qualification the 22 weeks' system is an improvement on the 250 attendances, 32,144.

Gives in detail some of the evils which the system has introduced, 32,412–32,424.

Disapproves of compelling every child who has been on the roll for 22 weeks to be presented for examination, 32,585, 32,586.

Mr. J. GILMORE.

The system has many drawbacks; it leads to neglect of those children who come in after that period has elapsed, 34,664, 34,732–34,734.

Rev. J. NUNN.

This system is no improvement on the 250 attendances, would prefer the latter, 36,287–36,289.

There is greater temptation now to fraud than under the old system, 36,557–36,560.

Mr. T. G. WRIGHT.

It works satisfactorily, except in the case of very irregular children, 37,151, 37,152, 37,362.

Mr. W. LEE.

The system has been found exceedingly beneficial to attendance in Leeds, 37,517, 37,518.

Mr. J. NICKAL.

Teachers are in favour of the 250 attendances, with a certain minimum number of attendances for presentation, 39,847.

To a certain extent there is an adverse interest on the part of teachers against that of the children upon the question of the Government grant and examinations, 39,848.

Mr. R. B. WILLIAMS.

Children, to be properly promoted through the various classes, should be credited with their attendance at previous schools, 40,978–40,982.

Mr. J. ROBINSON.

Prefers 250 attendances, 46,807–46,809.

Mr. H. PARKER.

It is no improvement on 250 attendances, 47,746, 47,747.

It forces children out of schools who are not likely to earn grants, 47,952, 47,953.

Mr. J. MURRAY.

Suggests an amendment of the system, 50,262, 50,263, 50,336–50,339.

Mr. T. E. POWELL.

It is rather better than the 250 attendances, but taking the simple presence upon the school roll would be better than either, 52,829–52,834.

Mr. C. TWISS.

The former 250 attendances is preferable to the present system; gives reasons, 54,272.

## TWENTY-TWO WEEKS' SYSTEM—(continued).

Mr. E. H. BRODIE.

The system is worse than the old plan of 250 attendances, 58,656–58,658.

A larger number of attendances than 250 should be required, 58,658, 59,659.

TWISS, MR. CHARLES.

Has been a teacher in the Warrington British school about 16 years, 54,219–54,224, 54,329, 54,330, 54,420, 54,421, 54,494.

His salary is fixed, 54,386, 54,387.

His school is practically a higher grade elementary school, 54,422.

## UNIFORMITY OF STANDARD.

Mr. R. WILD.

Absolute uniformity cannot be arrived at, nor is it desirable, 13,755–13,758, 13,863–13,866.

The results of the inspectors' conference should be made public, 13,759.

Mr. D. CLARKE.

Uniformity is not yet attained; gives proofs, 16,178–16,183, 16,350.

It can only be secured by the good sense of the inspector, 16,350, 16,351.

Mr. C. SMITH.

The want of uniformity is very apparent; gives instances, 16,550–16,552, 16,554–16,560, 16,615–16,617, 16,711, 16,758–16,760, 16,859–16,870.

It is more obviously wanting in specific than in the other subjects, 16,553.

Specific and science subjects should be put under the Science and Art Department, 16,554, 16,621–16,625.

Children would probably do better in dictation if the master dictated, 16,558, 16,559.

Absolute uniformity is unattainable and undesirable, 16,712–16,714.

Mrs. BURGWIN.

There is no uniform standard among inspectors, the inspector practically becomes the standard of education, 17,049–17,052, 17,270.

Cannot suggest any method for securing uniformity, 17,053, 17,054.

Has not noticed any great difference between the standards, 17,315, 17,316.

Mr. D. HOLDSWORTH.

Absolute uniformity is impossible, it is more deficient in ordinary subjects, but the standards have improved in uniformity, 17,470, 17,471.

Miss CASTLE.

A uniform standard of examination is not arrived at, 19,611.

Mr. E. STEVENS.

If the decisions of the regulating committee of inspection were made known, uniformity of administration might then be secured, 21,037–21,044.

Mr. W. RIDGEWAY.

In course of time a satisfactory uniformity may be expected, 21,620–21,622, 21,845, 21,846.

Mr. J. SCOTSON.

There is little or no uniformity in any subject except arithmetic, 22,774, 22,775, 23,175–23,183.

There would be more uniformity if the districts were limited, and one inspector conducted the whole

## UNIFORMITY OF STANDARD—(continued).

Mr. J. SCORSON—(continued).

examination and paid at least one surprise visit, 22,775, 22,890, 22,891, 23,045-23,053.

This does not necessarily mean a large increase in the staff, 22,776.

Mr. E. MORRIS.

The standard of different inspectors is not always uniform, 23,279-23,281.

Mr. J. H. DEVONSHIRE.

Uniformity is not attained by the present inspectors. The standards vary in different districts, 23,651, 23,658, 23,659.

In his own school the dictation has been read by the inspector's assistant at twice the proper speed, 23,651-23,657, 23,830-23,840.

Is desirable in all class of schools in the same subjects, 23,757-23,760.

Varying the standards in different departments on the same day is on the whole a false principle, 23,952-23,954.

Mrs. FIELDEN.

No uniformity has been arrived at. Each inspector has his particular hobby, and teachers attend to it, 25,903-25,906.

The causes for the failure of the education scheme are the ignorance of the inspectors and the total uncertainty teachers feel as to results, 25,907.

Lady STEVENSON.

Would raise the minimum requirements under the Code for London beyond the elementary subjects, and would also have a different standard for town and country, 26,451-26,467.

Rev. R. G. MAUL.

A fairly uniform standard of examination has been reached, and it is still improving, 27,275, 27,276.

Rev. Canon McNEILE.

The Liverpool clergy and school managers have complained of the great inequalities of the standard, 33,793, 33,915.

Would not have a different standard for town and country schools, but a more lenient application, 34,286.

Rev. J. GILMORE.

Uniformity is not arrived at; there are as many Codes as inspectors, which is an injustice to schools, 34,602, 34,603.

Mr. J. HANSON.

The standard is far from uniform. as the same inspector rarely comes two years together, 35,161, 35,162.

Teachers are dissatisfied and disheartened, and the Bradford schools appear to be more severely dealt with than elsewhere, 35,163, 35,687-35,689.

The efforts of the senior inspector in the direction of uniformity have produced no sensible effect, 35,690, 35,691.

Mr. D. J. O'DONOGHUE.

The grant varies from year to year, and the standard gets higher owing to the desire for uniformity, 36,110-36,112.

Mr. T. G. WRIGHT.

Rigid uniformity is not possible nor desirable, as small and poor schools should be treated leniently, 37,095-37,097.

Mr. W. LEE.

The same inspector has visited the schools for 15 years, 37,285.

Different standards of proficiency are necessary for town and country schools, 37,829.

▲ 53748.

## UNIFORMITY OF STANDARD—(continued).

Rev. J. MENET.

There is danger of this term being applied to the schools instead of the inspection, 38,698, 38,699.

Rev. Prebendary DEANE.

Uniformity is only partially arrived at, but the inspectors are not to blame, 42,004.

The natural intelligence of children in different parts does not vary very much, so any great difference between inspection results should be attributed to the inspector, 42,005-42,007, 42,057-42,060, 42,282.

It is reasonable to expect a somewhat higher standard in well-circumstanced schools, but it should be thrown on the merit grant, 24,122-42,125.

Rev. W. ASTON.

Is not obtained, 45,953-45,956, 46,004-46,006, 46,220-46,225.

Mr. M. WILKS.

Making teachers inspectors would tend to a greater uniformity, 48,679.

Uniformity is very far from being attained, 48,680

The standards should be uniform, 48,681.

Mr. C. TWISS.

In arithmetic it is almost entirely uniform now, 54,232-54,235

Mr. W. MARTIN.

His plan of inspection should not prevent the application of a uniform test, 55,557-55,559.

Mr. J. MCKENZIE.

The standard of instruction in village schools is very different from that in town schools, 57,481.

Inspectors make no difference between the two classes of schools, 57,482-57,484.

Has had to lower his standard when inspecting country schools, 57,536-57,545.

There is most variation in valuing the average quality of the work as a whole, there should be little in the passes in the three R's, 57,545.

There is considerable uniformity throughout England, 57,546-57,555.

Rev. F. SYNGE.

The standard is very fairly uniform, 58,118.

Mr. H. E. OAKLEY.

Uniformity of practice is wanted, and not absolute uniformity of results, 59,245.

## VOLUNTARY SUBSCRIBERS: THE BURDEN OF THE COST ON.

Rev. D. J. WALLER.

The trustees of many schools make no charge for rent, lighting, cleaning, or repairs, 7276.

Maintenance grants are given to small schools in rural districts, 7390, 7391.

The smaller the school the more the assistance required, 7394.

It is a hardship for supporters of voluntary schools to be obliged to pay large school board rates, 7395-7397.

Voluntary schools receive no building grant. The committee suggested its discontinuance, 7522-7524.

It is unsatisfactory to allow the head teacher to take all the fees and grant; farmed schools should be discouraged, 7690, 7694-7696, 7699.

No grants are given by the committee to farmed schools, 7691.

Farmed schools are fewer in number than formerly, 7701.

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# VOLUNTARY SUBSCRIBERS: THE BURDEN OF THE COST ON—(continued).

Rev. D. J. WALLER—(continued).

No grant can be given unless the names of three managers appear on Form IX, 7702.

The system of farming schools would generally be to the teachers' advantage, 7719, 7720.

Throwing the burden on the rates would probably involve control by the ratepayers, universal free education would be injurious, 7733-7735.

Mr. A. BOURNE.

Some British schools are in financial difficulties; knows of a case in London, 9958, 9959.

Grants to elementary schools are very occasionally made by his society, its funds are employed in training teachers, 10,143

Rev J. DUNCAN.

Voluntary contributions last year towards the maintenance only of church schools amounted to 583,936*l.*, 10,582, 11,534.

Gives details of the voluntary aid to the society's schools for building and maintenance between 1811 and the present time, 10,583, 10,592, 11,534.

Building grants ceased in 1870, and that condition of things was altered, 10,592.

1,800,890*l.* was subscribed during the sort of liberty which was given when the Act of 1870 passed, 10,593, 10,594.

Much was subscribed in faith in the permanence of the system then established and on the security of the trust deeds, 10,595, 10,596

Subscribers have to give largely to board schools, their own schools suffer in consequence, 10,617, 10,618, 10,853, 10,936, 11,000.

This needs some relief; help from the rates would relieve voluntary schools, 10,619, 10,620, 10,622, 10,869-10,872, 11,050-11,057.

The National Society has considered the question for a good many years, 10,621, 10,622.

There is very great pecuniary difficulty with country schools, particularly in small places, 10,623, 10,631-10,634, 10,704, 10,998-11,003, 11,088.

It is due to their large proportionate cost, while the fees produce very little and the subscribers are few, 10,633.

The teacher's salary is a very large item in the expenditure, 10,634

The great distances, bad weather, &c. make it difficult to secure an adequate attendance, 10,635, 10,900-10,902.

The present special grant has been a great assistance, but has not got over the difficulty, 10,636, 10,637.

Knows of no special way of meeting it, unless the special grant was increased, 10,638, 10,765.

Small schools cannot be abolished, nor small parishes grouped for school purposes, 10,639, 10,640, 10,733, 10,982-10,985, 11,136-11,140.

The National Society is supported exclusively by members of the Church of England, 10,652, 10,655.

It is not reasonable to expect teachers of the highest qualifications to go to rural schools at small salaries, 10,696, 10,701, 10,702.

Those who have not been to a training college might go, 10,696, 10,697, 10,706, 10,754.

There is a difficulty in obtaining the necessary supply, 10,697-10,700, 10,703, 10,706-10,710, 10,757-10,760, 11,128.

The problem of providing for small schools is not absolutely without solution, 10,710, 11,128.

Assisting small and poor schools from the public purse would be one solution of their difficulties, if it could be done without destroying their independence, 10,728-10,732, 10,776, 10,809-10,872, 10,879, 11,050-11,057.

Country children should have as good an education as town children, 10,754-10,757, 10,761-10,764, 11,131-11,135.

The society's income increased from 2,055,000*l.* in 1876 to 2,937,000*l.* in 1885, 10,857-10,859.

The amount required from its subscribers is less, but the burden is heavier owing to the school board rate, 10,860-10,868, 11,058-11,063.

Has never estimated the amount paid towards the school board rate by their voluntary subscribers, 10,866-10,868.

# VOLUNTARY SUBSCRIBERS: THE BURDEN OF THE COST ON—(continued).

Rev. J. DUNCAN—(continued).

Does not see why supporters of voluntary schools should be expected to defray part of their cost, 10,875-10,878, 10,924, 11,050-11,057.

They gained by the introduction of average attendance grants, 10,899.

Small country schools cannot so well realise quality of instruction as a condition of a merit grant, 10,903.

Some managers of church schools find it very hard to maintain them, and make heavy sacrifices to do so, 10,935-10,938.

Their balance sheets do not adequately represent the difficulties they labour under, 10,937.

In raising a voluntary rate, it languishes for a year or so and then falls through, 10,939, 10,940.

A school board does not necessarily follow, as the friends of voluntary schools make great sacrifices, 10,941, 10,942.

Increasing the fixed grant would be a very good thing, 10,949.

Parliament is not likely to, but should relieve voluntary school managers altogether, 11,050-11,057.

It is very possible their income from school fees has increased, 11,064-11,066.

Cannot say what would be a reasonable amount for maintaining a small school, 11,092-11,094.

Small schools in the Winchester diocese get upwards of 19*s.* per head owing to the 10*l.* grant, when other schools only get about 17*s.*, 11,103-11,105.

There are reasons for having the best possible teachers in rural districts, 11,142-11,146.

Abroad (except in France) the contributions to elementary education come to a greater extent from the locality than in this country, 11,147-11,149.

As a rule the subscribers to church schools are not the parents, very few of whom subscribe apart from the fees, 11,360-11,363.

Rev. Dr. GRAHAM.

It is not easy to keep up private subscriptions; they are falling off, 12,245-12,247.

Mr. J. POWELL.

A voluntary rate of 2*d.* in the pound is paid by the leading farmers; the rector and squire also subscribe, 15,893, 15,894, 16,097-16,100, 16,117-16,122.

The school pence average about 30*l.* a year, 15,895, 16,117.

The school has an endowment of 20*l.*, 15,896, 15,897, 16,018, 16,117.

The rateable value of the parish is something over 7,000*l.*; a penny rate brings in about 30*l.*, 16,118, 16,124.

Mr. D. HOLDSWORTH.

There is no financial difficulty in efficiently maintaining the school, 17,785.

About 50*l.* a year is subscribed towards it by Wesleyan Methodists, 17,786, 17,854-17,861.

It seems unfair that those who subscribe should also pay again as ratepayers, 17,787, 17,922, 17,923.

The two schools cost roughly about 800*l.* a year, 17,851-17,853.

Wesleyans do not contribute much, but they do not get very much specifically Methodist teaching in return, 17,863, 17,864

No collections are made at the chapel to be added to the subscription list, 17,920.

Mr. W. MUSCOTT.

There is no difficulty in maintaining the school, the subscriptions are more than sufficient, 18,157, 18,158.

There is a voluntary school rate paid by about six residents; the others pay nothing, 18,159-18,164.

Mrs. KNOWLER.

The school is maintained by voluntary subscriptions; there is no voluntary school rate, 18,756-18,758.

There is not sufficient money to pay for an additional teacher, 18,759, 18,760.

Knows of no other schools in the neighbourhood under the same circumstances, 18,760-18,764.

VOLUNTARY SUBSCRIBERS: THE BURDEN  
OF THE COST ON—(continued).

Miss NAPPER.

The school is supported by a voluntary rate paid by nearly all, but the school is in debt, 19,056, 19,057, 19,126, 19,127.

There are not sufficient funds to staff the school properly, 19,062, 19,125.

There is a voluntary rate of 2d. in the pound, 19,106, 19,107.

The threat of having a school board made more people pay the voluntary rate, 19,120, 19,121.

Miss NEATH.

School is maintained by subscriptions, 19,551-19,553, 19,559, 19,560.

There are seven subscribers, 19,565, 19,566.

Accounts are fairly balanced, 19,554.

Buildings in good order, 19,558.

Miss CASTLE.

The school is supported by a voluntary rate of 6d. in the pound, 19,762.

It is never in debt, and is supported without difficulty, 19,756-19,758.

The population of parish is 268, 19,759.

The total cost of school is 80l. per annum, 19,761.

The farmers and others lay a voluntary rate upon themselves, there are no gentry in the parish, 19,892-19,895.

Miss RANDAL.

Hapton school was maintained by 20l. from subscriptions and 20l. voluntary rate, 20,269, 20,270.

School pence amounted to 9l.; her salary is 72l., out of which she pays for lodgings, 20,271-20,273.

Mr. E. STEVENS.

Explains the origin, peculiar conditions, and use of the endowment on his school 21,058-21,064, 21,100-21,103, 21,209.

The wages of agricultural labourers in his district vary from 2s. to 2s. 4d. per day, without food, 21,068-21,070.

Is not surprised that education in Halstow school costs much less per head than in his own, 21,203, 21,204.

No part of his salary is paid for work done in the church, 21,205-21,208.

If unendowed, the school income would depend upon the fees and the grant, aided by subscriptions, 21,209-21,213.

The endowment either relieves the ratepayer or the landowner, 21,214-21,220.

Mr. J. NEWBOLD.

Wesleyan schools have smaller voluntary subscriptions than any other body, 21,427.

The free school system would probably affect them more than any other schools, 21,428.

Sir L. T. STAMER.

Voluntary schools have a difficulty in raising money when side by side with a school board, 24,165.

There has been no difficulty in maintaining the voluntary schools within the school board district, 24,382.

The block of central schools has an endowment of 42l., and raises 160l. in voluntary subscriptions; the annual grant makes up the deficit, 24,383-24,387.

Subscriptions have not fallen off since there have been rates; people complain of paying both, 24,388-24,389.

Does not see any way of exempting those who subscribe, to that extent, from paying rates to board schools, 24,391, 24,442-24,447.

Rev. W. D. PARISH.

The annual subscriptions average 46l. Have also a grant from Betton's charity of 10l., 25,119, 25,120.

During the last six years 85 former pupils have subscribed 57l. 10s., 25,128, 25,407.

VOLUNTARY SUBSCRIBERS: THE BURDEN  
OF THE COST ON—(continued)

Mr. W. D. PARISH—(continued).

The parish squire contributes 20l., and three farmers 9l. 3s., 25,129, 25,130.

The rateable value of the two parishes which form the school district is 4,296l. 17s. 2d., 25,131.

They have to raise 13s. per child by voluntary subscriptions, which is above the average in the district, 25,313-25,318.

There are no voluntary school rates in any parish in his rural deanery, 25,319.

The burden does not now fall so heavily on the clergyman, although the expenditure has increased, 25,230-25,232.

Mr. J. FISH.

There is a school board in Durham, but is not under it. Knows of no board schools with so weak a staff as his, 25,465, 25,518-25,520.

It is a voluntary church school in struggling circumstances. The subscriptions amount to over 62l., 25,466, 25,467, 25,526.

The school receives 12l. a year from rents of gardens belonging to it, 25,522, 25,523.

Some rates are paid on the school, 25,524, 25,525.

Subscriptions have fallen off, 25,527-25,532.

Rev. Prebendary RICHARDS.

Old schools should be protected by not requiring subscribers to pay rates, 25,695, 25,755-25,757, 25,780.

The practice of using endowments for scholarships and exhibitions is not right, they were for the poor, 25,700, 25,701, 25,826-25,830.

One poor child got a scholarship, but would probably be better without it, 25,702, 25,703.

His schools are subject to rates, in some schools in London the rates and taxes amounted to 70l. and 80l., 25,705-25,709.

The Government returns give all the information on this point, 25,709.

Has 400l. endowment, of which 200l. is spent in scholarships and exhibitions; the balance, together with subscriptions, saves a school board rate being levied, 25,758-25,763.

The rate as a rule falls on property, but a subscriber pays out of his own pocket, 25,764-25,767.

The Act of 1870 was intended to help and supplement voluntary schools, and not to interfere with them, 25,768-25,770.

If he had to raise a school rate he would estimate the amount required on the expenses of the previous year, 25,781-25,783, 25,785-25,790.

People should be allowed to support whichever school they approve, 25,784.

A school rate in Isleworth would amount to about 6d., 25,799-25,801.

Many people recognise the fact that a small voluntary outlay would save a continuous one in the future, 25,802, 25,805.

Has not tried a voluntary rate, as they manage without it, 25,803, 25,804.

There is a temptation to fall back upon a school board in order to make the stingy ones pay their share, 25,806.

Voluntary schools should be protected from being crushed out by board schools, 25,806, 25,858, 25,859.

Trustees should be empowered to employ the endowments in the way best suited to the neighbourhood, 25,860-25,866.

Free education would increase the rates and double the burden on the poor, 25,865.

It depends on the population whether the poor are most benefited by scholarships or by building and enlarging schools, 25,867.

Knows one district where these foundations are useless, 25,867.

Rev. W. J. B. RICHARDS.

It is a hardship to support the voluntary schools and pay school board rates also, 26,552.

Some of the Roman Catholic schools are rated, but some are nominally rated only, 26,553, 26,554, 26,680.

Voluntary schools should have a share of the rates, but the Catholic body would object to interference in the control of the schools or the appointment of the teachers, 26,555-26,558, 26,580.

VOLUNTARY SUBSCRIBERS: THE BURDEN  
OF THE COST ON—(continued).

Rev. W. J. B. RICHARDS—(continued).

Believes the trust deeds permit of the school buildings being sold, 26,681.

Does not know whether subscriptions have decreased, but the imposition of rates interferes with subscriptions, 26,695–26,697.

Has not gone into the question of how much should be given, 26,698–26,700.

The subscriptions to the Catholic schools are more than half the whole cost, 26,856–26,858, 26,896–26,900.

Rev. Canon WINGFIELD.

The rateable value of Welwyn is 13,672*l.*, 27,050.

Voluntary schools might receive support from the rates, but it would involve some control on the part of the ratepayers, 27,071, 27,072.

It depends upon the conditions that are made whether it would be desirable to get such help, 27,073.

Hertfordshire is well provided with schools. The population being agricultural does not vary much, 21,777–21,780.

There are no voluntary school rates; subscriptions are paid for the support of the schools, 21,781–21,784.

Rev. R. G. MAUL

Nearly one-half of their expenses are covered by voluntary subscriptions, 27,315–27,317, 27,343–27,347, 27,457, 27,458.

There is at present no great financial difficulty in the neighbouring schools, landlords contribute liberally, 27,357, 27,358, 27,445, 27,446.

Farmers subscribe about 1*l.* each, 27,509, 27,510.

Mr. R. H. I. PALGRAVE.

A great many voluntary schools are in financial difficulties, 27,544–27,547.

Subscriptions to voluntary schools might be accepted as a payment towards the rates, or else a sum out of the poor rates should be voted for the school, 27,548, 27,647–27,652, 27,676–27,679, 27,768–27,772.

People would rather contribute through the rates to voluntary schools than throw them on the more expensive school boards, 27,549, 27,648–27,652.

There is a voluntary rate of 2*d.* per acre in his district; has heard no complaints of it, 27,551, 27,552, 27,910–27,912.

Mr. T. WILKINSON.

There was latterly a difficulty in raising subscriptions; people wished to force on a board, 28,012, 28,013.

Rev. Canon McNEIL.

The financial condition of the Liverpool voluntary schools is very low, 33,875, 33,876, 34,100, 34,165–34,170, 34,241–34,248.

The “school pence” are not included in the estimate of the voluntary contributions, 33,889–33,904.

The higher elementary school is maintained without contributions; in the other school the subscriptions amount to about 120*l.* a year, 34,143–34,148.

Voluntary school teaching is all the better for being denominational, and receiving religious instruction, 34,328–34,332.

Rev. J. GILMORE.

There is a difficulty in raising money for voluntary schools, 34,676, 35,102–35,104.

The varying regulations of the Code are disturbing and harassing to financial arrangements, 34,677, 34,678.

The system of the Code, with respect to grants, is too rigid; more should depend upon average attendance, 34,679.

About half the school accommodation in Sheffield is voluntary, 34,715–34,717.

The School Aid Society can give only a small grant towards maintaining church schools, 34,771, 34,772.

On the whole, it has done a good deal towards improving the church schools, 34,773.

Only a few inefficient voluntary schools have been closed, 34,774–34,777.

VOLUNTARY SUBSCRIBERS: THE BURDEN  
OF THE COST ON—(continued).

Mr. J. HANSON.

There is a general subscription in Bradford in aid of voluntary schools, and the Church Association raises a special fund, 35,498–35,504.

Rev. J. NUNN.

There would be no necessity for contributions if voluntary schools had a share in the rates, 36,357.

The Manchester voluntary schools are gradually declining, 36,599.

The whole cost now borne by voluntary subscriptions should be thrown upon the rates, 36,600–36,606.

In 1876 the voluntary subscriptions came to 8*s.* 9*d.* per child, now they have fallen to 6*s.* 10*d.*; voluntary schools are unfairly treated, 36,613–36,618.

Mr. H. BIRLEY.

Sees no way of relieving voluntary schools suffering under pecuniary pressure unless by transferring them to the school board, 40,316, 40,649, 40,650.

Believes they are not badly off in Salford, 40,323.

Where a fee of 4*d.* per week can be maintained the school should almost be able to do without voluntary subscriptions, 40,651, 40,652.

They do not much care to maintain British schools, they are to a large extent farmed, 40,653–40,655.

Is aware voluntary schools are said to be in struggling circumstances, 40,683.

Poor voluntary schools with low fees might be relieved by a Government grant in the form of a subsidy to the fee, 40,696–40,698.

Gives particulars as to cost and source of income, &c. in his own schools, 40,706–40,713.

Rev. Prebendary DEANE.

There is not very great difficulty in maintaining voluntary schools in his neighbourhood, 42,088, 42,165–42,167.

A good many of the parishes have a voluntary rate; it is tolerably well paid, 42,089–42,092.

There is a fear of having school boards because of the expense, 42,093–42,095.

If the State is to help voluntary schools further it should be by way of an improved grant, 42,168, 42,206.

No subscriptions are so willingly paid as those to voluntary schools, 42,303.

Voluntary managers would be sorry to be relieved of their schools, and would make great sacrifices to avoid it, 42,304.

Rev. R. BRUCE.

Sees nothing wrong in requiring voluntary subscribers to church schools also to support board schools, 43,997–44,004.

Rev. C. WILLIAMS.

Schools are not farmed to teachers in Accrington, 44,896.

The total voluntary subscriptions amount to less than 7*s.* 6*d.* a child, 44,897–44,900.

Subscribers who find less than 2*s.* 6*d.* per head are not morally entitled to the whole control and management, 44,901.

Gives the amount received from voluntary subscriptions, school fees, and from the ratepayers, 44,902, 44,903.

Rev. R. B. BURGESS.

It is difficult to support voluntary schools in Birmingham, 45,245.

Supporters of voluntary schools should not be rated for board schools, 45,246, 45,230.

Average cost of voluntary schools in Birmingham is 1*l.* 12*s.* 6*d.* per head, 45,284, 45,285.

Gives particulars of amount contributed by voluntary subscribers, 45,439–45,454, 45,479–45,481.

Reports on voluntary schools should be made public, 45,457.

VOLUNTARY SUBSCRIBERS: THE BURDEN  
OF THE COST ON—(continued).

Mr. W. H. GREENING.

School board could have obtained all their objects without spending so much money, 45,584-45,589.

The expenditure on buildings is very high, 45,628-45,649, 45,722-45,727.

Rev. W. ASTON.

The voluntary schools in Bradford are worked under great financial difficulties, and should be released at once, 45,987-45,989, 46,090.

The school board is a great impediment to getting subscriptions, 46,091.

Cases of distraint upon goods for declining to pay the rates may occur, 46,092-46,094.

Mr. J. A. BROOKE.

Supporters of voluntary schools consider it a hardship to have to pay school board rates, 46,418-46,420, 46,423, 46,467.

Voluntary schools should be helped from the Department or the Consolidated Fund, 46,421-46,423.

The cost per head is more in board than in voluntary schools, 46,424, 46,425

Mr. W. LEIGH.

The managers of the schools contribute less than 600*l.*, and the parents find upwards of 7,000*l.*, 46,738-46,742.

The operation of the Act has led to the steady raising of the fee, 46,744.

Mr. J. ROBINSON.

The cost per head in voluntary schools is less by 7*s* or 8*s*. than in board schools, 46,964.

Mr. J. S. HORN.

There are no farmed schools in Burnley, 47,269, 47,270.

Is acquainted with schools entirely managed by the fees and the grant, 47,271-41,279.

In Burnley and Barrowford the school fees are enormously in excess of voluntary contributions, 47,288, 47,289.

The cost of the schools is mainly defrayed by the parents and the Government, 47,290-47,295

Mr. H. PARKER.

There is difficulty in maintaining the voluntary schools, 47,736, 47,806, 47,839, 48,010.

In 1882, 17,500*l.* was voluntarily subscribed towards providing new school accommodation, 47,760-47,766, 47,918, 47,919, 47,937-47,942, 48,008-48,012.

Voluntary schools are severely burdened in the competition with the board system, 47,839-47,841

The requirements of the Code continually tend to increase the cost of voluntary schools, 47,843-47,845.

Voluntary subscribers should not be required to contribute towards the board system, 47,907.

Hands in statement of income from voluntary subscriptions, school fees, and the Government grant in Birkenhead, 47,918-47,928, 47,932.

Rev. J. J. SCOTT.

It is distinctly unfair that church schools should be rated, 48,108.

Mr. J. MURRAY.

His school is rated at 93*l.* gross for all the departments, 50,162-50,165.

Mr. L. CONWAY.

The schools are largely supported by public subscriptions, 50,258, 50,259.

\* Gives the amount of the voluntary subscriptions and of expenditure for last year, 50,279-50,282, 50,351, 50,352, 50,357.

Poverty prevents them from giving prizes as board schools do, 50,353-50,356.

VOLUNTARY SUBSCRIBERS: THE BURDEN  
OF THE COST ON—(continued).

Mr. C. T. ARNOLD.

The rating imposed on voluntary schools is inequitable, 51,984-51,991.

National schools receive a portion of public money each year, but absorb a larger proportion of private money, 51,992-51,996.

If the schools came on the rates, there would be no objection to control by ratepayers provided church principles and practice were still taught as vital, 51,998, 51,999.

Mr. R. H. WILLIAMS.

Schools drawing any allowance from public funds should be placed under the control of the ratepayers, 53,843-53,850.

Rev. Prebendary ROE.

Some of the schools have a voluntary rate in addition to the subscriptions, 55,164-55,167.

The squire subscribe fairly to the schools, 55,168

The clergy find the burden heavy; gives instances, 55,169-55,178.

Mr. W. MARTIN

In voluntary schools the incoming grant is treated as an asset for the outgoing year, 55,330-55,335.

Mentions three voluntary schools that are worked without any subscriptions at all, 55,334, 55,335, 55,506, 55,507.

Would not cashier schools simply because they had no local subscriptions, 55,508.

Mr T. HEALING

The financial responsibility of rural schools rests mainly on the clergy, 56,056.

Would like the financial position of voluntary schools strengthened so as to provide proper staff and equipments, 56,076*a*, 56,077

Mr. E. H. BRODIE.

If voluntary schools are subsidised by rates, they must eventually become board schools, 58,829.

The only way is to give the grant on the average attendance basis, increasing it as attendance decreases, 58,829

Mr. P. CUMIN.

Voluntary schools which wish to take advantage of the county resources must pay their subscriptions to the county fund, 59,085, 59,086, 59,118, 59,735, 59,736*aa*, 59,740-59,742, 59,745-59,750, 59,774.

If they accepted the rate they would become public schools under the local authority, 59,086, 59,087, 59,486-59,488, 59,516, 59,736, 59,750.

This would lessen the complaint now made that the richest district gets the most money, 59,088

The county board should have the option of adopting or not adopting any voluntary school, 59,747, 59,774-59,779.

Denominational schools under separate management would gradually be extinguished and become rate-supported schools, 59,757, 59,785-59,787.

WALLER, Rev. DAVID J.

Is secretary to the Wesleyan Education Committee, 6869, 7280, 7289.

Has not been a teacher. His evidence is based on 15 years' experience. Has always taken a large interest in day schools, 7278-7280.

Believes the committee would endorse all he has said, 7638-7640.

Is manager of the Tennyson Road school, 7658-7662.

## WARBURTON, REV. CANON.

Was appointed the first assistant inspector in 1850, became inspector of female training colleges in 1881, 7783, 7899

Has now retired and is a pensioner and a canon of Winchester, 7784, 8621.

Had a very small district at Winchester, but for two or three years before that had called attention to the great inadequacy of the schools, especially in districts where the schools have been passed in 1870, 7900.

Examined under the old Code from 1850, 8604.

Between 1870 and 1881 examined other schools besides church schools, 8743.

## WAYMOUTH, MR. S.

Is head master of a private adventure school, 51,029.

## WELSH SCHOOLS.

Rev. D. J. WALLER.

No Wesleyan schools exist in Wales, 7480

Mr. R. WILD.

Teachers complain of the bi-lingual difficulty. Suggests a smaller number of reading books as a remedy, 14,760-14,762.

Mr. E. MORRIS.

There is generally a national school and a British or board school in each village, 23,265, 23,266, 23,374-23,377, 23,386, 23,506, 23,507.

This leads to laxity and extra staff, 23,267-23,269, 23,378-23,385, 23,387, 23,485-23,487, 23,497, 23,548-23,550.

There would be little objection on the part of parents to the schools being united; has known it done, 23,270, 23,271.

The Welsh language is seldom used by the inspector, nor does he ascertain the children's proficiency in it, 23,282-23,288.

Nearly all the children speak Welsh, but the education is carried on in English, and the books are English, 23,283-23,286.

No provision is made for instruction in Welsh; children should be taught to write it, 23,287, 23,584.

The difficulty of teaching in Welsh schools is due to the fact that English is a foreign language to the children, 23,393.

Denominational schools are an injury to education in Wales, 23,388, 23,392.

English would be best learnt through the medium of Welsh, 23,394-23,396, 23,401, 23,409, 23,412, 23,413, 23,567, 23,584.

Does not mind personally whether he teaches in English or Welsh, 23,397-23,400.

Would use Welsh only where the children could not understand English, 23,402.

Before the present Code he used books with English on one side and Welsh on the other; would do so now if permitted, 23,402, 23,415, 23,567.

Children come to the infant school at the age of three, and cannot speak English, 23,403, 23,405, 23,565.

They cannot speak English till they are in the sixth or seventh standard, 23,404-23,408.

English is crammed into children by the present method, 23,411.

English should be used for speaking, but Welsh for explaining, 23,414, 23,564.

The Bible might be read in Welsh if managers consented, 23,416-23,421.

Welsh schools should have a longer time to get the children through the standards, owing to the language difficulty, 23,453-23,458.

## WELSH SCHOOLS—(continued).

Mr. E. MORRIS—(continued).

Would limit the geography; the arithmetic problems are ambiguously worded, 23,458-23,465.

Teaches in English in the Sunday school, but most of the children attend Welsh Sunday schools, 23,466-23,469, 23,471.

English is only used in Sunday schools connected with the English cause, 23,470.

If the teacher was at liberty to use either Welsh or English books, the children would get on as well, 23,472.

The other school in the parish is a mixed one, 23,491-23,493.

His school was built some years after the national one, 23,509.

Most of them prefer that religious teaching should be left to the Sunday school, 23,512.

The children in lower standards have but little knowledge of English, though they are examined in it, 23,513-23,516.

They know most of the nouns in the English book, in fact, they know more than they can express, 23,517, 23,518.

Writing in Welsh is not taught. Children who have left school soon forget their English, 23,519, 23,523-23,527, 23,570.

Translation from English into Welsh is not taught, as he cannot afford the time, 23,521, 23,522.

A boy in the fifth or sixth standard could translate an easy passage into Welsh, and write a letter in English, 23,525, 23,528.

The parents mostly are agricultural labourers earning from 10s. to 16s. a week, 23,552-23,554.

The inspectors understand Welsh; the head inspector is a Welshman, 23,558-23,560.

The people are anxious that their children should learn English, because it is for their future welfare, 23,561, 23,562, 23,592-23,595.

Welsh should not be taught to the exclusion of English, but might be an optional class subject, 23,563-23,566, 23,615.

Children ought to be allowed to speak either in English or Welsh at the examination, 23,568.

Would have no objection to teaching Welsh grammatically, 23,569.

There is a general desire that Welsh should be taught, 23,583, 23,584.

Almost all the children who attend are from Welsh-speaking families; many hear very little English after they leave, 23,585, 23,586.

The parish is better situated in this respect than most; there are many English visitors, 23,586-23,589.

The children invariably use Welsh when at play; they hear little English except at school, 23,590, 23,591.

Has never heard of a teacher being dismissed for teaching in Welsh, 23,596, 23,597.

The present Code requires too much; it causes cramming and over-pressure, and compels the use of improper methods, 23,598-23,600, 23,614.

Describes his method of teaching English in the first standard, 23,609, 23,610.

Many teachers read out three or four words, and the class repeats them as a whole, 23,612.

Children even in Standard IV. have very little idea of the meaning of what they read, 23,612, 23,613.

Welsh should be taught as a means of learning English, 23,617.

Welsh is necessarily used throughout the Welsh-speaking part of Wales in the lower standards, 23,618.

The large failure of pupil-teachers for Queen's scholarships is due to their scanty knowledge of English, 23,619.

The high per-centage of passes in reading in Welsh schools is because children learn to read like parrots, 23,620-23,624.

The standard is not easier than in England; a change of inspectors causes the per-centage to drop, 24,625-23,627.

The amount of reading required causes over-pressure on the children, and injures their health and his own, 23,628-23,631.

The Welsh-speaking area is increasing, 23,632-23,634.

The Welsh is different in North and South Wales in speaking, but in reading, preaching, and praying, it is the same, 23,635.



## WESLEYAN EDUCATION COMMITTEE.

## Rev. D. J. WALLER.

Is appointed annually and has charge of the Wesleyan day schools, 6870, 7211-7217.

Meets monthly or more frequently, and reports on all educational matters to the Conference, 6870, 7211-7217.

There are 554 Wesleyan schools, comprising 838 departments, 6871-6873, 7080-7081.

Can accommodate 204,879 scholars. Have 178 056 on the rolls, 128,567 being the average attendance, 6874-6877, 7208-7210, 7253, 7258, 7425.

Government building grants were formerly made to 131 schools. Fourteen of these schools have ceased, 6878, 7206.

Have not many higher evening schools, 6927.

The teachers take a great part in the discipline of the playground, 6993, 6994.

Schools with varying fees have been selected for this inquiry, 7017.

In many of the town schools the scholars are children of the best mechanics and small shopkeepers, 7018.

Nearly all their schools in Lancashire are half-time schools, 7021.

There are probably a larger number of older scholars in these than in other schools, 7053-7055.

The causes are quite exceptional in which children go on to secondary schools, 7057.

Established 50 years ago partly to provide instruction for their own denomination, 7078-7079, 7310.

Have 113 small schools, principally in agricultural districts, 7086.

Have a great many small schools in Lincolnshire, 7175, 7178-7181.

Most of the schools are and were built primarily for Sunday schools, 7206, 7207.

Where Methodism is very strong the Sunday schools may number far more than the day schools, 7207.

The accommodation is larger than the average attendance, 7210.

Do not in all districts provide schools for children of Wesleyan parents, 7218-7220.

There is a loyal adherence by schools to the rules of the Conference, 7274.

Have no schools where only the upper standards are taught; many are under the Science and Art Department, 7284, 7285, 7291.

As far as possible secure responsible managers and substantial committees, 7691, 7721, 7722.

## WHITTENBURY, Miss

Has been head mistress of Sidney Road board school, Homerton, last four years, 15,541, 15,542, 15,659.

Has been a teacher 24 years; 13 years in a church and 11 in a board school, 15,543, 15,544, 15,604, 15,606, 15,653-15,660.

Can only speak of infant schools, 15,569.

When her health broke down went for 10 months to Warple Way, Wandsworth, 15,658.

## WILD, Mr. ROBERT.

Has been head master of Byron Street school since 1862. It was formerly a church voluntary school, but in 1878 was transferred to the London School Board, 13,685, 13,686, 13,980-13,982.

Until six months ago was president of the National Union of Elementary Teachers, and represents the bulk of the teachers' opinions, 13,687, 13,688.

## WILKINSON, Mr. THOMAS

Was head master 31 years at Harrow-on-the-Hill; he ceased to be a schoolmaster three years ago, 27,933-27,936, 28,132.

Had four years' experience before going to Harrow, 27,937, 28,131.

The school was at first national, for the last nine years it has been a board school, 27,938.

The average attendance was 190 (boys only) during last seven or eight years of his stay, 27,939, 27,940.

## WILKS, Mr. MARK.

Has been a member of the London School Board and of the school management committee since November 1885 48,607-48,609, 48,613, 48,614.

Was closely connected with Rev J. Rogers, and became chairman of the committee after his death, 48,610-48,612.

## WILLES, Rev. Canon EDMUND H. L.

Is rector of Monk Sheborne, Basingstoke, and honorary canon of Peterborough Cathedral. Has been secretary of the board of education for Leicestershire for nearly 20 years, and also for many years chairman of the Lutterworth school attendance committee, 47,011-47,014.

## WILLIAMS, Rev. CHARLES.

Is a Baptist minister at Accrington and ex-president of the Baptist Union, 44,616-44,623.

By far the largest number of Baptist places are in villages, 44,624.

## WILLIAMS, Mr. H.

Has been asked to attend to express an opinion on the working of the education law, 48,457.

Has three children attending the Home and Colonial School, Gray's Inn Road, 48,458, 48,462.

Is a printer by trade, and works at home, 48,568-48,511, 48,519-48,521.

## WILLIAMS, Mr. HENRY READER.

Is chairman of the Ragged School Union, with which he has been connected 41 years, 53,736, 53,737, 53,884.

## WILLIAMS, Mr. LEWIS, J P

Has been eight years vice-chairman, and four years chairman of the Cardiff School Board; has also taken a prominent part in establishing the University College of South Wales and Monmouthshire, 39,392, 39,393.

## WILLIAMS, Mr. ROBERT BENYON

Has been nine years superintendent of the visitors of the London School Board for the East Lambeth division, 40,851-40,853.

## WILLIAMS, Mr. THOMAS MARCHANT.

Has been connected with education in England and Wales many years. Is a barrister-at-law, and a member of the Society for Utilising the Welsh Language in Education, 42,972-42,975.

## WILLIAMS, Mr. WILLIAM.

Is a chief inspector. His division includes Monmouthshire and nearly the whole of Wales, 56,524-56,526, 56,608.

## WINGFIELD, Rev. Canon.

Is rector of Welwyn, Herts, 26,945.

Is secretary of the Diocesan Board of Education, and has been a school manager for 17 years, 26,946, 26,946a.

His school is a large village school of three departments, with about 250 children, 26,947-26,949.

## WORKHOUSE SCHOOLS.

Mr. J. ROBINSON.

The mixed school is very successful, 46,836-46,840  
 No separate provision is made for the religious instruction of children who are not members of the Church of England, 46,853-46,861.

Mr. W. HOLGATE.

The Consolidated Order, 1847, governs the teaching of pauper children, 49,801-49,803

A large number of pauper children receive their education in public elementary schools, 49,805-49,807.

The ideal education in a workhouse school is the most perfect system of education that could be obtained, 49,808-49,812.

The status of workhouse teachers has greatly improved, 49,813, 49,814, 49,817, 49,818.

Standards were first introduced in the schools by his action, 49,815.

Some workhouse schools are as good as any schools, 49,819.

States the usual salary obtained by teachers, 49,820-49,822.

Industrial training is not looked upon as the part of education it ought to be, 49,823-49,826, 49,831.

States the training in ordinary workhouse schools, 49,827, 49,828.

Industrial training is carried on more for the benefit of the institution than for the children, 49,829.

Not much attention is paid to the physical training of the children, 49,830.

Children can avail themselves of the public elementary schools, 49,890-49,892

The inferior badge which attaches to teachers and children would disappear, 50,028, 50,029

The children are not sent to school in uniform, 49,894, 49,895.

Has endeavoured to set up the full requirements of the Code examination, 49,896-49,902.

No child under 10 years of age would be put to industrial training, 49,908

In one school no boy is put to work till he has passed Standard IV., 49,909

The children are obliged to leave school at 16, 49,911-49,914

The fourth standard should be the lowest for full-time labour, 49,915-49,920

The casuals coming off the streets at 12 or 13 ought to be treated by themselves, 49,921.

The religious examination is accepted by all denominations, 49,930-49,935.

It would be good for the children if they were all sent to public elementary schools, 49,937, 49,938.

The religious training of these children would become neglected, 49,939, 49,940.

The female caretaker of the school is not the proper person to form the moral character of the girls, 49,941-49,944.

There is a large demand for the girls when their education is finished, 49,946.

The children turn out as good as the children in any class of schools, 49,947, 49,948.

Shoemaking, gardening, and farm work are not regarded as good industrial training, 49,949-49,951.

States the way in which guardians advertise for teachers, 49,954

The inspectors are responsible for suitable provision of religious instruction, 49,978-49,984

A large number of the children have previously been under school tuition, 50,013, 50,014.

Very little changes in machinery would be entailed by bringing these schools under the Education Department, 50,015-50,023, 50,064-50,066.

If the change were made, the industrial training could then be carried out for the benefit of the children, 50,024-50,027.

## WORKHOUSE SCHOOLS—(continued).

Mr. W. HOLGATE—(continued).

Guardians and managers would look upon the education question from a totally different point of view, 50,035-50,037.

The cost of educating pauper children should come under the head of educational expenditure, 50,066-50,068.

Gives the number of pauper children under education, 50,069-50,074.

The expense would be about the same if the children were sent to public elementary schools, 50,075-50,078.

Pauper children would gain by associating with the ordinary children of a district, 50,081, 50,082.

## WORKING OF THE LAW.

Mrs. FIELDEN.

Her school is not large; there are about 100 in the standards, and about 70 infants, 26,198-26,201

Children pay the same fee as that charged by the board schools, viz.; 3d. or 4d., 26,202, 26,203.

Has no half-timers in her school, but nearly all the schools in Todmorden have, 26,204-26,206, 26,254.

The children in her school are of the same class as those in the board schools, the girls remain a little longer with her, 26,255-26,256.

Mr. T. WILKINSON.

Children were not allowed to leave his school till 12 years of age, or till Standard V. was passed, 28,000.

Had at one time as many as 20 boys over 13 years of age, 28,001, 28,002.

Most of these became clerks, 28,003-28,005.

The population of Harrow is between 7,000 and 8,000, it has doubled since he first went there, 28,136-28,139.

Has heard no objection to the school board on the score of religion, 28,140-28,142.

He keeps his eye upon ex-scholars and knows a great many; a great number of the more respectable lads come to London, 28,143-28,145.

Rev J. R. DIGGLE.

The London School Board has 343 permanent, 22 transferred, and 26 temporary schools; the average attendance in December was 317,654, 29,547.

The total income was 2,289,847*l.*, and the expenditure 2,289,847*l.*, including balance in hand of 235,562*l.*, 29,548, 29,549.

The grants amount to 265,435*l.*, fees to 111,080*l.*, and rates to 1,043,376*l.*; the average annual fee is 7*s.* 4*d.* per child, 29,550, 29,551.

Mr. W. LEE.

All in Leeds must send their children to public elementary schools, excepting those provided for by small private or grammar schools, 37,702, 37,773-37,777.

The population is much more divided between men of large property and the working classes than in many parts, 37,703-37,705

WRIGHT, Mr. T. G.

Has been an inspector under the Bristol School Board for four years; had previously passed through all the different grades of teacher, and had been master of the practising school in York Training College, 37,080-37,084.