

EDUCATION COMMISSION.

REPORTS

OF

THE ASSISTANT COMMISSIONERS

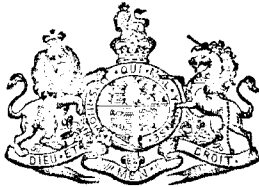
APPOINTED TO INQUIRE INTO

THE STATE OF POPULAR EDUCATION
IN ENGLAND.

1861.

Vol. III.

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



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INSTRUCTIONS
TO
THE ASSISTANT COMMISSIONERS.

INSTRUCTIONS TO THE ASSISTANT COMMISSIONERS.

Education Commission,
17, Great Queen Street, Westminster,
Oct. 7, 1858.

SIR,

THE Commissioners appointed by Her Majesty to inquire into the state of Popular Education in England, having appointed you to be an Assistant Commissioner in that inquiry, direct me to recommend the following instructions to your attentive consideration:—

The duties assigned to the Commissioners are, to inquire into the present state of popular education in England, and to consider and report what measures, if any, are required for the extension of sound and cheap elementary instruction to all classes of the people. It has been determined that it would not be advisable to attempt to discharge these functions by an exhaustive survey of the whole of England. They have therefore selected, as specimens of the country at large, ten districts, two metropolitan, two agricultural, two manufacturing, two mining, and two maritime, one of which has been allotted to each Assistant Commissioner. The Commissioners wish the Assistant Commissioners to render each other every assistance in their power, by correspondence, by interviews, or otherwise, as their convenience and experience may suggest.

You will bear in mind throughout your investigations that your duty is confined to the collection of facts. The Commissioners as such adopt at present no theory whatever. They wish you to dismiss from your minds any conclusions which you personally may have derived from the public discussion which of late years this subject has undergone. The value of your investigations would be entirely destroyed if they were influenced by any controversial bias, ecclesiastical, political, or economical. You will aim simply at the investigation of the questions of fact into which you are directed to inquire, and you will report the result to the Commissioners, with the utmost fulness and accuracy, and without the slightest regard to its bearing, real or supposed, upon any of the questions relating to education, which at present occupy public attention.

The subjects to which you will direct your attention fall into two principal divisions,—

I. Statistics.

II. The condition, methods, and results of Education.

I. *Statistical Inquiries.*—Forms will be furnished by the Commissioners to the Assistant Commissioners, by which much explanation on this head may be avoided; but it appears

desirable to indicate briefly the general character of the investigations to be made.

You will issue Circular L. to all places of education within your district, without any exception whatever. Circular M. is only intended for public, and Circular N. for private schools adapted for popular education and cheap elementary instruction. By "popular education" the Commissioners understand the education of the families of day labourers, mechanics, and the poorer class of farmers and shopkeepers. By elementary instruction, they understand instruction in which reading, writing, and arithmetic for boys, with the addition of plain work for girls, form the staple. You must use your own discretion in deciding what schools are comprehended under these terms. They are intended to include the lower, but not the higher class of what are known as commercial schools. They are also intended to include such endowed schools as are devoted wholly or in part to popular education; but as to those which are only partly devoted to it, the return should be confined to that part of the school which is so employed. The inquiry in all its branches extends equally to the education of males and of females.

The schools in which "popular education" (in this sense of the words) is given fall into two principal classes:—1. Public schools. 2. Private schools. Public schools are either endowed schools or those in which the schoolmaster is the appointee of a society, committee, or other public body, or of one or more private persons, who maintain the school as a public benefit. Private schools are those which are kept by the master or mistress for his or her own profit.

Public Schools.—The Commissioners hope to be able to obtain from educational societies, and from other sources, a considerable amount of information respecting most of the public schools in the country, but they wish you to include them in your inquiries, both in order that the information elsewhere obtained may be checked and completed, and because many public schools exist which are not connected with the great educational societies, but are supported by private persons who take an interest in education.

Private Schools.—It was stated at the last census that nearly two-thirds of the schools of England were private schools. No means of ascertaining their present number or condition are available, except the method of actual inspection. It will therefore form one of the most important duties of the Assistant Commissioners to obtain the fullest information in their power upon this subject. In respect to private schools generally, and especially to those commonly called dames' schools, there will be many cases in which it would be very desirable that the Assistant Commissioners or their clerks should personally superintend the distribution and filling-up of the forms with which they will be supplied.

Sunday Schools.—Sunday schools will form a special branch of your inquiry. In addition to the information obtained by

returns made to Circular P., you will inquire how far the instruction given in them is confined to religious, and how far it embraces secular teaching. You will ascertain to what extent they are connected with religious denominations, or whether they are usually independent of them. You will inquire how far they are attended by mere children, and how far they serve to keep up the education already acquired in day schools.

Evening Schools.—Evening schools will form a very important branch of your inquiry. In addition to the information obtained respecting them by Circular O, you will direct special attention to their efficiency and popularity with the poorer classes, in order to obtain the means of judging how far they supply a secondary education to persons who have already attended school, and how far they are merely designed to enable those who wish to do so to supply the defects of an early education which from any cause has been neglected. You should ascertain what subjects are usually taught, what is their comparative popularity, how far they are taught by paid, and how far by voluntary teachers, what peculiarities of teaching or of arrangement they may involve, and generally what is the relation in which they stand to the other parts of the existing system of education, and what means may be adopted for their extension and improvement.

Factory Schools.—These are schools which give certificates enabling children to be employed in factories and printworks. You will pay particular attention to their condition and efficiency, and you will endeavour to ascertain whether in the instruction which they give they comply substantially or nominally with the terms of the Factory Acts. If you should find any marked difference in this respect you will investigate its causes. You will inquire whether children destined to factory employment are often left uneducated until they attain the age of eight years, because at that age they *must* go to school, and whether there are any means by which this can be remedied.

You will compare the operation of the educational clauses in the Factory Act (7 Vict. c. 15. ss. 30, 31, 38, 39,) with that of the analogous clauses in the Printworks Act (8 & 9 Vict. c. 29. ss. 23, 24, 25). The principal difference between these provisions is that by the Factory Act children's labour is restricted to three alternate days in the week, and their attendance at school on the other days for five hours a day (Saturday excepted) is made compulsory. Under the Printworks Act the compulsory attendance of children at school extends to thirty days at least, either together or separately, between January 1st and June 30th, and to thirty more days between July 1st and December 31st in each year. The children must attend one hundred and fifty hours in each half year, but no attendance above five hours on any one day is to be reckoned as part of the one hundred and fifty hours.

You must bear in mind the fact that you have no power whatever to compel persons to answer your inquiries, and you must be

most careful in all cases to assure those with whom you may communicate, that the Commissioners will scrupulously respect all private interests, their object being to state general results, and not to expose private deficiencies.

This caution will be particularly applicable to the case of inquiries into private schools.

II. *Condition, Methods, and Results of Education.*

The inquiries which you will have to make may be classified under the following heads:—

1. The supply and demand of education.
2. The mode of education.
3. The subject-matter of education.
4. The results of education.

1. *The Supply and Demand of Education.*—You will be supplied with a statement (calculated from the census of 1851) of the estimated number of children between the ages of 3 and 15, living in your district. You will find out the number of schools, whether public or private, or whether day schools or evening schools, existing in each parish, the number of scholars in attendance, the average period of their attendance, and the amount of accommodation which the schools afford. This will enable you to determine, approximately, how many children there are in your district for whom no means of education are provided, and to form an opinion as to the age at which boys and girls respectively usually leave school. You cannot bestow too much labour in ascertaining this cardinal point with accuracy, and in grounding your conclusions on sound, clear, and tangible evidence. It forms the basis of all the questions which relate to the will and power of parents to send their children to school and to keep them there.

Those questions are as follows, and they can only be answered by detailed inquiry amongst persons of intelligence of either sex conversant with the locality.

Are the parents, whose children are not under education, unwilling to send them to or to keep them at school, or are they unable, or both?

If they are unwilling, from what source does that unwillingness arise?

What education is within their reach in respect of time? in respect of situation? in respect of money?

Do they neglect it on the ground that it is not adapted to their wants, and if so, are they right or wrong in that opinion, and what is the proof that they are right or wrong?

Do they neglect it on the ground of the incompetence of the teacher?

Do they neglect it on the ground of difference in religious belief from the managers of the schools within their reach?

Do they neglect it on the ground that they cannot afford to forego wages earned by their children.

In further illustration of the grounds of unwillingness, you will inform yourself as to the age at which the labour of children becomes a source of profit in your district, and you will inquire whether the practice of making it a condition of the parent's hiring that he shall send his children to the same master prevails amongst the employers of labour. You will inquire whether it often happens that girls are kept at home to take care of the house, and whether the habits of business are such that the mothers of families are extensively employed in daily labour, so that the elder children's education is neglected in order that they may take the place of their mothers. You will also attempt to ascertain which parts or what description of education the parents value the most, as directly improving the practical capacity or prospects of their children.

In order to test the extent of unwillingness, you will, if opportunity offers, examine the working of any schemes for giving prizes or certificates for long attendance at school which may be in operation in your district, and you will observe how far they affect the disposition of parents to keep their children at school. As to the nature of such schemes the Commissioners direct your attention to the following sources of information:—*Reports of Mr. Norris, Minutes of Council, 1852-3, p. 215, and subsequent years; Circular of September, 1855, Minutes for 1852-3, p. 18; and Essays at Educational Conference of 1857, pp. 183 and 205.*

If you meet with cases in which parents display an increased or increasing anxiety to obtain education for their children, you will try to ascertain whether that feeling is connected with the character of the school, whether it is stronger when the school is better, and *vice versa*.

You will also ascertain whether the attendance is more numerous at schools in which industrial training is included in the course of instruction than at those in which it is not, and what is the amount and nature of the industrial training. In relation to this subject, it is advisable that you should ascertain from the inspector of workhouse schools in your district which of such schools afford the best specimens of this annexation, especially as respects spade husbandry; and that having visited such workhouse schools, you should report, first, on the general effects of this division of the day between school and labour, mentally, morally, and physically; and secondly, how far a similar system, generally adopted, would improve the schools of the children of the independent labourers.

You will find it important to inquire whether the average period of the attendance of children is longer, and whether the number of children is larger, at good schools than at bad ones; and you will also, as opportunity may offer, pay attention to the working of what is called the half-time system of education. The general nature of the statutory provisions relating to it in respect to factories and printworks has been already stated. Attempts are now in progress in various parts of the country to introduce the half-time principle into other branches of industry,

and especially into agricultural pursuits. The children pass half, or some other portion of their time, sometimes alternate half-days, sometimes alternate days, sometimes alternate weeks, in labour, and the remainder in education; and it is asserted that the education is as good as under the whole time system, and that the parents are willing to allow children under these terms to stay much longer at school than they otherwise would; you should see how far these assertions are sound. This branch of your inquiry is of vital importance, and should be conducted with the greatest care and attention which you can bestow upon it.

It will also be of the very highest importance to ascertain how social and economical changes influence the demand for education on the part of the parents. If large works, involving a demand for intelligent labour, have been established in the neighbourhood, has that circumstance impressed upon the parents the value of education and increased the attendance at school? If there is a great demand for children's labour, does the attendance at school fall off? if work is scanty, does it increase? or is it, on the other hand, the case that when wages are high and the parents' circumstances easy the children are kept at school, and that when they are low they are removed?

In connexion with the demand for education, it is also desirable to inquire whether the poor show a jealousy of or a preference for any particular system; whether public or private schools are the most popular; whether, *ceteris paribus*, a school under Government or other inspection, or in connexion with an educational society, is, *as such*, more or less popular than others not so circumstanced, or whether it is a matter of indifference to parents how schools are managed, so long as they afford an education which suits them.

Particular attention should be paid on this head to the comparative popularity of free education and education for which payments are made, and to the causes of the state of feelings which you may ascertain to exist on the subject. It will also be of importance to inquire whether parents are deterred from sending their children to school by dislike of the particular form of religious instruction enforced or given there. Is there a reluctance amongst dissenting parents to send their children to church schools, and *vice versa*?

Your attention should also be directed to the case of the children of persons receiving out-door relief. Those persons are, by the very supposition, unable to earn physical necessaries. They cannot therefore pay out of their own incomes even the school pence. You will ascertain in every case whether the children are at school, whether the guardians pay the expense, and whether they use their influence over the parents to enforce the education of the children.

In all these inquiries you will remember the importance of taking the evidence of the parents of the school children, as well as that of the patrons and managers of the schools.

If the non-attendance of children at school arises from the

inability of their parents to send them there, you will inquire into the cause of that inability. Does it arise from poverty which prevents the parents from paying school fees, or from providing their children with decent clothing, or from the want of school accommodation? If the latter cause is assigned, you should test the truth of the assertion by inquiring whether the parents have attempted to obtain admission into schools for their children; whether they have in any instances paid for part of their education, or for the education of part of their family only, or for that of the whole of them during a short period, and whether they have availed themselves of any ragged schools which may be within their reach.

You will attempt to ascertain whether the supply of education has been duly proportioned to the demand for it, or whether new schools have been built in rich neighbourhoods, whilst the provision made for education has been stationary in poor ones.

The Commissioners are fully aware of the extreme difficulty of many of these inquiries. You will do your best to obtain trustworthy evidence in regard to them. Should you find it impossible to do so, you will frankly report that result to the Commissioners.

2. *The Mode of Education.*—This part of the subject may be considered under the following heads of inquiry:—

1. Schools.
2. Schoolmasters.
3. School buildings, apparatus, and organization.

1. *Schools.*—With respect to schools, the most important questions are those which relate to their management and their comparative efficiency.

The Management of Schools.—The management of schools consists of the two elements of government and finance. With respect to the government of schools, the most important subject on which the Commissioners wish for information is the working of systems of central aid and inspection, or of central inspection alone. The most important of these is that which is under the management of the Committee of Privy Council. The principles of that system are that private efforts to establish schools in which secular is combined with religious instruction shall receive aid from Government, irrespectively of religious creed, but on condition of inspection. Schools are also in some cases inspected although no grant has been made to them. The terms upon which the grant is apportioned and upon which schools are inspected are specified in the Consolidated Minutes of the Committee of Council, with a copy of which you have been supplied. You have also been supplied with the requisite documents respecting the other systems of central aid and inspection, or of inspection alone, now in operation.

You will inquire into the effects produced by the existence of these various and in some respects conflicting systems; you will

attempt to ascertain whether competition between them stimulates their exertions, or whether it causes a waste of power and weakens the influence of the teachers over their pupils.

Some objections which do not apply to other bodies have been made both to the principle and to the administration of the Government grant. Some persons entertain a conscientious scruple against accepting Government assistance to or admitting Government interference with education in any form whatever. You will endeavour to ascertain to what extent this scruple operates.

It is asserted that the prospect of receiving Government aid operates as a check upon voluntary contributions for purposes of education. You will accordingly attempt to obtain trustworthy information as to the amount of voluntary subscriptions for educational purposes made throughout your district, and as to the ratio of its increase or diminution during a period covering that in which the system of Government help has been developed; and you will also ascertain whether in particular instances the prospect of obtaining Government assistance has repressed or stimulated private liberality. It is also asserted that the terms upon which the Government grant is made are such as to interfere with the independent management of the school. You will inquire into the grounds of this opinion, and you will also collect evidence as to the nature of the cases (if any) in which the committee of management have given up their own views in order to obtain grants by complying with the views of the Committee of Council. It is also asserted that the competition of schools assisted by Government is found to be so strong as to drive out of the field all private enterprise in the same direction. You will therefore direct your attention to the growth or decline of private adventure schools, and more particularly to that of unassisted public schools in places where the schools assisted by Government are particularly numerous, and you will endeavour to ascertain what was or is the character and degree of efficiency of such uninspected schools in comparison with the schools inspected.

Objection has been taken to some particulars respecting the administration of the Government grant, as well as to its principle. These are, that the terms upon which the grant is made are such, that in poor districts the promoters of schools are unable to entitle themselves to it by providing suitable buildings, and by providing the salary necessary to secure the services of a certificated or registered teacher. It is also said, that the number of days of attendance, exacted as a condition of sharing in the capitation grant, is so high, that many deserving schools are excluded from the benefit of it. It is asserted in connexion with this matter, that the capitation grant is intended to meet the case of schools in poor districts, and that the terms on which it is made (*see Consolidated Minutes, pp. 14, 15,*) are such, that its purpose is in practice defeated with respect to the very schools which need it most. The grant is restricted to schools

of which the teachers are registered or certificated, and it is said that, inasmuch as the power of teaching is distinct from that of learning, this restriction often excludes good teachers and their schools from assistance. You will inquire whether these assertions are warranted by the facts in the district to which you are sent, and how far they are so warranted.

With respect to public schools not under Government inspection, you will inquire what is the nature of the managing body and how it is formed.

Finance.—With respect to the financial condition of the schools, you will direct your attention to the operation of the system of school fees. You will inquire whether it is true that the payment of fees is popular with parents? Whether the scale of fees can safely, for the interests of the school, be raised in proportion to the character of the education given? Whether schools are usually in debt, and from what sources deficiencies are made up? With respect to schools totally or partially supported by voluntary contributions, you will ascertain (if circumstances admit of it, in a tabular form) what proportion of the subscriptions is derived from the owners of land or tithes, what from occupiers, what from ministers of religion, what from householders, and what is the rateable value of the parish lands.

The comparative Efficiency of Schools.—You will visit a sufficient number of public schools which are and which are not under Government inspection, of charity schools, and also of private schools, to supply the Commissioners with the grounds of an opinion as to their comparative efficiency. You will particularly direct your attention to charity schools; and in respect to private schools in particular, you will ascertain what proportion of them are *bonâ fide* places of instruction and what proportion are substantially no more than nurseries, intended only or principally for the purpose of keeping the children who attend them out of mischief during school hours.

You will endeavour to ascertain how far, in addition to the ordinary day schools, industrial schools and evening schools for adults have been introduced into your district; and in connexion with this part of this subject you will ascertain whether any and what efforts have been made towards adapting the instruction given in ordinary day schools to the special character of the population of the district.

If ragged schools have been established in your district, you will inquire whether they retain the distinctive features with which, and are calculated to effect the object for which, they were originally instituted, which were the provision of education for the most degraded part of the youthful population. If you find that the country schools in your districts differ materially from the town schools either in their general character or in their financial condition, you will draw distinct attention to the fact.

2. *Schoolmasters.*—You will inquire into the general condition of the schoolmasters in your district, whether their schools are public or private. With respect to public schools you should endeavour to ascertain what has been the result of the system of education for masters adopted at the normal schools, and particularly whether the schoolmasters who have been the subjects of such an education devote more time to the training of pupil teachers than is consistent with the interests of their scholars, or whether they neglect the former for the latter; and whether they are disinclined to bestow the proper degree of attention on the elementary branches of education, viz., reading, writing, and arithmetic. In this view you will direct your attention not only to the more promising pupils, but also to the proficiency or deficiency of the lower classes and less promising pupils in their schools, and the level of instruction in respect of the less ambitious parts of education, particularly reading. In connexion with this part of your inquiry, it is desirable that you should compare schools in which there are and are not apprenticed pupil teachers, noting particularly, in the absence of such teachers, how and by whom the instruction of the classes, which cannot from time to time receive the immediate attention of the master or mistress, is conducted, and with what result. You will also inquire whether such teachers show a tendency to be dissatisfied with their position, on account of its not opening to them a career of advancement, and to leave it in order to embrace other professions. It is likewise material to inquire into the justice of the allegation that the prospects opened by the Committee of Council to certificated teachers throw difficulties in the way of private charitable persons who, having established schools, are desirous of providing them with competent masters.

You will inquire into the character of the masters of endowed schools, and you will attempt to ascertain the influence of endowments on their efficiency and on the purity of their appointment.

You will inquire whether there appears to be any ground for the fear that the number of teachers holding certificates may become excessive, whether they act as masters of schools at too early an age, and whether it would be expedient to require candidates for a principal mastership to have served any and what time as assistants.

You will direct particular attention to the supply of, and to the demand for schoolmistresses, especially in situations where mixed and united schools are common, and where in consequence their services are particularly needed. Should the supply fall short of the demand you will attempt to ascertain the reason of that fact.

With respect to the masters of private schools you will inquire what has been their education, and in particular whether they hold certificates from training colleges, or from other bodies which grant certificates. You will also inquire what other occupations in life they followed before they became schoolmasters; and whether they pursue at present any other occupation concurrently with that of teaching.

3. *School Buildings, &c.*—You will inquire into the general condition of school buildings, and into the internal arrangements of the schools in respect to desks and apparatus of various kinds, and particularly in regard to the arrangement of classes. You will ascertain to what extent the arrangements approved of by the Committee of Council prevail, and what other systems are the most important, the best marked, and the most usually adopted.

III. *The Subject Matter of Education.*—The Commissioners have reason to believe that the subject-matter of education is (with certain exceptions) substantially the same in most of the public schools which aim at providing what can be described as popular education: reading, writing, arithmetic, and (except in secular schools) religious instruction form the staple of all of them. It would of course be neither possible nor desirable that you should inspect the whole of the public and private schools in your district, but it would be perfectly possible to examine a sufficient number of schools, of various religious denominations, whether church or dissenting, or of a purely secular character, inspected or uninspected, public or private, to collect materials for sound conclusions as to the broad general question of the comparative accuracy and intelligence with which the elementary branches of knowledge are taught, and as to the objects to which teachers of different classes principally direct their attention. You will ascertain what books are in most general use for reading lessons, and what subjects are selected for oral lessons by the teachers, and whether they are mainly chosen with a view to practical utility, or to any other and what object. You should also inquire how far the cultivation of taste is made an object of education, whether singing, music, and drawing are taught to any extent. You should observe the manner in which the teaching of the school is conducted, and you should ascertain by inquiry whether the usual course of teaching is in its nature systematic or desultory, and whether it is solid or showy. You may form a good opinion on this matter by attending to the reading books in use, by ascertaining whether the lectures or object lessons, which are common in most public schools, are intelligible to the children, or whether they are mere displays of proficiency on the part of the master, or for other reasons unsuitable or less useful than they might be. You should bear in mind that there are two principal types of education; one which aims at giving a certain intellectual training by which the mind is supposed to be qualified to turn to any special object which it may at a later period wish to study; and the other, which aims at the direct imparting of knowledge. The Commissioners do not wish you to speculate on the comparative merits of these systems; but they wish to ascertain as a fact how far each type prevails in the popular education at present in existence in England. If reading, writing, and arithmetic were taught with strictness and accuracy in a given school, and if questions were devised to exercise the

reasoning powers in relation to these subjects, the school would approach to the first type ; if the principal subject of teaching was to give information upon various topics, the school would approach to the second.

There is one most important part of this subject on which the Commissioners are anxious to obtain precise information. One great difficulty in the way of all large schemes of education, has always been the difficulty of dealing with the different opinions of various religious denominations. The Commissioners wish you to ascertain, exclusively as a question of fact, what are in practice the difference between the course of religious instruction afforded by different religious denominations ; what (if any) are the recognized formularies adopted by them, and how far those formularies are taught in such a manner that the pupils have such perception of their meaning as children of an early age and average intelligence may be expected to acquire.

In connexion with this subject, you will inquire whether or not it is frequently the case that parents of one religious persuasion send their children to schools in connexion with other persuasions, and, if so, upon what terms as to special provision for their religious instruction or attendance on religious worship, and whether in practice such terms are enforced.

IV. *Results.*—The most important results of education are unquestionably of a moral nature, but the difficulty of reaching tangible and definite results upon this subject is so great, and your opportunities of collecting information bearing upon it will be so limited, that the Commissioners propose to pursue such inquiries through other channels.

With regard to the intellectual results of education, you should inquire of the employers of labour as to the relative value of educated and uneducated workmen and workwomen as such. You should attempt to collect trustworthy evidence as to the general level of intellectual power amongst the class in question, always bearing in mind the fact that talent and force of understanding, though powerfully affected by the acquisition of knowledge, differ from it fundamentally. You will endeavour to find out whether men and women who have received a good school education make use of it afterwards, and if so, how, or whether they forget what they have learnt. You will inquire whether those who have received a good education themselves value it more than others for their children. In this point of view, inquiry into evening schools for adults will form a most important feature in your investigations. The statistics of reading rooms, lectures, &c. might also be usefully combined with the sources of information enumerated above. The character of the books read or the information given there is as important a matter of investigation as the fact that books are read and that information is given.

You should also endeavour to ascertain how far the extension of popular education has favoured the spread of taste ; whether it produces an extended demand for music, singing, drawing, and other accomplishments of the same kind.

Personal acquaintance with persons of the labouring classes, educated and not educated, is of course the best source of information, but for this you will not have time or much opportunity. As a substitute you must rely on the evidence of persons who themselves have had this acquaintance. The employers of labourers, the clergy of different denominations, the governors and chaplains of gaols, inspectors of police and other officers of justice, and the shopkeepers whose customers are labourers, must all be able to give much information. Experience will teach you what questions to ask, and when you find an intelligent witness it will be well to take down his answers, read them over to him, receive his corrections and explanations, and then obtain his signature.

You must remember that questions relating to the education of women must be answered in part by persons of their own sex.

You will put yourselves in communication with the other Assistant Commissioners engaged in this inquiry, and with Her Majesty's Inspectors of Schools, of whom you will find that several, inspecting schools of different denominations, traverse the district assigned to you. It will be your duty to bring together the separate experience which each of these officers can supply. You will also communicate with the officers of the different societies, general and local, of which education is the object.

In conclusion, the Commissioners wish you to understand that these instructions are intended to guide, and not to limit your inquiries. They will be glad to learn any facts, so long as they are definite and authentic, which may tend to throw light upon the subject which Her Majesty has directed them to investigate.

By order of the Commissioners,

F. STEPHEN,
Secretary.

REPORT

OF

PATRICK CUMIN, ESQ.

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REPORT of ASSISTANT COMMISSIONER PATRICK CUMIN, Esq., on
the STATE of POPULAR EDUCATION in the MARITIME DISTRICTS
of BRISTOL and PLYMOUTH.

MY LORD DUKE AND GENTLEMEN, London, June 1859.

HAVING completed my inquiries as to the state of popular education in the districts assigned to me, I have now to report the result of those inquiries, and to support the conclusions at which I have arrived by such evidence as I have been able to procure. The more important part of that evidence will be found in the Appendix. App., p. 116.

The districts assigned to me comprise five unions: those of Bristol and Bedminster forming the Bristol district, and those of Plymouth, East Stonehouse, and Stoke Damerel forming the Plymouth district. In the Bristol district there is a large number of the population engaged in maritime pursuits; but in the Plymouth district the number is much larger. The Bristol union—which is that part of the borough of Bristol included within the old walls—contains as great a variety of trades and occupations as can be found in any other town in England; whilst Bedminster union, which extends down the coast of Somerset westward to Clevedon, besides the maritime population, contains a considerable number of colliers and agriculturists. Moreover, the fact that Plymouth is not only a mercantile port but a garrison town—that Stonehouse and Devonport are naval arsenals, a station for Her Majesty's ships, and the home of many officers and men in the Royal Navy, gives a variety of character to the district, which renders its selection as a centre of inquiry peculiarly fortunate. In one respect there is a remarkable difference between the two districts. Bristol is one of the most ancient and richest cities in England. It has long been famed for its charities and the zeal of its inhabitants for education, besides which it is surrounded by the wealth and charity of Clifton and its neighbourhood. Plymouth, on the other hand, has risen to its present state within the last few years, and Devonport is in fact a Government town; its gentry consist of naval and military officers either in active service,—temporary residents, who have no permanent interest in its prosperity,—or living on their half pay, whose means do not permit them to subscribe largely to public charities. Again, the circuit of the Bristol union comprises the oldest part of the borough, and the ground has for years been almost as thickly populated as at present. In 1851 the population was 66,716, in 1858 it was calculated at 66,750. Whilst, therefore, the inhabitants of Plymouth have to meet a continually increasing demand for education, and to establish new charities, the citizens of Bristol are not called upon to provide for any such charges. Nor is this all. In two out of the three towns (as they are called) of the Plymouth district—Stonehouse and

Devonport—there are vast Government establishments, dockyards, steam factories, storehouses, and barracks, which imply the presence of multitudes of Government workmen, both skilled and unskilled. The men so employed have families, and are dependent in some degree, like other working men, upon their employers. In ordinary cases the great manufacturers either support a school or subscribe to some in the neighbourhood. At all events the property is liable to poor rates, so that to some extent the ordinary manufacturer or employer of labour is compelled to provide for his men. But in Devonport this is not so. There are, indeed, certain public schools and even churches to which the Admiralty have subscribed something, and there are military schools for the soldiers and for their children, but the sums which the Government and the employés of the Government subscribe to schools in Devonport are by no means proportioned to the value of the Government property; and this is apparent from the evidence which I have collected, and which I shall quote presently. It is clear, therefore, that the Plymouth district differs materially in its circumstances from the Bristol district, nor need it excite surprise, should it turn out that the state of education in Bristol is very much higher than it is in the three towns of Devonshire.

Inquiry two-fold.

In prosecuting my investigations, I took the printed instructions for my text. These instructions are divided into two parts; the first refers to the statistics of the inquiry; the second to certain questions which could only be answered by inquiries on the spot.

1. Statistics; mode of obtaining them.

The statistics, if they were to be of any value, required the greatest care. In order to render them as accurate as possible, I sought the aid of the poor rate collectors. Having procured a map of the city of Bristol, I had the district of each rate collector distinctly marked out and coloured. I then summoned these officers, and told them that I required a complete list of every place of education—from the first-class school down to the dame's school,—and that this must be done by a house-to-house visitation. Within a short time the list was completed, and the accuracy of the returns was verified by my clerk, Mr. Loxton, who made inquiries in the neighbourhood, and in the schools which he visited. The same plan was pursued in Devonshire, but it was practicable only in the town districts. In the rural districts of the Bedminster union, I was compelled to conduct the inquiry in person, or through my clerk; for I found that the lists furnished by the clergy or the dissenting ministers were incomplete and unsatisfactory. I am bound to state that the chairmen of the boards of guardians afforded me every assistance; and, indeed, had it not been for the kindness of Mr. Robinson at Bristol, Mr. Harris at Plymouth, and Mr. Woolcombe at Devonport, my task would have been much more difficult than it turned out to be. I must add, that the list of schools furnished by the rate collectors were extremely accurate, and, indeed, I feel satisfied that I obtained a perfectly accurate list of the schools of every sect in my district. The next step was to leave the forms appropriate to the particular school with the various schoolmasters. This was done by my clerk, and the forms were accompanied by a circular, in which I explained the general object of the Commission, and requested that the forms might be filled up. In almost every case—whether the school was public or private—I met with the

utmost civility. The clergy of the Established Church, the dissenting ministers, the laymen interested in education, and, with few exceptions, the masters of private schools, filled them up with care and alacrity. The Roman Catholics formed the only exception to this general rule. The masters of such schools in my districts declined to receive the forms, or to allow me to enter their schoolrooms officially; and Her Majesty's Roman Catholic inspector, Mr. Marshall, also declined to co-operate or aid in the inquiry.

The accuracy of the statistical portion of the inquiry depends upon the evidence furnished by these circular forms, which were vouched by the signature of the master. In many cases it was found impossible to supply all the information required; but I believe that such facts as they do contain are sufficient to establish the conclusions at which I have arrived.

The second part of the inquiry was much more difficult. Its object was to ascertain the actual state of education in the districts assigned to me. The subjects to which my attention was directed were these:—What is the condition of education; what means have the working classes of obtaining education for their children; to what extent do they avail themselves of those means; and what plan can be adopted for the purpose of increasing their desire for education? What is the method by which education is imparted?—including an inquiry into the management and finance of schools, the character of the schoolmasters, and the condition of the school-buildings. The subject-matter of education, the things taught and learnt at the various schools. And lastly, the results of education as it affects the condition of the labouring classes and the country generally.

These, as my instructions state, are most difficult questions, and can only be answered by inquiries on the spot. Of course, in a population of 200,000 souls the number of persons ready to give evidence must be considerable. Though furnished with introductions, it was no easy matter to select the most sensible witnesses and to collect a body of evidence from reliable sources. But I was fortunate in finding in both districts persons of great experience and sterling common sense, who willingly offered me every assistance. Many of these I examined personally; from others I obtained written answers to questions. But besides this, I thought it expedient to examine some of the working classes themselves—the fathers and the mothers of the children who attend the National and the British schools. For this purpose I got the schoolmasters to invite a certain number of the parents to meet me. I visited others at their houses; I walked through the most degraded part of Bristol under the guidance of the police superintendent. By the kind permission of merchants and manufacturers I went into the great works, and saw the men, women, and boys at work, and I put to them such questions as I thought might prove useful. Moreover, I visited public libraries and places of popular resort at all times of the day, and on various days in the week. The opinions and feelings of the working men with regard to education are important matters in this inquiry, and unless I am greatly deceived, the only satisfactory method of ascertaining their opinions and their feelings, is to come directly in contact with the labouring man at

his work, or after he has finished his daily task. And now, having concluded my inquiry, and having maturely considered the relative value of the information which I have collected, I confess that I attach more weight to the evidence derived from the workpeople themselves than from any other source.

Besides these inquiries, much of my time was devoted to inspecting the various schools, and examining the children as to their proficiency in the elementary branches of education. In prosecuting this inquiry I inspected most of the public schools, and many of those conducted by private masters. Although all the schools were not examined, nearly every one was visited either by myself or by my clerk, so that I have enjoyed the most ample means for ascertaining the general character of the schools and of the buildings in which they are conducted.

Scope of the inquiry.

It is essential to observe that the subject-matter of my inquiry was popular education. The class of the population which came within its scope was neither the upper nor the middle class; I confined myself to the lower class, the day labourers, mechanics, and the poorer sort of farmers and shopkeepers. It is difficult, of course, to define accurately the kind of schools which supply education to these persons, but it will be found, I think, that those in which the terms range from 1*d.* a week to 1*l.* a quarter include all within the range of my commission. In the remarks which follow, therefore, I must be understood as referring exclusively to the class of the population and the class of schools thus defined.

Uniform character of training up to a certain age.

I have already explained the various trades and occupations, as well as some of the peculiarities, of the districts assigned to me. At first sight it might seem probable that the character of the district would to a great extent modify the character of the education provided, and its effect upon the people. To some degree this is so. Thus, in intelligence, and in the desire for education, the common people in towns surpass those in the agricultural districts. In some districts the demand for juvenile labour withdraws the children from school at an earlier age than elsewhere; while in other districts other circumstances tend to prolong the school attendance of children. Generally speaking, however, it will be found (at least within the limits assigned to me) that up to the age of nine or ten all the children of the labouring classes are or might be under the influence of education, and that the education supplied to them or demanded for them is of a distinct and uniform character. Whether a boy is intended for a carpenter, a mason, a sailor, a soldier, or a labourer; whether a girl is intended for a servant, a sempstress, or a dairy maid, the first nine years of life are spent in acquiring those elementary principles of knowledge and religion without which it is impossible for any human being to fulfil the ordinary duties of life.

Ideas of upper classes on this subject.

Amongst many of the upper classes, indeed, a notion prevails that there is an essential distinction between themselves and those of a lower grade. For their own children they acknowledge the necessity of a general education before they furnish them with a special or professional education. They see, or seem to see, the importance of awakening the dormant faculties of a child; of a general cultivation before they give it any special instruction. But with regard to their poorer brethren, they would prefer a different

system. They dwell upon the importance of what is called industrial training, and are disposed to depreciate the value of intellectual culture. In this respect, however, they are at issue with their hard-worked fellow citizens. These men consider that the earlier years of a child's life should be spent in acquiring general knowledge, in getting itself supplied with those instruments of self-cultivation and self-improvement without which it can never rise above the rank of a mere hewer of wood and drawer of water.

During my conversations with working men, I have been greatly struck by the clear view which they take of the distinction between a general and a special education. "What would you have your son taught?" I asked an intelligent carpenter.—"I would keep him at school, Sir, if I could afford it, until he went to learn his trade." "Well," I said; "but to come to particulars, would you teach him reading?"—"Yes." "Writing?"—"Yes." "Cyphering?"—"Yes." "Drawing?"—"Yes." "Algebra?"—"Yes." "Euclid?"—"Oh! yes,—anything he can learn until he begins his trade." "But," I said, "what can be the use of such knowledge to your son, if he means to be a working man." To which the man answered, with an air of considerable dignity, "How do I know, Sir, what my son may become." These facts ought to be noted, because they tend to show that, however one district of the country may differ from another, the sort of education demanded and the sort of education supplied must to a great extent be uniform in its character.

The machinery of education consists of various schools. They are conducted either by charitable persons for the public benefit, in which case they are termed public schools; or by private individuals for profit, in which case they are termed private schools. The public school is conducted by trustees or a committee, who appoint the master, but derive no personal pecuniary benefit. The private schools, on the other hand, are conducted by private individuals for their own benefit. Again, some public schools enjoy a permanent endowment; some derive aid out of the public funds; some are entirely supported by voluntary contributions: whilst others are partly supported by such means and partly by the contributions of the scholars in the form of school-pence.

It is a fact of the utmost importance that public schools, with the exception of those connected with the British and Foreign Society, commonly called British schools, are all connected with some religious body. They are either connected with the Church of England or with some Nonconformist denomination. It is, therefore, undoubtedly true that the education at present furnished to the people is a religious education. The meaning of the term religious must remain for future discussion. In the meantime the fact should be noted that all education, even that supplied in British schools, involves instruction in the Holy Scriptures; and I believe that, as things stand at present, both those who take an interest in the subject of education—whether ecclesiastics or laymen—and the parents of the children, who receive the education, consider the religious element as absolutely essential.

Of all the religious bodies, however, there is none so active as the Church of England. This has been often asserted, but the return obtained by myself, which I subjoin, proves the truth of the

Public and private schools.

Religious element in education and operations of religious bodies.

Church of England.

assertion. The return does not contain all the schools, because it was not always filled up. Out of 114 public schools in the Bristol district, however, the table contains 94, and out of 79 in the Plymouth district the table contains 74; so that the numbers are quite sufficient for my purpose. It should be observed that in the Plymouth district there is not a single boys' school of any kind, and only one for girls and one for infants, which is connected with any denomination except the Church of England: and that the non-denominational schools are mostly British schools:—

Union.	Schools.				Per-centage of the Total Number returned.		
	Church of England.	Dissenting.	Non-Denominational.	Total.	Church of England.	Dissenting.	Non-Denominational.
Bristol -	40	11	10	61	65·5	18·0	16·4
Bedminster -	30	2	1	33	90·9	6·0	3·0
Plymouth -	21	2	13	36	58·3	5·5	36·1
Stonehouse -	4	2*	2	8	50·0	25·0	25·0
Stoke Damerel	17	0	13	30	56·6	0	43·4

But besides the division of schools into public and private, they may be divided according to the purpose of their institution. Accordingly I shall endeavour to divide the population within the scope of my investigation into various classes, and to explain generally the machinery by which each of these classes is supplied with education; I shall then attempt to determine whether every part of that machinery fulfils the purpose for which it is intended.

Population divided into five classes with reference to education.

The population in question, then, comprises five classes:—1. The labouring people who earn weekly wages, and their children. 2. The children of paupers living in the workhouse. 3. The children of vicious parents, their chief vice being that of drunkenness. 4. The children of out-door paupers receiving parish relief, but living out of the workhouse. 5. Criminal children, or those who have been convicted before some competent tribunal. These five classes include all the children within the scope of my commission, and I think it convenient so to divide them, because it will be found that a separate part of the educational machinery in this country is appropriated to each.

1st class of population.

Ordinary mode of education in week-day schools.

There can be no doubt that the ordinary business of education amongst the lower classes is carried on in the week-day schools, public and private. It is of course quite true that most of the children in the kingdom are educated at what are called public or private schools; but it is also true that a certain class of such schools are filled by the sons and daughters of that part of the population to which my inquiry was confined,—the parents described in my instructions as “day labourers, mechanics, and the “poorer class of farmers and shopkeepers.” It has, indeed, been

* Roman Catholic schools.

asserted that many children attending the public schools are the children of persons who could well afford to pay much higher fees; and this, I have been told, is an abuse of the contributions made by Government and by charitable individuals. Upon this point I have made diligent inquiry. The complaint seemed to be loudest amongst the private schoolmasters, and amongst some of those who object on principle to any Government interference in the matter of education. Amongst the mass of the people, however, I found no great readiness to abandon the private for the public school. The feeling is still strong amongst the workpeople against taking advantage of what they commonly term a charity school. Their pride revolts against putting themselves under what they consider an obligation. Besides which, a notion seems to prevail that a more select class of children attends the private school, and the parents, on that account, give private schools the preference.

Feeling as to private schools.

This feeling was especially strong amongst the farmers. Whilst they admitted the difficulty of obtaining, at a reasonable expense, an education for their children equal to that which could be obtained in the parish school, they at the same time treated with indignation the idea of sending their children to a parish school in which they would associate with those of the farm labourer. Nor is this feeling confined to the farmers. On one occasion I was conversing in Bristol with various working men on this very subject, and a public schoolmaster happened to be present. It turned out that this man sent his son to a private school. I asked him the reason for his preference. After his explanation was finished, a carpenter who sat on the opposite side of the room, and who sent his son to a public school, exclaimed with some energy: "It is my opinion, Sir, that the real reason why some people prefer the private to the public school is—pride, and nothing else." I have no doubt the carpenter was right. There is a feeling of *caste* in this country, which goes down to the roots of society. At the same time, it is proper to observe, that signs are not wanting which tend to show that this prejudice against public schools is giving way; and, indeed, I have heard several workmen, especially at Devonport, admit that the progress made by boys at the public schools has induced them to withdraw their own children from private schools, in order to place them at public schools.

However, up to the present moment there seems to be ample room both for public and private schools, as the following returns of private schools and scholars will show:—

Union.	A.D.	Schools.	Scholars.
Bristol	1851	199	2,970
	1859	128	2,738
Bedminster	1851	63	1,057
	1859	116	2,298
Plymouth	1851	80	2,103
	1859	142	3,525
Stonhouse	1851	13	396
	1859	30	821
Stoke Damerel	1851	86	2,517
	1859	138	3,909

But, in order to ascertain whether the children attending the week-day public schools belong to the class for which such schools are intended, I inspected the school books of various public schools, and ascertained the occupations of the parents. The following information, derived from three schoolmasters,—the one of a British and Foreign school, the two others of National schools,—is conclusive on this point. The same return shows that the religious views of the parent have little or nothing to do in determining the school to which he sends his children :—

BRITISH SCHOOL, PLYMOUTH.

Religious Denomination of Parent.	Remarks.
1. Primitive Methodist	Father a toll collector, 4 children, 18s. per week.
2. Baptist - - -	Father a labourer, 7 children, 17s. per week.
3. Do. - - -	Father a labourer, 6 children, 17s. per week.
4. Independent - -	Father a vendor of quills, &c., 3 children, 14s. per week.
5. Roman Catholic	Father in the coastguard service (pensioner), 6 children, 8s. per week.
6. Do. do. - -	Father an itinerant vendor, 4 children, 10s. per week.
7. Wesleyan - -	Father a naval pensioner, 1 child, 8s. per week.
8. Independent - -	Father a fishmonger, 4 children, 14s. per week.
9. Church of England	Father a brewer, 9 children, 15s. per week.
10. Independent - -	Father a shipwright, 4 children, 18s. per week.
11. Do. - - -	Father a gardener, 6 children, 1 <i>l</i> . per week.
12. Wesleyan - -	Father a carpenter, 4 children, 18s. per week.
13. Church of England	Father a cabinetmaker, 6 children, 1 <i>l</i> . per week.
14. Presbyterian - -	Father dead, mother unprovided with support, 1 child.
15. Independent - -	Father a tailor, 7 children, 18s. per week.
16. Church of England	Father a labourer, 4 children, 16s. per week.
17. Universalist - -	Father a baker, 6 children, out of employ.
18. Do. - - -	Do. do.
19. Wesleyan - -	Father a flax dresser, 6 children, 16s. per week.
20. Do. - - -	Father a waterman, 5 children, 16s. per week.
21. Church - - -	Father a carpenter, 5 children, 18s. per week.
22. Wesleyan - -	Father keeps a chair, 5 children, 16s. per week.
23. Baptist - - -	Father a carpenter, 4 children, 18s. per week.
24. Do. - - -	Do. do.

CHARLES' NATIONAL SCHOOL, PLYMOUTH.

Occupation of Parent.	Religious Denomination.	Occupation of Parent.	Religious Denomination.
Mariner - -	Church.	Wheelwright - -	No where.
Blacksmith - -	Do.	Soldier - -	Church.
Deceased - -	Do.	Block-maker - -	Do.
Labourer - -	Brethren, Plymouth.	Mariner - -	Do.
Mariner - -	Church.	Painter - -	Do.
Labourer - -	Do.	Blacksmith - -	Do.
Warehouseman - -	Independent.	Gardener - -	Do.
Rigger - -	Wesleyan.	Do. - -	Do.
Labourer - -	Church.	Carpenter - -	Do.
Postman - -	Do.	Do. - -	Do.
Porter - -	Baptist.	Shoemaker - -	Do.
Labourer - -	Wesleyan.	Cabman - -	No where.
Deceased - -	Church.	Labourer - -	Primitive Methodist.
Toll collector - -	Do.	Toll collector - -	Wesleyan.

ST. PAUL'S NATIONAL SCHOOL, BRISTOL.

No.	Employments.	No.	Employments.
15	Widows.	4	Policemen.
18	Carpenters.	2	Gardeners.
28	Porters.	2	Wheelwrights.
11	Hauliers.	2	Pensioners.
14	Masons.	2	Scripture readers.
15	Shoemakers.	1	Plasterer.
7	Tailors.	1	Brushmaker.
8	Travellers.	1	Basketmaker.
8	Shopkeepers.	1	Watchmaker.
8	Publicans.	1	Postman.
7	Clerks.	1	Sailor.
6	Smiths.	1	Paperhanger.
7	Cabinetmakers.	1	Painter.
5	Coopers.	1	Fireman.
6	Bakers.	1	Superannuated officer.
5	Curriers.		
5	Printers.	195	Total.

Parents attending Church	-	-	-	65
Do. " Chapels	-	-	-	90
Do. " Neither	-	-	-	40

Total - 195

But whether children are sent to public or to private schools, the object of the parents is the same.

One object, of course, is to furnish them with a certain amount of instruction; for the great majority of the people are quite aware that this gives the child a better chance in life. But there is another object which has even a more powerful effect in filling the schools, and especially the infant schools. The sending a child to school is a measure both of necessity and of economy. Generally children from the age of 3, or even 2, to 7 attend a dame's school or a public infant school. After 7 they attend a

Object of sending children to school.

private or a public week-day school. The truth is, that if a child between 3 and the time he goes to work, is not in some school, he must be in the streets. The father is out all day at work, the mother is nursing the baby, cleaning the house, cooking or washing. Moreover, the room occupied is so small that if all the children were at home they would be constantly in the way or getting into mischief. It is obvious, therefore, that young children, before they go to work, must go to school. Nor is this all. The child left tumbling all day about the streets destroys its cloths, wears out its shoes, and becomes not only filthy, but insubordinate. Parents, however poor, have a love for their children, and a pride in their welfare, quite as strong as their richer brethren. Even if they have no appreciation of intellectual culture, they can appreciate cleanliness and discomfort, not to speak of the expense of new clothing. Nothing illustrates the opinion of the common people as to the value of education and its civilizing effects so clearly as the fact that the sons and daughters of the poorest people—the out-door paupers—are found at the ordinary public and even private schools; and I have myself heard such persons object to the ragged schools on the ground that there the children contracted bad habits, and were allowed to come in a filthy condition.

There is, then, a certain period in the life of every child during which almost every parent of any respectability is most anxious that his child should attend school; and it may be stated generally that the period extends from $2\frac{1}{2}$ to $9\frac{1}{2}$ or 10 at the very least. If there were no public schools, the parents would send them to private schools. If there were no infant schools, the parents would send them to dames' schools, as they are called. The comparative efficiency of these schools I shall have an opportunity of discussing hereafter. In the meantime, I desire to note the fact, that there is a vigorous demand for schools, infant as well as others, amongst the common people of this country; and that the purpose of such schools is not only to save money, but to prepare the children for their future occupation.

Infant schools.

By some, indeed, an infant school is little appreciated. They talk of the heartlessness and the inhumanity of separating children from their mothers at so early an age. Such ideas betray a strange ignorance of the feelings and the wants of the poor. I have just explained the value of such institutions, and the opinion entertained with respect to them by the labouring classes. In order to show their importance as a means of education, I may add, that the youngest and the best scholars, the best behaved and the most respectful, in the public boys' and girls' schools which I visited, were those who had attended the infant school, and who had been advanced into the higher school. Again, the vast importance of good infant schools is proved by the opinions of those who have had practical experience of their working. Evidence to this effect met me at every step; and several clergymen declared that in coming into a new and neglected district, the first step to be taken should be the establishment of an infant school. Churches are good, and ordinary schools are good; but they only modify bad habits already contracted. Infant schools prevent bad habits being formed, and exercise an influence which is powerful in proportion to the material in which it works. Nor is this good influence confined to the child which has its intellect cultivated, its habits of

obedience and cleanliness created, its desire for kindness and protection gratified. The child, in its turn, exerts an influence upon the parent, and I have heard pathetic stories of parents reclaimed from carelessness and profligacy by means of their infant school children. It is a remarkable fact, vouched by the police, that since infant schools have become common, accidents to young children in the streets have greatly diminished in number.

Having explained the ordinary means by which popular education is carried on, I proceed to those schools which have a special object, or are intended for special classes. Special schools.

The first of these is the Sunday school. These schools are Sunday schools. universally connected with some religious denomination; and even in cases where a religious sect has no day school specifically connected with it, there is, nevertheless, a Sunday school attached to each of its chapels. The school is generally managed by a superintendent, who is a layman and a member of the congregation. In Church schools he is frequently a scripture reader. The teachers are all voluntary; and the instruction is almost entirely religious. However, in one admirable school of the Quakers at Bristol writing is taught, and I do not think I ever saw a school-room better filled, or more attentive scholars. Having expressed my admiration of their apparent quietness and diligence, I was told that this was the effect of their being allowed to write. Reading of course is taught. But the staple employments are reading the Scriptures (which the voluntary teacher explains), repeating hymns, and, in Church schools, the Church catechism and collect. In the Non-conformist schools there seemed to be scarcely any dogmatic teaching. Certainly the only kind of formula which I found used was the Baptist catechism, besides which there were hymn-books and the publications of the Sunday School Union, for the purpose of affording hints to the teacher in his exposition. The mode in which instruction is communicated is by each voluntary teacher seating himself or herself in the centre of 10 or 12 scholars. I have now and then been permitted to hear the scholars read, but I never succeeded in any case in hearing what is called the Application of the portion of Scripture selected for exposition. Clergymen of course I have heard give what is called a Bible lesson, but this is somewhat different from the Application.

The professed object of Sunday schools is to furnish children with Object of
Sunday schools. religious knowledge, and to some extent this object is attained; but the teaching is so imperfect, and the time devoted to it is so short, that if Sunday were the only day devoted to religious knowledge, the amount acquired would be small indeed. The plain truth is that the Sunday school is the means by which the leaders of the various religious sects keep their forces together. To whichever Sunday school a boy or a girl goes, to the sect of that Sunday school he or she belongs. Amongst the masses, indeed, there is little definite knowledge as to the specific points in which one sect differs from another; the belonging to one rather than to another is a matter of habit, and the most effectual means of establishing the habit is by getting a child to attend a Sunday school. It is astonishing to observe the exertions which are made by contending sects to fill the Sunday schools. In Plymouth, where according to my returns there is great want of education,

there are two enormous Sunday schools—one belonging to the Wesleyans, the other to the Independents,—and yet not a single Wesleyan or Independent week-day school for boys, only one for girls and one for infants.

All sorts of persuasion are used to induce parents to send their children to particular Sunday schools. Almost all sects have their tea parties and their benefit clubs, which require the attendance of the child at the Sunday school in order to derive any profit from them; whilst in some, especially in the rural districts, the clergy who have the only school, lay down the rule, which is bitterly, and perhaps justly, criticised by the dissenters, that no child shall attend the week-day school unless it attends the Sunday school. I should fail in my duty did I not fully explain the working of the Sunday school system; but at the same time I am anxious to declare that nothing can exceed the zeal of those teachers who voluntarily devote their time and fortune to the conduct of Sunday schools, and to promoting the welfare of the children who attend them. It is impossible that so many of the richer and upper classes should come in contact with the poorer classes, and should display so keen an interest in their welfare, without exciting the strongest feelings of love and gratitude.

Class in attendance on the Sunday schools.

With respect to the class in attendance upon the Sunday schools, it is important to note that they never contain so poor or so low a class as that which attends the week-day schools. The children in the dissenting Sunday schools are always from a higher class than those in the Church schools, but even in the Church schools the really poor are fewer on Sundays than on the other days of the week. The truth is, that unless a mother can dress her child decently she will not send it to Sunday school. This fact I had observed myself, but it seemed to have escaped general attention. One day I asked the superintendent of a very large Independent Sunday school whether he thought he had any labourer's son or daughter amongst his scholars; he said "Yes," with confidence. I doubted the fact, and after questioning a very considerable number in two large rooms, we failed to find above one or two. The same thing happened in examining another branch of the same school, and the experiment was repeated with the same success in a Wesleyan Sunday school.

In order to show the progress of Sunday schools between 1851, the year of the Census, and the present year, I subjoin the following table:—

Union.	A. D.	Schools.	Scholars.	Population.
Bristol - - {	1851	47	8,496	65,716
	1859	53	11,295	66,750
Bedminster - - {	1851	36	2,589	38,143
	1859	47	4,116	39,504
Plymouth - - {	1851	25	4,544	52,221
	1859	30	5,565	67,076
Stonehouse - - {	1851	3	688	11,979
	1859	7	1,231	13,874
Stoke Damarel - {	1851	22	3,617	38,180
	1859	26	5,217	41,562

In order to complete my view, it may be convenient to subjoin a table showing the average attendance of scholars in *Sunday* schools as compared with the numbers belonging to these schools:—

Union.	Number of Sunday Schools that made Returns as to Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number in Sunday Attendance in foregoing Schools.	Per-centage of Scholars in average Sunday Attendance.
Bristol - -	61	10,750	7,559	70
Bedminster -	56	4,580	3,323	72
Plymouth -	38	5,766	4,010	69
East Stonehouse	7	1,045	750	71
Stoke Damerel -	31	4,793	3,050	63

Besides the class of children who attend the week-day and Sunday school, there is a smaller class of persons who attend evening schools. This consists of what may be termed the *elite* of the working people. They are seldom under the age of 13, but the superior limit of age it is impossible to fix. I have seen men in an evening school between 30 and 40. The work-people seemed to take a keen interest in these evening schools. Those in attendance generally paid the weekly fees of 3*d.*, 4*d.*, and even 6*d.* out of their own earnings, though some were sent and paid for by their parents or by their employers. Their object in attending seemed to be, either to furnish themselves with the elements of education, such as reading, writing, and arithmetic, which they had neglected to obtain in their early youth, or to carry on and complete the knowledge which they had already acquired. In Plymouth I was told that the competitive examination for entrance into Her Majesty's dockyard as apprentices induced several boys and young men to attend the evening school.

It certainly seemed strange that those who had been hard worked all day should feel inclined to spend their evening in intellectual occupation. Nevertheless, such is the fact, and it is singularly interesting. At Wells, for instance, I found the Bishop himself teaching a class of navvies to read and cypher. I witnessed with admiration those brawny men come into the room with clean smock-frocks and newly washed hands and faces, having walked a distance of more than two miles from their cottages to pursue their studies. Every one had his reason for coming, and one of the most intelligent had the ambition of rising to be an engine-driver. For this purpose he had borrowed a book on the steam-engine, which he was striving to understand. The fact is, as Mr. Wigham, the superintendent of locomotives at Bristol, said, these men know that some of the richest contractors have risen from being mere navvies, but that such a position it is impossible to reach without a knowledge of reading, writing, and arithmetic,—especially the last, in order that they may be able to measure work. Again, in Mr. Turner's evening school at Bristol I was surprised to find the earnestness with which the students applied themselves to their work. A trifling incident will illustrate this. I had been conversing with the master for some time, which of course prevented his attending

to his business. Presently I heard a restless humming, and even symptoms of whistling. The master said, "Do you understand that?" I said, "No." He replied, "You see, these people come to work, they pay for coming here, and they don't mean to be curtailed of their rights." He instantly went off to attend to them, and everything was silent. I myself found it difficult to get them to converse. They had come to study, and they meant to study. They seemed to think that no one had a right to interrupt the school business. Nothing can exceed the keenness of the work-people in appreciating the merits and the demerits of an evening school. They are quite aware that the first essential of a good school is a supply of good teachers, and I was told by some that they had left the evening school because the supply of teachers was either insufficient, or because the teacher was not competent. I may add that the evidence of those interested in such schools proved this opinion to be, in the main, well founded.

As in the case of the week-day schools, I am satisfied that evening schools occupy a useful and even necessary part in popular education, and that there is an ample supply of persons to fill them. At the same time, I must observe that as yet my district is imperfectly supplied with such institutions, and that some further effort ought to be made to remedy the deficiency. Various schemes were proposed to me for this purpose, but I confess they were so various that I feel a difficulty in recommending any of them. There is ample room and a sufficient number of scholars, but where are the teachers? The master of the day school is fully engaged, and according to the Government regulations is prevented from teaching a night school, except under peculiar circumstances. At the same time, the capacities and progress of the evening scholars are so various that they require just as much attention, if not more, than those of the day school. In the rural districts one teacher might be appropriated to several parishes, visiting each in turn; and in towns I am satisfied that a staff of teachers might be organized for the evening school equal in zeal, intelligence, and numbers to that for the day school.

The progress of evening schools since the last Census is proved by the following return:—

Union.	A. D.	Schools.	Scholars.
Bristol - - - {	1851	4	134
	1859	16	696
Bedminster - - {	1851	0	0
	1859	11	164
Plymouth - - - {	1851	3	148
	1859	5	400
Stonehouse - - {	1851	0	0
	1859	3	207
Stoke Damerel - {	1851	0	0
	1859	5	100

It is to be observed that where the week-day schools are the best, there the evening schools are proportionally active and good.

I found no factory school within my district, but just beyond, Factory school. though within the borough of Bristol, I visited one, and the evidence of the manager of the cotton mills, Mr. Vickers, was strongly in favour of the half-time system.

But at Plymouth, Stonehouse, and Devonport, there were Military schools. schools devoted to the military and the naval service. With respect to the military schools, I had the advantage of seeing them with Mr. Thacker, the local inspector. They are subject to the War Office, not the Privy Council, and are under a separate corps of inspectors, one of whom, Captain Gleig, I was fortunate enough to meet at Plymouth. The evidence with respect to them will be found in the Appendix.

With respect to the naval schools, they are of two sorts:— Naval schools on board ship. Those on board ship, in which the first and second class boys are instructed, and those in the dockyard for the apprentices who are destined to become shipwrights. The object both of the barrack schools and of those on board ship is the same, to furnish the scholars with the same sort of education as that furnished in the National and British schools. But in the case of the military it is to be observed that the men attend school. In some regiments attendance is practically made compulsory, and I was told that in a young regiment such a regulation is absolutely necessary, for otherwise it would be impossible to obtain a supply of non-commissioned officers, who must be able to read and write.

In the navy there is a rule that no boy shall be entered unless he can read and write, but in an examination of such boys, at which I attended, with Her Majesty's Inspector, Dr. Woolley, there were several who could do neither. The opinion is universal (except amongst a few officers of the old school and some young officers of small experience) that education is an excellent thing; but it is equally unanimous that the naval schoolmasters are not sufficiently paid, and have not sufficient authority. At sea they seem to be very much used as clerks to the captains, and sometimes to write out public orders and notices in a good hand.

The dockyard school is confined to the apprentices; they are Dockyard schools. partly entered by a system of open competition, and partly by what are called claims, which seem to be interpreted by the parents to mean political or private influence. However all the apprentices are supposed to be able to read and write correctly. How far this is the case may be judged of by some specimens which will be found further on in this Report.*

Having now discussed the ordinary workman's children, we come 2nd class of the population. to the in-door pauper children. Their education is carried on in a school and by a schoolmaster within the workhouse. Pauper children within the workhouse. These children consist of two classes: those whose parents are living in the house, and those whose parents are dead or have abandoned them. Most of the latter class are illegitimate, and they form a majority of the whole number. Thus, in Plymouth workhouse, out of 140

* These specimens (vide note, p. 63) conclusively proved that the apprentices appointed by patronage—not by competition—were inferior to many scholars in British and National schools. They could neither spell nor write correctly.

children, 27 were orphans and 64 deserted; in Bedminster, out of 89, 18 were orphans, and 45 deserted: in Stoke there were 16 deserted and 103 orphans.

A work-house school.

I know nothing more pathetic than a workhouse school. No human creatures ought to excite a more lively sympathy. Without home, without parents, often without a single friend, they are alone in the world from the moment of their birth. Whilst one of the pauper nurses at Bedminster was sorting the infants in order to distinguish the orphans and the deserted from the rest, I asked the name of one that was rolling about the floor. "Fanny Step," was the reply. Why "Fanny Step," I rejoined. "Because, Sir, she was found on a door-step." Such is the history of many a workhouse girl. Doomed by necessity never to know the meaning of that familiar word home—cut off from the exercise of the ordinary affections—many of them diseased in body and feeble in mind—these poor children exhibit little of the vigour and joyousness of youth. Listless and subservient in manner, they seem to be broken down by misfortune before they have entered upon life. It is difficult to convey a definite idea of a child brought up from its infancy in the workhouse. The following anecdote may help to realize it:—I was examining the Bedminster workhouse boys in reading, and we came to the expression,—"They broke up their household." I inquired its meaning. The boy stared, and the chaplain whispered to me, "You need not ask him that, for he never had a home." Another boy who had not been born in the house at once explained the phrase. Struck with this, I determined to put the question in another workhouse. I was in the girls' school-room at Stoke, and I desired the mistress to select a girl who had been born in the workhouse, and another who had just come in. I put the same question to the girl who had never been out of the workhouse, what do you mean when you say that "A man broke up his household?" upon which she answered that the house had been broken into by robbers. She was familiar with the idea of crime. The other girl, who had lately come in, at once answered, "He sold his furniture and left the house."

Professed subjects of such schools,

No doubt many of the painful circumstances connected with a workhouse are inevitable. But I fear that the necessary evils are greatly aggravated by workhouse arrangements, and by the policy of the guardians. The object proposed in establishing workhouse schools is, to use the words of the regulations issued by the Poor Law Board, "that the pauper children may be instructed in reading, writing, arithmetic, and the principles of the Christian religion." The 56th article goes on to direct, "that such other instruction shall be imparted to them as may fit them for service, and train them to habits of usefulness, industry, and virtue." In order to accomplish this object, it seems obvious that the children ought not to be placed in such circumstances as shall neutralize the good effects which may be expected to flow from the instruction provided. For this purpose, therefore, amongst others, the same regulations give strict injunctions with respect to the complete separation of the adults from the children.

Character of intellectual education.

As to the character of workhouse education, I may state generally that the schoolmasters are efficient, and that the knowledge possessed by the children is, if anything, superior to that possessed by the average of children of the same age. The regularity of

attendance and the length of the time spent at school readily account for this, and it seems to be generally admitted that the workhouse schools ought, if properly managed, to be the best schools in the kingdom. But these matters affect the mere intellectual part of education. The moral part, that which affects the formation of character, the practical conduct of life, the personal worth of a man or woman, is a totally different question. This chiefly depends upon the circumstances which surround daily life, and the social influences exerted by parents, friends, and neighbours. Society either elevates or degrades. Much of the poverty which takes refuge in workhouses is more a crime than a misfortune. As a class the able-bodied paupers are utterly profligate. If therefore fatherless and motherless children must forego the ordinary care bestowed by parents on their offspring, they ought at least to be preserved from the contamination of associating with the adult paupers; and the whole policy of classification and separation ordained by the Poor Law Board is dictated by a regard for these principles.

Moral training impossible.

Theoretically there is separation, but practically there is not. In all the union workhouses which I visited, I found the young children attended by pauper nurses, and in one case one of the nurses was a notorious prostitute. In selecting nurses a preference is given to the best conducted amongst the paupers, but usually the best is very bad. Again, workhouses are constantly used as lying-in hospitals for prostitutes, and the pauper boys as well as girls can hear much of the violent and disgusting language used, if they cannot see all the conduct that accompanies it. In one workhouse, close to the girls' apartments and school-room, was a room in which a dozen or more of the lowest prostitutes were nursing their illegitimate children. Pauper women are with some of the girls in the wash-houses and laundry; food is brought in by the paupers, and in some cases the adults dine with the children. In another case, there is constant communication between the young and old. I saw a door open, by which constant traffic was carried on between the men and boys; and indeed in the boys' yard there were workshops for the men. There are similar means of communication between the girls and the women, and the influence of women upon girls is, I am told, absolutely fatal. Moreover, the wall was so low that the boys could scale it with ease, and it was a common thing for them to escape out of the building, to be absent for days, and in the interval to commit all sorts of crime. But even in the best managed unions, I was assured by all the masters that the communication between the adults and the children was complete, and that so long as the two classes lived under the same roof it was impossible to prevent it.

No real separation of children from adults.

These workhouse children—living under the same roof with the adult paupers—seeing none but them, with all their demoralized habits—familiarised day by day with a race of men and women who live upon charity without exertion—ignorant from their very birth of the notion of independence—these workhouse children, I say, are at a terrible disadvantage. According to the evidence of all the masters of workhouses and the chaplains, where there are any—for at Plymouth, and I believe at Stoke, there is a sort of roster of chaplains, comprising every denomination,—communication between the pauper adults and the pauper children, and the

Deplorable results.

familiarity with pauper habits, are most serious evils. It seems impossible to exaggerate the spirit of lying, low cunning, laziness, insubordination, and profligacy which characterize the pauper class in workhouses; and this spirit naturally infects the mass of poor children who are born and bred up in so pestilential an atmosphere. The master of one of the unions, where old and young work together in the garden, told me that he could observe a marked deterioration in them after they come away from such out-door work. Moreover, I had a list furnished to me by the master and the mistress of a workhouse of boys and girls who had left the union. This return as far as possible showed what had become of each individual child. Of 74 girls, I found that no fewer than 37 had returned to the workhouse; and of 56 boys, 10 or 12 had returned, many of them several times. The returning to the workhouse is a most serious evil, for it shows either that the boy or girl is ill-behaved or that the place to which they have been sent has been badly selected. I visited several of the boys at the shops and houses of those to whom they were apprenticed, and although a good account was given of some, I found no difficulty in understanding how the guardians find it necessary to give a premium to get rid of their children. I may add that those to whom the children were bound were just the sort of people to whom a few pounds would be an object. Lastly, I find, upon looking over the list furnished, that out of the 74 girls, only 13 are known to be doing well, and of the 56 boys, only 18. It may be observed in passing, that this confirms the general evidence, which goes to prove that the condition of the girls is worse than that of the boys.

One of the most fatal effects produced by the pauper children being brought up in close contact with adult paupers is this, that the child loses all desire to earn its own living, and is content to spend its days in a workhouse. This is especially the case where industrial training forms no part of the education. Boys who have never been accustomed to handle a spade, and girls who have never been accustomed to scrub the floors, naturally rebel when they are put to such work. They sigh for the workhouse, in which they can spend their lives in eating, sleeping, reading, and play. In one year in — workhouse, I was told, that an average of one child every fortnight left service to return to the workhouse. Some of those tradesmen who had taken union boys as apprentices told me that it took several years before they acquired the desire for independence — the wish to earn their own bread; and that in some cases the union apprentice would threaten to return to the workhouse the moment his master found fault with him or proposed to punish him. At the same time, it is proper to state that this fatal apathy does not exist everywhere, for in two workhouses the boys and girls seemed to feel keenly their position, and were most anxious when they entered service that it should not be known whence they came. Some of the guardians did not seem to be aware of this feeling, but the chaplain and the master of the workhouse knew the paupers better. The chaplain told me this story. The bishop lately gave every child on leaving the workhouse a Bible and prayer book. So long as the inscription showed that this was a gift on leaving the union, the children did not care to have the books, but since this inscription has been omitted the children ask for them. In conclusion, I beg to state that in one union, and one only, I traced a

direct connexion between the workhouse and the criminal child. In that town, however, the police furnished me with the history of several juvenile criminals who had been brought up from their birth in the workhouse, and had been apprenticed to persons in the town by the guardians.

I have dwelt longer on the condition of these workhouse schools because the circumstances in which pauper children are placed are quite peculiar, the subject is extremely interesting, and the number of this class is very large. Moreover, it is the common opinion of all the masters of workhouses with whom I have conversed, that the only remedy for the present evils is the establishment of district schools, such as those carried on with so much success in the neighbourhood of London; and in this Her Majesty's Inspectors of workhouse schools all concur. The workhouse children might certainly be the best educated children in the country, and form a most excellent class of society. Even now, as I have observed, they are as intelligent and possess as much knowledge as children of the same age out of the union; but the circumstances by which they are surrounded almost completely neutralize any beneficial effects derived from their intellectual culture.

I have now reached the third and fourth classes of children; the offspring of vicious parents and the children of out-door paupers. With respect to the former, it should be observed that they are generally without education, not however because their parents are unable to pay the school-pence, but because they prefer to spend their money in the gin-shop. These unhappy children, abandoned from their earliest infancy by those who ought to protect and instruct them, either die of starvation or pick up a precarious subsistence by thieving and petty depredations. Besides this class, there are, no doubt, a certain number of children naturally vicious, and of children whose parents from weakness of character cannot exercise a proper control over their families. These last, however, compared with the mass of the juvenile population, form an insignificant portion.

With respect to the out-door pauper children, I found that comparatively little was known about them. Those who had considered the question of popular education most profoundly seemed to think that the condition of these children, whilst it was the most neglected, was at the same time the most capable of improvement. Various circumstances, and especially those connected with ragged schools, showed me that there was considerable ground for this opinion, and I determined to sift the matter to the bottom. I wrote to each board of guardians to know how many children received relief, how many attended school, and whether anything was paid out of the rates towards that education. The following are the letters in answer which I received:—

SIR,

Bristol, December 10, 1858.

In reply to your letter of the 29th ult., I beg to inform you:—

1st. That about 650 out of 1,094 (the present number of out-door poor children of all ages in this incorporation) go to school.

2nd. That the expense of their education is not paid by the guardians.

3rd. That the guardians urge and encourage their parents to send them to school, but do not use any kind of compulsion.

I beg, in conclusion, to refer to the copy (at foot) of a resolution

3rd class of the
population.
Children of
vicious parents,

4th class of the
population.
Out-door
paupers.

passed by the guardians in reference to this subject at their meeting on the 3rd instant, and am, Sir,

Mr. Patrick Cumin,
Assistant Education Commissioner,
19, College Green.

Your obedient servant,
W. B. WILMOT,
Clerk to the Guardians.

— That this board consider it highly desirable that the children of the out-door poor should be educated.

BEDMINSTER UNION.

Easton-in-Gordano, near Bristol,

December 11, 1858.

SIR,

I AM directed by the board of guardians to acknowledge the receipt of your letter of the 29th ult., requesting the opinion of the board with reference to the education of the children of persons receiving out-door relief.

In answer thereto I have to inform you that on the question being brought before the guardians at their meeting on Tuesday last, the general feeling was unfavourable to the appropriation of any of their funds for the above purpose.

Patrick Cumin, Esq.,
Assistant Education Commissioner,
19, College Green, Bristol.

I have, &c.
THOMAS COLES,
Clerk.

EAST STONEHOUSE UNION.

East Stonehouse, Plymouth,

February 21, 1859.

SIR,

I BEG to acknowledge the receipt of your communication of the 9th inst., and to enclose the following replies with respect to the East Stonehouse Union:—

- 1st. How many children are receiving out-door relief?—175.
- 2nd. How many of these children are at school?—140.
- 3rd. Whether the school-pence are paid by the guardians of the poor?—No.
- 4th. Whether the guardians use their influence over the parents to enforce the education of such children?—Yes.

I am, &c.

P. Cumin, Esq.

R. ROBINSON RODD, Clerk.

Parochial Office, Ker Street, Devonport,

February 18, 1859.

SIR,

I AM directed by the board of commissioners of the parish of Stoke Damerel, Devonport, to answer the inquiry contained in your letter of the 9th instant, in reference to the education of the pauper children, in connexion with this parish.

1. The number of children in the receipt of parochial relief is 336.
2. The average attendance at school, according to the last examination, is 200.
3. Nothing is paid by the guardians for the specific purpose of education.
4. The guardians use their influence with the parents to enforce the education of their children, it being a matter of particular inquiry at the half-yearly examinations.

I have, &c.

Patrick Cumin, Esq.,
Assistant Education Commissioner,
Plymouth.

SAMUEL ALLEN,
Relieving Officer.

Feeling satisfied, however, that the number of pauper children alleged to be at school was greatly exaggerated, and having ascertained that the only evidence of the accuracy of the return was derived from the paupers themselves, I determined to make a more searching inquiry. For this purpose I selected the union of Plymouth. In the first place I arranged with the clerk of the guardians that every parent receiving out-door relief should produce her children, and should state whether or not they were at school, and the name of the school which they were alleged to be attending. This information being obtained, I proceeded to verify it, by visiting the various schools mentioned by the paupers, and ascertaining from the masters whether the alleged scholar was actually in attendance. I pursued the same plan at Bristol, where the investigation was even more complete than at Plymouth, for each pauper child was actually examined, so as to ascertain his knowledge and to furnish the means of contrasting his intellectual condition with that of other classes. The result was this:— Instead of 650 out of 1,094 (the number of out-door pauper children on the 10th of December 1858), I found that only 518 out of 1,048 (the number of out-door pauper children in May 1859) attended school; that is, 49 per cent. instead of 59 per cent. are found, in fact, to be at school. At Plymouth it was found that instead of 53 alleged to be in attendance at St. Peter's, only 27 attended; instead of 39 at Christ Church, only 17; and at the Free school, instead of 113, only 65. Upon the whole, in that union, out of 1,192 children receiving out-door relief, only 591 attend any school, which is about 50 per cent. Assuming, therefore, the same proportion for Stonehouse and Stoke Damerel, the result will be in the former union 87 at school instead of 140, and in the latter 168 instead of 200. The following tables exhibit the tabulated result of this investigation; the first four refer to Bristol, the others to Plymouth.

Educational condition of out-door pauper children.

TABLE I.—Showing the Number of Pauper Children in each of the under-mentioned Periods of Age:—

	Under 3 years.	From 3 to 6 years inclusive.	Above 6 and not more than 7 years.	7 and not more than 8 years.	8 and not more than 9 years.	9 and not more than 10 years.	10 and not more than 11 years.	11 and not more than 12 years.	12 and not more than 13 years.	13 and not more than 14 years.	14 and not more than 15 years.	Total.
Permanent poor	68	222	62	81	79	79	79	48	20	8	4	750
Casual poor -	48	84	27	16	24	12	20	12	9	2	4	253
Illegitimates -	4	16	1	5	3	4	5	1	1	2	-	40
Total -	120	322	90	102	106	95	104	60	29	12	8	1048*

* Total number of pauper children receiving out-door relief.

TABLE II.—Showing the Number of Pauper Children who at present attend the following Schools:—

	Church, National.	British and Dissenting, and Un-denominational.	Ragged Schools.	Dame Schools	Catholic Schools.	Red Lodge Reformatory.	Total Number who attend any School at the present time.
Permanent poor	192	47	56	58	50	2	405
Casual poor -	59	2	19	12	4	-	96
Illegitimates -	6	1	2	6	2	-	17
Total -	257	50	77	76	56	2	518

TABLE III.—Showing the General Results of a personal Examination of 793 Pauper Children who were said to have attended some School at some period of their lives.

No. of Children examined.	Have attended School				Are capable of*			Have attended for the most part			Live		
	Less than 1 year.	One year and less than 2 years.	Two years and less than 3 years.	Above 3 years.	Reading.	Writing.	Cyphering.	Public School.	Dame School.	Ragged School.	At home.	Casual Employment.	Permanent Employment.
793	221	167	84	321	426	245	181	576	6	156	722	26	45

* The ability to read the letters, and pronounce any simple word is intended by the term "reading;" the power to form any little word on paper, "writing;" and a knowledge of numbers, and a simple addition sum, "cyphering."

TABLE IV.—Bristol Pauper Children, aged from 6 to 10 years inclusive.

	Number of Children.	Have attended School				Are capable of			Live		
		Less than 1 year.	Two years.	Three years.	More than 3 years.	Reading.	Writing.	Cyphering.	At home.	Casual Employment.	Permanent Employment.
Public Schools -	319	49	69	40	161	214	180	94	313	3	3
Centesimal proportion -	-	-	-	-	50	67	41	29	-	-	-
Ragged Schools -	96	26	26	12	32	50	15	13	94	1	1
Centesimal proportion -	-	-	-	-	33	52	16	14	-	-	-
Dame Schools -	23	10	6	1	6	12	0	0	23	0	0
Centesimal proportion -	-	-	-	-	-	50	-	-	-	-	-

TABLE V.—Plymouth Pauper Children.

	Total Number of Pauper Children belonging to any School.	Number of Children in the following periods of Age who receive Parish Relief in the Union of Plymouth.												
		Under 3 years.	From 3 to 6 years.	Above 6 and not over 7 years.	Above 7 and not over 8 years.	Above 8 and not over 9 years.	Above 9 and not over 10 years.	Above 10 and not over 11 years.	Above 11 and not over 12 years.	Above 12 and not over 13 years.	Above 13 and not over 14 years.	Above 14 and not over 15 years.	Total.	
St. Andrew's Casual poor	164	59	139	46	30	43	30	19	16	12	9	10	11	424
Charles' Casual poor	213	48	132	44	36	51	25	15	15	6	8	5	7	392
Charles' Permanent poor	72	5	31	11	12	28	7	1	1	-	-	1	3	100
St. Andrew's Permanent poor	71	4	26	9	12	25	8	3	4	1	-	-	-	92
Charles' Non-resident poor	31	6	19	6	6	9	7	10	2	10	-	2	6	83
Charles' Illegitimate poor	24	15	23	5	5	4	1	1	-	-	-	1	1	56
St. Andrew's Illegitimate poor	16	16	16	2	4	4	2	-	1	-	-	-	-	45
	591	133	386	123	105	164	80	49	39	29	17	19	23	1192

	Number of Children who attend the under-mentioned Schools.*					Total.
	National and Parochial.	British or Dissenting.	Roman Catholic.	Dame Schools.	Ragged Schools.	
St. Andrew's Casual poor	47	22	11	47	37	164
Charles' Casual poor	44	21	0	43	105	213
" Permanent poor	20	6	0	18	28	72
St. Andrew's Permanent poor	21	23	0	14	13	71
Charles' Non-resident poor	10	3	2	2	14	31
" Illegitimates	2	5	0	9	8	24
St. Andrew's " "	3	3	0	7	3	16
	147	83	13	140	208	591

* The "National and Parochial" schools include the St. Peter's, St. Andrew's, Christ Church, and Sisters of Mercy and National; "The British or Dissenting" include the Presbyterian or Batter Street, the Plymouth Brethren at Grosvenor Place, and the Plymouth Free school.

My clerk, Mr. Loxton, makes the following remarks on Table IV.:-

"Table IV. shows that of 319 children above six years of age, all of whom attend public schools (the best educated class), only 29 per cent. can put 2 and 4 together; 41 per cent. can write only a simple word, and 67 per cent. read a word of one syllable. From these figures it appears that if the examination had been more extended, the proportion of those whose acquirements were higher than the mass would be very small indeed.

"With regard to the ragged school children, Table IV. shows a decided advantage on the part of public schools, only 52 per cent. of the ragged school children being able to read against 67 per cent. in public schools, 16 per cent. able to write against 41 per cent. at public schools, and 14 per cent. to "cypher" against 29 per cent. in public, the disproportion being greater in writing and cyphering than in reading.

"The appearance of the children who attend public schools was generally superior to their ragged school brethren."

Why the out-door paupers send their children to school.

From these tables it clearly appears that of the pauper children one half attend a week-day school, the other half attend no week-day school; it follows that whilst the very poorest in the community seem to attach the utmost importance to education, a considerable portion of that class receives no education whatever; and yet I believe it will be found that from this neglected class springs much of the crime and misery which afflicts the country. Seeing that the parents of these children cannot supply themselves with meat and drink, the wonder is not that so few are at school, but that any are at school at all. In the meantime the effect of leaving pauper children uneducated is most disastrous. A human mind must receive impressions; if they are not good, they must be bad. A child must have a decent home and decent society, or must live in a filthy hovel and amidst scenes of profligacy; its days must be spent in a well-aired school and under the immediate influence of a cultivated mind, and under proper discipline, or in the mud of the streets, without instruction, without any idea of respect or obedience. To those who have actually compared children brought up under the two systems, nothing can be more striking. A few, perhaps, who have no practical knowledge of the matter may be able to realise the contrast, but the working man or woman understands the thing thoroughly; I have questioned numbers of them on the subject, and I believe it to be an axiom with them, that "a child left in the streets is ruined." To avoid this terrible result, a working man or woman, however poor, will submit to almost any sacrifice. I have myself seen the widow of a cabman, with five young children, working night and day as a sempstress, unable to keep body and soul together without aid from the parish, but yet sparing several pence a week in order to send her children to the best National school in the neighbourhood. I have known cases in which parents, unable to pay the school-pence for two or more children, have asked leave of the clergyman to send them to school on alternate days, paying the same for all as they would have paid for one under ordinary circumstances; and in the Plymouth and Bristol unions the returns which I have procured show that a certain number of the out-door paupers do in point of fact attend National or British schools and pay the school fees. But there is a considerable number of parents whose self-denial is not sufficiently strong for this, and their children are thus excluded from the ordinary means of education.

Means of educating out-door paupers and children of dissipated parents.

Now, the question is what measures have been taken to supply instruction to these pauper children whose parents are so poor that they cannot supply their physical wants without aid from the parish? And again, what provision is made for the education of children of dissipated parents who neglect their offspring? Some,

of course, are to be found in National or British schools, their school-pence being paid for by charitable persons; and in Bristol, out of 518, as many as 77 are in ragged schools, whilst in Plymouth, out of 592, as many as 208 are in ragged schools.

In the first place, there is an Act of Parliament which permits the guardians to pay the school-pence out of the rates. According to the opinion of the relieving officers and many others, if the grant of out-door relief was made to depend on the child attending school, every such child might be educated. Indeed, I have ascertained that in the few parishes where the practice obtains, it answers admirably. And it is obvious that such a plan secures the co-operation of the parent in enforcing school attendance; for unless the child attends, neither it nor its parents ought to be entitled to an allowance. But unfortunately this Act of Parliament is never acted upon in my district, and until the payment out of the rates is made compulsory, it never will be acted upon. This, however, is the change which is advocated by all the most enlightened friends of education.

But in the absence of any practical state-provision, there are two sorts of schools, industrial schools and ragged schools, which have been established to meet the wants of these two classes. I shall endeavour to describe each of them, and I shall then inquire whether they accomplish the object of their institution. The characteristic of both is this, that they are gratuitous—no school-pence are paid by the scholars; but they differ in this, that whilst the ragged school (proper) furnishes only education during the day, the scholars returning to their homes every evening; the industrial school, besides instruction, furnishes board and lodging.

The theory of the industrial school is something of this sort:— There is a class of children whose parents are so dissipated, their homes are so wretched, and the influences to which they are exposed so demoralising—that, unless taken away from home, they must inevitably be ruined. It is idle to attempt to teach a starving child; it is vain to inculcate duties, or to furnish instruction, unless the circumstances of the person instructed are such as to allow him to practise the one, and to employ the other. Now, the industrial school is intended as a refuge for boys and girls abandoned or neglected by their parents. In such an establishment the poor creatures are quite withdrawn from corrupting influences. They are boarded and lodged in a rough way. They are taught a trade of some sort, and, besides, they receive instruction in reading, writing, arithmetic, and religion. After they have completed their term of instruction, which of course varies, they are sent to sea, or to some other occupation.

At Pennywell Lane, Bristol, and at the Wood Cottage, I had a specimen of an industrial establishment. I have every reason to believe that the boys and girls in either establishment were of the class for which it was intended; and judging from the evidence furnished to me,—by letters from boys who had left, by the information of members of the committee, and particularly by personal inspection, not only of the inmates, but of some who had left, and who had obtained employment in the town,—I am convinced that a more useful charity does not exist. It was clear to me, that every boy or girl who had found a refuge within these

walls had been saved from gaol, from prostitution, or from death. And although such institutions are unquestionably open to the objection that they encourage pauperism, and relieve parents from the natural responsibility which their position implies, still so long as they are conducted with the same good sense as those which I visited, this objection is of no great value. The only defect which I observed was a want of tidiness, and perhaps cleanliness.

Ragged school,
nature of.

The ragged school, according to the theory of its promoters, is intended to supply the means of education to those who cannot pay the weekly pence, or who are not admissible to the ordinary school, because of their ragged clothes or insubordinate habits. It is alleged that there is a class of parents, occupying a position between the out-door paupers and those ordinary labourers, who send their children to school and pay for them, and that this class being unable to pay the school-pence, send their children to no school at all. Moreover, it is alleged by some ragged school promoters that there is a class of children—chiefly the offspring of vicious parents—who cannot obtain admission into the ordinary schools, but who will of their own accord attend school, if it were only open to them. With regard to this class, however, there is a difference of opinion. According to some, the parent whose weekly wages would enable him to send his children to a school at which school-pence are paid, if he did not prefer the pothouse to his children's welfare, is not a fit subject for charity. Such a kindness is held to be a mere demoralization. But, according to others, the condition of the parent is a matter of indifference, the thing to be regarded is the condition of the child. If by any means the child can be got to attend school, the wisdom of the ragged school charity is vindicated.

Are ragged
schools neces-
sary?

There can be no doubt that the promoters of ragged schools are amongst the most earnest and self-denying advocates of education. They are no mere theorists, who talk, but do nothing. Such persons as Miss Carpenter at Bristol, and others at Plymouth, devote their time, energy, and fortune to the elevation of the lowest classes in the country. If they fail to do all that could be desired, they fail not from want of personal devotion and single-minded will. But the question which I have to discuss is whether the ragged school ought to find a place in the machinery of education. Now it is clear that the ragged school is a separate, peculiar institution, requiring its own buildings, its own staff, and its own arrangements. A separate institution such as this involves a considerable addition of expense, and can only be justified by showing that the class for which ragged schools are intended exists, and that this class not only attends them, but would attend no other. In order, therefore, to prove the necessity of such schools, it must be proved:—1st. That a class of parents exists who, not being out-door paupers, cannot afford to pay the school-pence for their children at the ordinary day schools; or, 2nd, a class of children so badly clothed or so badly conducted that they cannot be admitted at the ordinary day schools; or, 3rd, a class of children whose peculiar temperament will not brook the regularity of discipline or of attendance required at ordinary schools, but who, nevertheless, are willing to attend a ragged school,—fitfully indeed, but regularly enough to derive a substantial benefit. It will be observed that

I exclude the case of outdoor paupers, because those whom I examined seemed to be satisfied that the only reason why the outdoor paupers sent their children to ragged schools was because they could not afford the school-pence; and it is remarkable that when the paupers themselves were examined, their unanimous desire was that their children should attend the National or British schools rather than the ragged school. Moreover, the Legislature has provided the means for the outdoor pauper attending the ordinary schools, by permitting the guardians to pay for their education out of the poor rate, and I have already shown that this plan is quite possible.

But before proceeding further I must observe that the evening ragged school and the day ragged school are quite distinct. The evening school is managed by voluntary teachers from the higher ranks of life, whilst the day school is conducted by paid teachers. The evening school is attended by boys and girls, young men and young women, many of whom are engaged during the day in some occupation, or by wild roving vagabonds, who pick up in various ways a precarious subsistence. Some, no doubt, attend this school for the purpose of receiving instruction, but, so far as I could learn from my own observation and that of others, many of them come as it were charmed by that desire for human sympathy of which circumstances have hitherto deprived them. These neglected creatures readily appreciate the kind-heartedness of those who leave their comfortable firesides to enlighten their minds and purify their hearts. The influence which attracts them to evening school is moral rather than intellectual, it is a personal attachment to the teacher, more than a desire for mental improvement. The history of some of those boys whom I saw in Bristol and Plymouth sitting quietly in their rough clothes at their rude desks was singularly interesting. Accustomed to pass the night in limekilns or on door-steps, many of them had come originally "for a lark," as they said, or out of mere curiosity; and one boy was pointed out to me who, during the first nights of his attendance, insisted upon challenging his teacher to single combat, but whose barbarous turbulence had been so subdued by kindness and forbearance that in case of any disturbance he was, when I saw him, the foremost on the side of order, and always prepared to chastise whoever ventured to disturb it. No doubt, on cold, rainy nights the attendance was unusually large, for the fire was bright and the room comfortable. But, making every allowance, I cannot doubt that a very considerable influence for good is exerted by these ragged evening schools, conducted by voluntary teachers; though I must repeat what I have already observed, that the personal character of the teachers seems essential to produce the effects which I have described.

But, with respect to the ragged day school, the case is very different. Finding it difficult to ascertain the precise facts from the persons interested in the success of these institutions, I made inquiries for myself. For this purpose I not only visited the various schools, but I questioned each individual child in some of them. I saw some of the parents, and I examined the school books, in order to ascertain the class in attendance.

Now, I consider it to be clear that the parents whose children

Evening ragged school.

Ragged day schools. Class of the population in them.

Same as in the ordinary schools.

attend ragged schools belong to precisely the same class as those who attend the ordinary schools. In proof of this I subjoin a list of occupations, derived from the school books of two schools—the one a National, the other a ragged school:—

Ragged School.—Labourer, washerwoman, pensioner, tailor, mason, lamplighter, shoemaker, chair-maker, tinman, navy, brick-maker, fisherman, stoker, stone-cutter, chimney-sweep, platelayer.

National School.—Cabman, labourer, potter, sailor, shopkeeper, carpenter, policeman, moulder, pensioner, maltster, mason, tailor, groom, French polisher, charwoman, blacksmith, wheelwright, horse-artilleryman.

Pages 30, 31.
p. 110. Ap.

Further illustration of the class attending National and British schools has already been given. If any confirmation were needed to prove the identity of the classes, it may be found in the fact that the outdoor pauper children, who form a large portion of those who attend ragged schools, attend in large numbers British and National schools. Thus, at Bristol, out of 518, as many as 257 attend National schools, and 50 attend British schools; whilst at Plymouth, out of 591, as many as 147 attend National schools, and 83 British schools. The real difference between the parents who send their children to the ragged schools and those who send them to the ordinary schools consists not in their occupation, nor in their poverty, but in their moral character.

Ragged scholars
divided into
three classes.

1st class.

In fact, the ragged school boys and girls are composed of three classes. They are the children of dissipated parents, or of persons receiving outdoor relief, or of persons who could afford to pay, and who would pay if there were no ragged school.—As to the first class: The most cursory conversation with the children themselves will prove the dissipated character of their parents, and this is strikingly confirmed by the evidence of the master or mistress, or any lady or gentleman who is in the habit of visiting the homes of the children. Both at Bristol and at Plymouth it was an admitted fact that the parents of more than half the children were drunkards; and, indeed, one of the leading members of the ragged school society stated as much, both to myself and at a public meeting. The reason why a dissipated parent prefers the ragged school to the other schools is obvious. Like many other parents, he acknowledges the necessity of education, but he would rather spend his penny on a glass of gin than on a week's schooling. Taking little interest, and exercising little control over his child, the drunkard takes no trouble to send his child to school regularly, or to provide it with clothes sufficiently clean to appear amongst other more respectable children. In good schools discipline and cleanliness are considered essentials, and the gross neglect of these leads to rejection, punishment, or expulsion. But the ragged school overlooks these essentials. The boy or girl may attend when he pleases, he may be regular or irregular, and may come with filthy hands, undressed hair, and a costume no matter how odorous. Education is an excellent thing, if conducted on reasonable principles; but to suppose that boys or girls are to receive any real benefit by being taught their alphabet or to form their letters, for a few hours during the week, whilst they pass the larger portion of their time in the street or amid scenes of the greatest profligacy, seems a little extravagant. There may, perhaps, be one or two

Views of the
dissipated as to
education.

cases in which, under such unpromising circumstances, a boy or girl has derived benefit from a ragged school, though I admit that I have been unable to discover any. There are, of course, many cases in which both boys and girls, who, after being withdrawn from the contamination of a vicious home, and supplied with food, lodging, and instruction, have turned out extremely well. But I have been able to discover no case in which a boy or a girl, allowed to live in a scene of profligacy, has been permanently improved by attendance on a ragged day school. As in the upper classes, so it is in the lower. Unless the parent co-operates with the school-master, it is impossible to make children attend school; no child will attend school of its own accord; and unless they attend school with moderate regularity it is impossible they can receive any benefit. I find, by a return furnished by my clerk, that in Plymouth, where the ragged school system has reached a great pitch of development, the following results. The whole number of children, it should be observed, is not included, but the numbers are sufficiently large to justify my conclusion:—

—	Scholars.	Number in Daily Attendance.	Per cent.
Private Schools -	3,798	3,549	93·4
Public Schools -	3,757	3,031	80·6
Ragged Schools -	684	442	64·6

In Bristol, I have no doubt, the contrast would not be so striking.

There is in truth no parent—excluding of course out-door paupers—who cannot afford the school-pence, or who cannot get it supplied by charity; and with respect to those children whose temperament will not permit them to attend with ordinary regularity, or whose obstreperous conduct and filthy habits preclude their admission to the ordinary schools, I believe that the benefit which they receive by attending ragged schools is too insignificant to justify the expense incurred by such separate institutions. At all events, I consider it clear that such institutions ought to receive no aid from the Parliamentary fund.

The second class attending ragged schools consists of the children of outdoor paupers, and constitutes more than a third of the whole. They may be taken at 50 per cent., but the tables already referred to exhibit the precise number, and the remarks upon table four explain the value of the education received in such schools at Bristol. But at Plymouth the teaching power was not so good, and the want of discipline was more conspicuous. For 120 boys in the best of the Plymouth ragged schools I found one master, the rest of the teachers being monitors, mere children in age, some of them singularly impudent in manner, and very imperfect in their power of teaching. I regret to add that the amount of knowledge possessed even by the monitors was far from satisfactory, and in this opinion many intelligent persons concurred. Nor, indeed, considering the character of the teachers and the irregularity of the attendance, is this surprising.

I must observe that these school children of out-door paupers

are very often the sons and daughters of widows or sick persons. They are generally superior in manners and dress to the children of dissipated parents, and are also more regular in their attendance. The parents themselves, as I have already observed, would greatly prefer to send their children to the ordinary day schools, if they were able to do so without extreme self-denial, and the masters, both of National and British schools, assured me that their manner and dress would entitle them to admission into their schools. And surely no man who considers the changes and chances of human life, or knows the history of some of these children, but must regret that they are compelled by poverty to forego the benefit of attending a thoroughly good place of instruction. So far, then, as this second class is concerned, there seems no ground shown for the existence of ragged schools.

3rd class of
ragged
scholars.

The third class to be found in these ragged schools consists of those who would attend an ordinary National or British school, and pay the pence, if no gratuitous schools were open. In every one of the ragged schools which I visited some attempt was made to confine the class of children to the really destitute; but I am bound to say, that in none was the theory effectually carried into practice. In some, indeed, the restriction was admitted to be merely nominal. Considerable attention seemed paid to the rule in Bristol, but in Plymouth the complaint was loud amongst some of the schoolmasters, both National and British, that boys and girls were admitted to the ragged school who ought to be excluded. Thus, the master of one school told me that he had suffered very severely from the action of the ragged school, and the mistress of an infant school told me that at one time her room was emptied. There seemed to be disputes on the question between rival committees, and schoolmasters told me that it formed a common subject of discussion among them. From facts which came to my own knowledge, I have no doubt that these allegations were substantially correct. I frequently found that the boys and girls at the ragged school had, according to their own account, been at National or British schools, and I actually read in the books of one endowed school the fact recorded that boys regularly paying twopence a week had lately attended the ragged school: nor was this due to any change in the circumstances of the parent. I have myself seen a woman come in with her child to be entered at a British school prepared to pay the school-pence, having brought it from the ragged school; and I may add that one clergyman told me he lost one boy a month at least, for, he said, "If my master inflicts a punishment of which the boy or his parents do not approve, he is at once told that the child will not come back, but will betake himself to the ragged school." The following illustration of the abuse of a ragged school I had at Bristol. One day a boy presented himself to the master of one of these schools, and requested admission. He was told, "Why you ought not to come here. Your father is perfectly able to pay for you. Indeed, I know you attend — school." To which the boy answered, "Oh! yes, that is so, but I do not like the master, and I wish to come here." After some little discussion, the master agreed to admit the boy, at all events until he had inquired into the case. He did inquire, and was told that the boy was quite a nuisance at the

school which he attended, and that the master would be very happy to get rid of him. In the meantime, the ragged schoolmaster observed that there was great rejoicing among the boys of his school, which puzzled him. But the mystery was soon solved. Within a day or two a whole form of the scholars was empty. Presently the truants made their appearance. They are questioned as to the cause of their absence; and it appeared that they had spent their holiday witnessing a boxing match, at the expense of the new boy, who had treated his ragged school-companions out of his pocket money. This singular story was told me as having happened in one of the best conducted ragged schools in Bristol. It shows conclusively that the class of children admitted to these schools is not confined to that for which they were instituted, and that the violation of the rule leads to serious evils.

But at Plymouth I discovered defects in the ragged schools more alarming. The numbers attending such schools were much larger than at Bristol, and the schools themselves were inferior. Some of the committee seemed to feel the danger of so many children of various characters being mixed up together. There was certainly a great probability that they would corrupt each other. Nor was this fear unfounded, for, upon inquiring at the police, I found that they had a list of thirteen boys in attendance at the ragged school who were under the guidance of a certain notorious young thief—a creation of the Plymouth workhouse, and that they formed a regular gang. I myself saw one of the best known of these thirteen sitting in the school eating a crust of bread, who was pointed out to me by the master. It also appeared that some of these boys had been before the magistrates upon more than one occasion, and that the master had appeared at the bar and had begged them off. It occurred to some that the better way would have been to have sent all the wretched boys to a reformatory. At all events, the temptation to commit crime to which the poorest children are naturally exposed must be considerably aggravated by being brought into contact with others who had already graduated in felony.

Notwithstanding these facts, however, I was assured that juvenile crime had diminished since the establishment of ragged schools, and that this decrease was due to their influence. Unfortunately, however, this view is inconsistent with known facts. For though in Bristol juvenile crime has diminished, in Plymouth, where the ragged school system is much more fully developed, it has largely increased. In making this comparison, it should be observed that the number of children between 3 and 15 in the Bristol union is nearly the same as in the Plymouth union, those in the latter numbering 16,333, in the former 16,221, but the public schools of Bristol are 73, whilst those of Plymouth are 39. Again, in Stoke there are no ragged schools, the juvenile population is only 10,287, and there are 33 public schools. Moreover, at Bristol there are reformatory schools to which criminals are sent; at Plymouth and at Stoke the same system has scarcely been applied. Now from the following table it appears that in Bristol the juvenile crime has diminished one-half; in Stoke it has increased; in Plymouth it has more than doubled. If education has any effect in checking crime, it seems to be not through the ragged school, but through the ordinary day and the reformatory schools.

Effect of ragged school on juvenile crime.

BRISTOL.*

NUMBER of JUVENILES under 16 Years of Age apprehended in Bristol during the first Ten Months of each of the following Years:—

Years.	Males.	Females.	Total.
From 1st January to 31st October 1842 - -	513	70	583
Do. do. 1845 - -	425	66	491
Do. do. 1848 - -	400	55	455
Do. do. 1851 - -	227	19	246
Do. do. 1853 - -	217	39	256
Do. do. 1856 - -	354	55	409
Do. do. 1857 - -	293	47	280
Do. do. 1858 - -	190	18	208

* N.B. This is the Borough, not the Union.

Superintendent's Office,
November 14, 1858.

PLYMOUTH.

NUMBER of JUVENILES under 16 Years of Age apprehended in Plymouth during the first Ten Months of the following Years, and also for the whole Year:—

Years.	Males.	Females.	Total.	Total for 12 Months.		
				Males.	Females.	Total.
From 1st Jan. to 31st Oct. 1842 -	47	9	56	55	13	68
Do. do. 1845 -	44	12	56	57	12	69
Do. do. 1848 -	71	10	81	82	15	97
Do. do. 1851* -	93	13	106	107	14	121
Do. do. 1853 -	96	34	130	117	39	156
Do. do. 1856 -	111	12	123	132	20	152
Do. do. 1857 -	90	16	106	114	19	133
Do. do. 1858 -	92	14	106	119	15	144

* In February 1850, ragged schools were established.

STOKE DAMEREL.

RETURN of the Numbers of Juvenile Offenders apprehended in the following Years.

Years.	Males.	Females.	Total.
1842 - - -	12	8	20
1845 - - -	32	5	37
1848 - - -	32	3	35
1851 - - -	67	3	70
1853 - - -	60	15	75
1856 - - -	48	11	59
1857 - - -	45	10	55
1858 - - -	32	3	35
Grand Totals -	328	58	386

R. HITCHMAN,
Chief Constable of Devonport.

The only other schools are those appropriated to criminals. In every prison some schoolmaster is supposed to exist, but at Plymouth, and I believe at Stoke, the duty of instruction is discharged by a warder. There is, in fact, no school properly so called, but each prisoner receives separate instruction. What its value may be I was not permitted the means of ascertaining.

In 5th class of the population. Criminal children.

The only reformatories which I saw were in Bristol and its neighbourhood. In the Plymouth district there is not one. The object of a reformatory is to educate those children who have committed crime, to teach them some trade, and if possible, to start them in life. By far the best specimen which I saw was that at Red Lodge, under the superintendence of Miss Carpenter. That excellent lady bestows infinite pains upon the inmates, and I believe her efforts are attended with considerable success. There is, moreover, an obligation laid on the parent to contribute a certain weekly sum towards the keep of the child—an obligation of the utmost importance, and which ought to be strictly enforced. This system ought to be extended, and parents who habitually prefer to spend their wages in the beer-shop, instead of paying the school-pence for their children, should be indicted and fined for neglecting their children. They might even be compelled to send their children to school.

I have now concluded my survey of the various sorts of schools, by the combined operation of which the education of the labouring classes is carried on. I have explained the object which each school has in view, the character of persons in attendance, and I have discussed in some degree the question whether these several schools are necessary parts of a system of national education.

I now proceed to that portion of my instructions which directs me to inquire,—1st, into the supply and demand of education; 2nd, into the mode of education, and the machinery by which it is carried on; 3rd, into the subject-matter of education, the things taught; and, lastly, into the results of education.—1st. As to supply and demand. In discussing this question, I shall confine my attention to the week-day schools, public and private. The evening schools and the Sunday schools I consider merely supplementary; they are useful where the others exist, but in the absence of week-day schools, their effect upon the population is almost nothing.

I. Supply and demand.

It may be interesting here to contrast the state of education in my district in the beginning of the year 1859 with its state as disclosed by the census tables of 1851. It is indeed difficult to contrast the number of schools, because the term "school" as employed in the Census differs from the same term as employed by the Commissioners; however, an attempt has been made to classify the schools as ascertained in 1859, according to the meaning of the term "school" in the Census. The statistics of the evening schools and Sunday schools have already been stated.

State of education, 1851-9.

Union.	A.D.	Schools.			Day Scholars.			Population.
		Total.	Public.	Private.	Total.	Public.	Private.	
Plymouth -	1851	96	16	80	4,822	2,719	2,103	52,221
	1859	165	23	142	8,840	3,315	3,525	67,076
Stonehouse	1851	18	5	13	1,286	890	396	11,979
	1859	34	4	30	1,612	791	821	13,874
Stoke Damcrel -	1851	103	17	86	5,127	2,610	2,517	38,180
	1859	158	20	138	7,060	3,056	3,909	41,562
Bristol -	1851	190	51	139	9,806	6,836	2,970	65,716
	1859	185	57	128	11,732	8,994	2,738	66,750
Bedminster	1851	96	33	63	4,143	3,086	1,057	38,143
	1859	150	33	117	5,957	3,659	2,298	39,504

Per-centage of population at school.

The following table, constructed for each union, shows the population of each union in 1851 and 1858, the number of scholars at public and private week-day schools, and the proportion which they bear to the population:—

Union.	Scholars in all ages in 1851 (Educational Census).	Population in 1851 (Census).	Scholars of all ages in 1858.	Population (estimated) in 1858.	Proportion of Scholars to Population, 1851.	Proportion of Scholars to Population, 1858.
Bristol - -	9,806	66,716	11,732	66,750	1 in 6'8	1 in 5'6
Bedminster -	4,143	38,143	5,957	39,504	1 in 9'2	1 in 6'6
Plymouth -	4,822	52,221	8,840	67,076	1 in 10'8	1 in 7'5
East Stonehouse	1,286	11,979	1,612	13,874	1 in 9'3	1 in 8'6
Stoke Damcrel -	5,127	38,130	7,060	41,562	1 in 7'4	1 in 5'8

According to the opinion of Mr. Horace Mann and others who have considered the question, the education of a country may be considered satisfactory in which it appears that one out of six of the population is at school. It seems therefore that in Bristol and Stoke the state of education, as far as numbers are concerned, is satisfactory, though it remains to be seen whether the education provided in these districts is equally good. It should be observed that the scholars enumerated in the third column are not those in actual attendance, but those on the school-books. I believe, however, that the number on the books is the proper test to apply in order to ascertain whether the people are really disposed to educate their children. The all-important point is to awaken a feeling in favour of education amongst the working classes; poverty, ill-health, or the demand for juvenile labour may prevent parents keeping their children at school, but the act of placing their children at school, and paying the school-fees, is conclusive as to the disposition. Moreover, there is abundant evidence to show that they thoroughly understand the difference between a

good and a bad school. If good schools are supplied, the working people will take advantage of them: good schools create scholars.

It clearly appears from these tables, that in regard to education Bristol stands first, Stoke Damerel second, Bedminster third, Plymouth fourth, and Stonehouse last. Again, if the character of the education be considered, the same conclusion substantially follows. There can be no doubt, I think, that the education in public schools is, upon the whole, superior to that in private schools.

In Bristol	- 76 per cent.	of scholars are in public schools.
In Bedminster	- 61	” ”
In Plymouth	- 60	” ”
In Stonehouse	- 49	” ”
In Stoke Damerel	50	” ”

The union of Stonehouse is almost too small for the purpose of drawing any general conclusions; and with respect to Devonport some of the private schools are remarkably good, besides which the evidence seemed to show that the peculiar views of the Devonport clergy, and the ecclesiastical disputes for which that union is unhappily remarkable, make the working people reluctant to send their children to the public schools, though undoubtedly they are amongst the best which I visited.

But in order to ascertain the number of children not at school within my district it will be necessary to proceed a little further. I propose to assume that children ought to remain at school until they are 12 years old, and that this is the highest point likely to be attained; for, looking to the scanty earnings of the working classes, and the great addition which three or four shillings a week makes to the family stock, it does not seem probable that any scheme will induce the parents to keep the children at school beyond that age. This opinion is not only probably correct from the nature of the case, but it is confirmed by the evidence which I heard upon the subject.

Number of children not at school.

The following table shows, in the first column, the number of children between 3 and 12 in each of the unions; in the second column the number of scholars between 3 and 12; in the third column the difference is stated.

Union.	Children between 3 and 12 years.	Scholars between 3 and 12 years.	Differences.
Bristol - - -	13,961	10,324	3,637
Bedminster - - -	8,262	5,242	3,020
Plymouth - - -	14,029	7,779	6,250
Stonehouse - - -	2,901	1,418	1,483
Stoke Damerel - - -	8,693	6,212	2,481

In this table I assume that of all the scholars there are 88 per cent. between 3 and 12. This is obtained by applying the returns from particular schools generally.

Now this difference must be made up partly of those who are known not to be at school, partly of those who are too ill to attend school, partly of those who are educated at home, and partly of those who might be, but are not, at school.

In discussing this difference I shall confine myself to Bristol and Plymouth, because there are facts known concerning these two towns, which are unknown with respect to the others. The elaborate investigation into the condition of the pauper children, enables me to state precisely how many outdoor pauper children are at school. The following table contains in the first column the difference to be accounted for, in the second column the number of outdoor pauper children, between 3 and 12, who are known not to be at school, the third column contains the difference:—

Union.	Children to be accounted for.	No. of outdoor Pauper Children known to be at no School.	Difference.
Bristol -	3,637	say 300	3,337
Plymouth -	6,250	say 500	5,750

It thus appears that out of 13,961 Bristol children between 3 and 12, all are at some week-day school, except 3,637, and if the paupers were compelled to send their children to school, this might be reduced to 3,337. Again, it appears that out of 14,029 Plymouth children, between 3 and 12, all are at some week-day school, except 6,250, and that if the paupers were compelled to send their children to school, this number might be reduced to 5,750. But even then, although the populations of Plymouth and Bristol are equal, the number of Plymouth children not at school would exceed the same class at Bristol by 2,413.

The question remains whether, considering that boys and girls leave school about 10, there can be much doubt that almost every child between 3 and 10 gets a certain amount of education?

This conclusion may be tested in another way, by adopting some of the data of Mr. Horace Mann. Thus, all the children between 3 and 15 years of age in Bristol are 16,221, deduct a fifth* for those who are engaged in some occupation, that is 3,244, and there remain 12,977. But there are 10,852 between 3 and 15 at school, so that 2,125 between 3 and 15 are not at school, and remain to be accounted for. These 2,125 must, therefore, be permanently ill, or educated at home, or vagabonds in the streets. By the same reasoning it follows that out of 16,333 between 3 and 15 in Plymouth there are 5,219; in Bedminster out of 11,147 there are 3,374; in Stoke Damerel out of 10,287 there are 2,050; in Stonehouse out of 3,448 there are 1,273, all between 3 and 15, who must be permanently ill, or educated at home, or vaga-

Not at school
between 3 and
15.

* The real proportion is 4'9.

bonds in the streets. The following table puts the case as clearly as I can:—

Union.	Population.	Schools, Public and Private.			Scholars of all Ages.	Scholars between 3 and 15.						Children between 3 and 10.	Difference between Children and Scholars between 3 and 15.	
		Public.	Private.	Total.		Public.			Private.					
						Males.	Females.	Total.	Males.	Females.	Total.			
Bristol - {	1851, 66,716 1858, 66,750	73	129	202	11,732	5,012	3,382	8,394	1,285	1,173	2,458	10,852	16,221	5,369
Bedminster - {	1851, 38,143 1858, 39,504	41	116	157	5,957	1,808	1,656	3,461	966	1,117	2,083	5,544	11,147	5,603
Plymouth - {	1851, 52,221 1858, 67,076	39	142	181	8,840	2,699	2,014	4,713	1,487	1,648	3,135	7,848	16,333	8,485
East Stonehouse. {	1851, 11,979 1858, 13,374	7	30	37	1,612	437	328	765	378	353	731	1,496	3,448	1,952
Stoke Damerel {	1851, 38,130 1858, 41,562	33	138	171	7,060	1,550	1,010	2,560	1,750	1,870	3,620	6,180	10,287	4,107

The last column represents the number of children who are not at school, including the outdoor paupers. The ordinary age at which children leave school is 10, and therefore a very large deduction ought to be made for those at work. But these figures conclusively prove that the work-people take advantage of the existence of an abundance of good public schools. Plymouth, with a smaller population than Bristol, has fewer children in school than Bristol by 3,116; but at Bristol the public schools are 73; at Plymouth 39.

It seems clear then that whether 12 or 15 be the age at which children leave school, a considerable number are not to be found there. The question occurs, how is this fact to be accounted for? According to the evidence brought before me there is no doubt a great and increasing desire amongst the working classes to have their children educated. There are, I believe, very few cases indeed in which children have been at no school whatever. To one clergyman in Bristol, to another in Plymouth, and to a third in Stoke I put this question,—“Do you know any moderately respectable man, making 12s. a week and upwards, who does not send his children to school?” In every case the answer was in the negative. I went myself, with the Rev. Mr. Hutchison of Stoke, in order to see if I could find an instance, and though we made diligent inquiry we were unsuccessful. Again, the Rev. Mr. Procter told me that he made an education census of his parish some time ago and found no child without education. Notwithstanding this, however, fewer children are at school than ought to be, and for this state of things there are several causes, 1st, the early age at which the labour of children becomes profitable; 2nd, the actual want of schools; 3rd, the existence of bad ones; 4th, the apathy of some parents.

Why more children are not at school.

1. Between 9 and 10, as the returns show, is, speaking generally, the earliest age at which children are set to work; girls are first employed by their mothers to assist in the household affairs, and boys are employed to run errands at weekly wages; indeed, the only other work at which I found very young children employed was wool-combing in a tanyard at Plymouth; but many of the

1. Early age at which the labour of children becomes profitable.

workmen there had come in from the country districts and were inferior to the ordinary class of workmen. The wages of these errand boys varied, but 2s. 6d. a week seemed to be the usual rate; and I found that it was not uncommon for a person in want of an errand boy to get him recommended from some school, ability to read and write being a point in his favour. The young girls who went out as nursemaids got 6d. a week and their food. Half-a-crown in addition to 12s. or even 16s. a week, instead of 1d. or 2d. deducted from the family income to pay the school fees, is a great temptation to the father of a young family; it is something like 100l. a year to a clergyman or a lawyer with a precarious annual income of 500l. Accordingly I ascertained, by questioning the labouring people, that as soon as their children could earn anything they would take them from school and put them to work; the clergy and the employers of labour told me the same thing. To show, however, that the children are set to work not because the parent despises education, but because he cannot afford to forego the addition to his income, I have seen instances in which a boy has been sent back to school between the time of his leaving one errand boy's place and obtaining another. With regard to this question of the early withdrawal of children from school, it is most important to observe that even the child of 9 or 10 who has been at school is immeasurably superior to the child who has not, and that in many cases it is better that a boy or girl should go to work than remain at school.

2. Want of school room.

2. In Bristol and the town parts of Bedminster I found no want of school accommodation. In one or two of the rural parts of Bedminster the supply of schools was deficient, but in Plymouth and Stoke there certainly was a great want of school room. In Plymouth it is an extraordinary fact, that in the oldest and largest parish there is no National school whatever; indeed, for the whole 16,331 children there are hardly more than two thoroughly efficient day schools at present in operation, Mr. Jago's British school and the Charles National school. This deficiency becomes more apparent if the condition of Bristol be compared with that of Plymouth. In Bristol the children between 3 and 15 are reckoned at 16,221, in Plymouth the same class of children at 16,333; now I find that whereas Bristol has 73 public schools, Plymouth has only 39, and even reckoning all the private schools, many of which hardly deserve the name, Bristol has 203 and Plymouth has 181. To confirm this view I may observe that the public schools in Plymouth and Stoke seemed much fuller than those in Bristol, and the returns show that the average attendance at Plymouth is superior to that at Bristol. Moreover, Mr. Jago told me that at his great British school there were no fewer than 12 candidates for admission into the school, that is, boys who were in the school, but undergoing a probation to enable them to prove their fitness for admission. At Charles National school the attendance was such that the master could exercise a selection as to the boys he would receive, and in Stoke I was told that candidates had been refused admission at one of the public schools, because it was so full. Another fact which proves the want of school accommodation in Stoke Damerel is this, that Sunday-school attendance is practically enforced there upon all the children,

whether their parents be dissenters or not; whereas in Bristol this is not the case; and in fact, any such regulation would be impossible. The want of school accommodation in Plymouth, compared with that of Bristol, is proved by the fact that in the Plymouth Free school (as it is called) there is accommodation for 620; the number on the books is 712, and there are in attendance 615. Again, in Charles National school, there is accommodation for 371; the number on the books is 400, and the number in attendance is 330. But in one of the best British schools in Bristol there is accommodation for 210; there are 158 on the books, and only 120 are in attendance. Indeed, in Bristol there seemed to be only one school—that of St. Paul's—which was quite full. There was accommodation for 175; the number on the books was 215, and the number in attendance was 178. But this anomalous state of things is to be accounted for partly by the situation of the school, although the master is certainly one of the best I ever saw.

The following Table exhibits the extent of accommodation in the public week-day schools:—

Union.	Number of Schools that made Returns of School Accommodation.	Average Number of Scholars in Daily Attendance in foregoing Schools.	Number of Scholars for whom School Accommodation is provided in foregoing Schools at 8 sq. feet per Scholar.	Per-centage of excess of School Accommodation as compared with average Daily Attendance of Scholars.*
Bristol -	60	5,857	8,420	43
Bedminster -	17	1,274	1,965	54
Plymouth -	36	3,667	5,105	39
East Stonehouse -	6	483	741	53
Stoke Damerel -	30	2,224	3,230	45

As to the comparative school accommodation in Plymouth and Bristol. In Plymouth there is school accommodation for 378 more children than the number on the books; whilst in Bristol there is school accommodation for 618 more children than the number on the books. In Plymouth the return is made by 36 schools out of a total of 39 schools, whilst in Bristol the return is made by 60 out of 73. But assuming that the same proportion of the 73 had made returns as of the 39, there would have been accommodation in Bristol for 691 instead of 618.

In Stoke I have returns as to school accommodation from 30 schools, containing 2,954 scholars on the books, out of a total of 33 schools, containing 3,056, and there is an excess of accommodation for 276 scholars. In Stonehouse I have returns from 6 schools, containing 599 scholars, which are all the schools in the union, and there is an excess of accommodation for 142 scholars.

3. But, besides the absolute want of school room, the badness of schools disposes parents to neglect the education of their children. The working classes take as much interest in their children as

* This means that, for every 100 scholars in attendance in Bristol, there is accommodation for an additional 43, and so on.

their superiors in rank. They like to hear their boys or girls talked of by their neighbours and school-fellows. They watch over their progress, and it seemed to be no uncommon thing for the father to examine his boy or girl in reading, writing, or arithmetic. They make them check the little account at the neighbouring shop; they look at their copybook, or get them to write a letter to their friends or notes on business; they have them to read a chapter in the Bible, or an amusing story from the newspaper. I met a most intelligent working mason at Bristol who could not read himself, but who was very proud of his grand-daughter, who read to him very frequently. Besides this, the parent finds that the well-educated boy is more likely to obtain good employment. Hence, children are frequently taken from one school and placed at another, and the rule seemed to be universal that a good school attracted scholars and inspired the neighbourhood with a desire for education.

4. Apathy.

4. But no doubt the most fruitful cause of education being neglected arises from the apathy of parents, and their dissipated habits. I found it difficult to get parents, however poor, to say that education was of no use to their children, though very many acted upon that principle. But the ordinary excuse of those who did not send their children regularly to school was, the want of means. In cases where the family was large and the earnings small, there was, perhaps, some ground for apology, though the force of the objection was greatly diminished by the excellent rule that all beyond a certain number of children from the same family are in many cases admitted at a lower rate. Generally, however, the cause of neglect arose from the simple fact that the parents chose to consume in beer or gin the money which ought to have been devoted to schooling.

Means to counteract neglect.

To counteract these causes of neglect, to induce those parents to send their children to school, and to send them for a longer time and more regularly, seemed to be the chief problem amongst those interested in education.

To accomplish this, various plans have been propounded.

1. Prize schemes.

1. Prize schemes.—I have read the report of the prize scheme in operation in the West of England. A copy accompanies this report, and it well deserves perusal. The general opinion seemed to be, that such a scheme may be useful in order to ascertain which school turns out the best scholars, but that it will have no effect in prolonging the school attendance of the generality of the children. I was told that it would only affect the most forward of the children, but even amongst them instances were produced in which the parents of children who were likely to obtain a prize were taken away from school before competing in order to take advantage of a situation which offered.

2. Industrial training.

2. Industrial training.—The parents seemed opposed to any such instruction. Their opinion at present is, that both boys and girls can best learn this part of their education at home. They insist that they send their children to school in order to get that kind of knowledge which they cannot themselves teach them. In one school only I found manual labour in the fields forming part of the regular course, and in a school in Bristol the master told me that the boys

worked in the garden: but it was after school hours. This person, however, admitted the importance of cultivating a taste for gardening; "For," he said, "the man who is fond of a garden is "seldom a drunkard." In workhouses where the day is divided between book learning and manual labour, there was an unanimous opinion that the variety was useful and invigorating; but in towns I was told such a system was impracticable, because of the impossibility of procuring land for the purpose.

3. With regard to half-time schools, I saw only one within my district; the dockyard school for apprentices at Devonport. 3. Half-time schools.

4. Open competition for minor Government appointments.—In the dockyard at Devonport there are a certain number of apprentices who are destined to be shipwrights. The mode of admission is this:—Any person who desires to become an apprentice must have his name put down upon the list of candidates. At present, I understood from Sir T. Pasley, the Admiral Superintendent at Devonport, that any boy who applied could get his name entered; but this liberal system depends upon the will of the naval officer for the time being. At certain periods an examination is held by the schoolmaster. The places to be filled up are divided into two classes. The first is filled up by those who have passed the best examination—by competition, in fact; the second is filled up by those who, besides showing their capacity for reading, writing, and arithmetic, possess claims founded on the services or interest of their parents or relations. 4. Competition for minor Government appointments.

Persons of all parties took the greatest interest in these dockyard appointments. I did not meet with a single individual who advocated the abolition of the open competition system, so far as it had been carried; and except in the case of those who had strong personal interest, there was a general feeling in favour of so extending it as to open all the appointments. The clergy of all denominations, the schoolmasters, and persons interested in education, assured me that the system of open competition would have a material effect in inducing parents to send their children to school, and in prolonging the period of attendance. Stories were told me of the sacrifices which parents would make in order to fit their sons for examination; and I found several instances of boys remaining at school longer than usual for this purpose.

Moreover, the master of the dockyard school assured me that the competition boys were superior to those entered by claims; but in order to satisfy myself in this matter I examined them. I selected 10 of one sort and as many of the other. As they were all supposed competent to write from dictation, I examined them in that subject. In fact, no boy is supposed to be admitted unless he can read, write, and cypher. I subjoin lithographed specimens of the best and the worst of each class.* In order to test the intelligence of the lads, I asked them to define "an endowed school."

* Mr. Cumin inserted here fifteen lithographed specimens, proving the writing from dictation of the pupils elected by competition to be very superior to that of the pupils entered by nomination. The publication of these lithographed specimens would have too much swelled the bulk of the Report.

There can be no difficulty in realizing the feelings of the working man when he finds the son upon whose education he has bestowed a considerable part of his income postponed to another quite his inferior in abilities and acquirements, because the father of that other has superior parliamentary or social influence. I was told, indeed, that the fathers of the competition boys had small families, whilst those of the nomination boys had large families, and that therefore the one class had superior means of educating their children. But the following is the fact:—I took 11 competition boys—No. 1 had three brothers and sisters, No. 2 had nine, No. 3 had none, No. 4 had none, No. 5 had seven, No. 6 had five, No. 7 had none, No. 8 had three, No. 9 had four, No. 10 had four, No. 11 had two. That is, 37 in all. I also took 10 nomination boys:—No. 1 had five brothers and sisters, No. 2 had four, No. 3 had four, No. 4 had seven, No. 5 had three, No. 6 had four, No. 7 had three, No. 8 had three, No. 9 had eight, No. 10 had 2. The total amounts in the one case to 37, in the other to 43. And it will probably be thought by those who examine both lists that large families do not prevent success at the competition.

Competition
boys the best.

Both the master shipwright and the schoolmaster were of opinion that the boys entered by competition were the best, and during my visit to the dockyard school I saw a list of nine competition boys whose characters as shipwrights had been written by the officers, and were declared to be eminently satisfactory. Moreover, the admiral superintendent told me that no complaints were made against them.

Amongst the working shipwrights themselves I found the opinion general that a boy ought to be educated before he enters the yard, and that the present system of entering half by competition and half by claims ought to be maintained; but, at the same time, their opinion seemed to be that education ought to cease as soon as the boy became an apprentice. In this the master shipwright did not agree, although both he and the schoolmaster thought that education in the dockyard ought not to be compulsory, but ought to be regarded as a privilege.

5. Education
indirectly com-
pulsory.

But besides the system of competition for minor State appointments, there are certain cases in which education may be made indirectly compulsory. It is difficult to exaggerate the passion for the navy amongst a large class of the juvenile population. In Plymouth and Devonport I have gone into schools, and I have been told by the master that the boys wanted to know whether I was going to take them on board ship. One poor cripple in an evening ragged school held up his swollen foot, and said, with tears in his eyes, "If it were not for that, Sir, I would go on board to-morrow." Captain Williams told me that boys walked great distances to join the fleet; and he said that two brothers had appeared lately on board his ship, having walked from London. One was taken, the other was too young. "I asked the boy I had taken," said the Captain, "what his brother would do;" to which he answered, with the utmost nonchalance, "Oh! he can walk back to London." Many more second-class boys were anxious to join the fleet than could be taken, and I was assured that if an education test for such boys were strictly enforced, it would not only

improve the navy, but would, to use the expression of one witness, "clear the streets." Again, whilst making inquiries on this subject, I collected, by the kindness of Mr. Bennett, a number of working colliers near Bristol. At present it is illegal to employ children in mines under 10 years of age. Now, in the course of my conversation I found their unanimous opinion to be, that when a boy presented himself at the mouth of the pit for employment, he should produce a certificate of having attended school for a certain time previously. Doubting whether these men expressed the real opinion of their class, I have inquired of persons acquainted with the collier class, and I am told that the evidence may be relied upon. In connexion with this I may mention that I was visiting a poor woman in Devonport, whose husband was rather a drunkard, but who sent her children to school, and I saw an exceedingly nice man-of-war's boy, who turned out to be her son, and who had been educated at one of the public schools in Devonport. The manners and look of the boy were an excellent illustration of the benefits of education. But in the course of conversation I asked the woman whether she thought it would be hard if every boy who wished to enter the navy should be required to attend some school. She answered, "No; for you see, Sir, my husband drinks a bit, and I find it difficult to get the money from him; but if I knew that my son could not get into the navy unless he had been to school I should try very hard to keep him there."

But although indirect means may be employed to compel the working man to educate his children, it seems clear that in this country the directly compulsory system of education would not do. The letter of the Rev. Mr. Caldwell to Canon Girdlestone shows that recourse must be had to a gross species of bribery in order to subdue the feeling of independence in the working class—surely a most dangerous remedy, even for ignorance. "Indeed," says Mr. Caldwell, speaking of Lord Ellesmere's schools, "when I say that I consider the thing has answered, I mean that I think it has answered *wonderfully*, taking both the compulsion and the Lancashire character of independence into account. But the great point in which it has *not* answered is the *attendance*. You may do a great deal with those who come regularly; but there are, I believe, in all the schools, a certain number who come very irregularly from *contumacy*. And this has long ago convinced me that the compulsory system made general in the country would be a failure. The best stroke that has ever been thought of is about to be made this Christmas, in giving all the schools roast beef and plum pudding. I am convinced this will make the boys take a different view of being *obliged* to do Lord Ellesmere's pleasure."

6. The payment of school fees has the effect of promoting educa- 6. School fees.
tion. I shall discuss this question more at large presently. In the meantime I may observe that according to the present notions of the working classes, they prefer to pay something for the education of their children. The better sort object to send their children to what they call charity schools. The attendance at schools in which fees are paid is better than those in which fees are not paid, and it seems impossible to ensure the regular attendance of the children unless the parents themselves insist upon their children

attending school. It is a general principle that in order to promote education you must have the co-operation of the parents, and this is best secured by the payment of fees.

Have educational or religious systems anything to do with retarding education.

I have been asked whether the poor show a preference for one system of education over another, whether they neglect the education of their children because of religious differences, and whether, in short, there is anything in the present schools which indisposes parents to send their children to school. I made the most diligent inquiry into these matters, and found no difference of opinion. Schoolmasters, clergymen of all denominations, city missionaries, all told me that the poor in selecting a school looked entirely to whether the school supplied good reading, writing, and arithmetic.

The following anecdote illustrates the popular feeling:—An Unitarian missionary met a friend of his one day, and in the course of conversation asked him where he sent his boy to school. "To the Church school," was the reply. "But how is that," said the missionary, "you don't agree with the Church." "No," said the man, "I do not, but my boy gets on in his learning first-rate." "Yes," rejoined the other, "but still religious knowledge is important." "Well, now," said the father of the boy, "do you think if they put anything into my child's head during the day about religion which I did not approve, that I could not shove it out at night?" In Plymouth, Bristol, and even in Stoke, I found that the schools were attended by the children of parents of every creed. In Bedminster Church school I found a little boy who had much distinguished himself, the son of a leading dissenter. I have seen the sons of Jews and Roman Catholics in Church schools; the sons of churchmen attending a Church Sunday school and a Unitarian week-day school. And in one of the best Church schools in Bristol I found the majority of the parents of the children dissenters. It should be observed that in almost every National school the Church catechism is taught to all the scholars, though there are two parish schools in Bristol where no boy or girl who objects need learn the catechism, but such objection is scarcely ever made. The truth is that the religious difficulty, as it is called, does not exist with the parents. So long as the children are allowed to go to the Sunday school connected with the religious denomination to which their parents belong, they make no objection either to the National or the British system. But the leaders of the various religious sects have sufficient power over their followers to rouse them against being compelled to attend any particular Sunday school. In towns, indeed, except in Stoke, this sort of ecclesiastical compulsion to attend particular Sunday schools is never applied, but in the country districts, where the only school is a National school, the children are often compelled to come to the Sunday school or to church with their parents. There can be no doubt that this sort of interference engenders the bitterest feeling of hostility to the Established Church.

Sort of education demanded by the people.

So far as I could ascertain the sort of education provided in the ordinary British and National school is that which is demanded by the people. The religious element, however, I found was considered essential, and that element consists in reading the Bible. The mass of the poor have no notion as to any distinction beyond that between Roman Catholics and Protestants. In various con-

versations with workmen I have often put the question whether they would object to send their children to a Church school though they were dissenters, or to a dissenting school though they were churchmen. The answer has invariably been in the negative. Upon pursuing the inquiry further I found that if there was none but a Roman Catholic school in the neighbourhood, they would send them to no school at all.

I conversed in the presence of Mr. Commissioner Hill with two persons intimately acquainted with the working classes. I discussed the subject with the manager of the cotton mills near Bristol. I discussed the same subject with many of the clergy, and I am satisfied that the working people would insist upon having their children taught the text of the Bible, but that they are willing to permit any man professing Protestant opinions to explain it. Moreover, I was told that it is chiefly the mothers through whose influence this respect for the Bible is enforced.

I now proceed to discuss the mode of education, and the means by which it is carried on. This, of course, is done by schools, and the most important questions connected with these concern, I, their management and finance.

II. Mode of education : Schools.

1. I have already explained the distinction between public and private schools; as to the latter there is of course no difference in the character of the management further than this, that each schoolmaster conducts his school according to his own individual fancy; but in regard to public schools, some are managed by trustees, some by a committee of the annual subscribers according to the system of the Privy Council, and some by a committee of private individuals. There is one school at Devonport which is held in shares, many of the shareholders being artificers in the dockyard. No doubt, however, the most important question connected with the management of schools, as my instructions state, concerns the working of such a system of central aid and inspection as that conducted by the Privy Council, or of inspection alone, such as the diocesan system.

I. Management.

The general opinion seemed to be, even amongst the diocesan inspectors, that inspection unconnected with aid was not likely to be much attended to. Many of the clergy professed themselves very glad to allow the diocesan inspector to examine their schools and to suggest improvements, and in some of the country districts, where comparatively few persons take an interest in education, or where the population is widely scattered, the visit of the diocesan inspector is very welcome; but in towns, and especially in cases where the schools are under Government inspection, the presence of the diocesan inspector was considered of very little use, and indeed, in Bristol I was told by a clergyman that in the late bishop's time several clergymen had come to the resolution of refusing to admit the diocesan inspectors. They seemed to think that their report might clash with that of the Government inspector, or they were jealous of being criticised by an ecclesiastical neighbour. The British and Foreign School Society has also its inspectors, but the chief system of aid and inspection is that under the management of the Committee of Privy Council. The principles of that system are stated in my instructions thus:—"That

Diocesan inspection.

Privy Council.

“ private efforts to establish schools in which secular is combined
 “ with religious instruction shall receive aid from Government,
 “ irrespectively of religious creed, but on condition of inspection.
 “ Schools are also in some cases inspected although no grant has
 “ been made to them. The terms upon which the grant is appor-
 “ tioned and upon which schools are inspected are specified in the
 “ Consolidated Minutes of the Committee of Council.”

Change of
 opinion as to it.

With respect to the effects of the Government system there was a singular unanimity of opinion. In Bristol it was difficult to obtain any evidence except in its favour, and I believe I am correct in stating that Mr. Handel Cossham was the only person taking an active part in education opposed to it; his opinion, however, is of great value. His influence with his own working colliers is deservedly very great, and his exertions in behalf of education are considerable, in fact, he has himself built a school which is entirely independent of Government; but he stands almost alone. Many of those who in 1846 were most vehemently opposed to Government interference have been converted; two of them, both members of the Society of Friends, who had taken an active part in opposing the Government in 1846, were now satisfied that the objections were exaggerated, and had accepted Government aid for schools with which they were connected. Other leading dissenters told me the same thing, and one of the ablest Independent ministers in Bristol told me that he had always been in favour of Government aid and inspection, and that experience had confirmed his opinion. There are, I was told, at Bristol a certain number of persons who still object to any Government interference; their number, however, is diminishing daily. But I found, in fact, only one good public school which was conducted by voluntary efforts alone, and even there many of the committee would have no objection to receive aid and to allow inspection. Only a few weeks before my visit, a British school, finding it impossible to conduct its business with efficiency, had agreed to admit the Government inspector. The following table shows the extent of the Government action:—

TABLE showing the way in which the Returns were filled up for
 135 Public Week-day Schools.

N.B. Inspection by Army Schools Inspectors has been considered to be the same as inspection by the Privy Council Inspectors.

Union.	Number of Schools			Per-centage of S.hools	
	Under Government Inspection.	Not under Government Inspection.	Total.	Under Government Inspection.	Not under Government Inspection.
Bristol - -	32	17	49	65·4	34·6
Bedminster -	20	9	29	68·9	31·1
Plymouth -	23	10	33	69·6	30·4
East Stonchouse	4	0	0	—	—
Stoke Damerel	22	2	24	91·7	8·3

Roman Catholic schools made no returns.

In Plymouth the feeling against all Government interference was much stronger than in Bristol. Nevertheless, some of the leading advocates of this opinion were found on the committees of schools receiving Government aid, and allowing Government inspection; and, in fact, I did not find a single efficient public school for boys in Plymouth unaided by Government, and only one moderately good one for girls.

In Stoke I found only one good public school unaided by Government, but that I was not allowed to examine in a satisfactory manner.

Amongst the great majority of the people in my district there is no kind of objection to receive Government aid, and to allow Government inspection: in fact, the Independents and the Baptists are the only classes in which any number of objectors are to be found; but even amongst them there is a very serious difference of opinion. Amongst the established clergy I met with only one case in which any objection to Government interference was entertained.

According to the opinion of those who had accepted Government aid, and were under the control of the Privy Council, the Government system works well. The inspection was generally admitted to be efficient, and seemed to be calculated to keep up the master's attention. It appeared to me, however, that the Church of England inspectors adopted in some cases a higher standard in estimating the value of a school, and perhaps this is sufficient to account for some of the British inspectors being more popular than some of their colleagues. I had the advantage of being present at some of the inspections. Notice had been given of the day on which they would take place, and I was extremely struck with the contrast between a National school on ordinary days and the same school on the day of inspection. It would be as unfair to judge of a school from such evidence as to judge the costume of the English people from their dress on Sunday. I found it most important to give no notice of my arrival, and there seems to be little doubt that the Government inspectors ought to pursue the same course. This is by no means an uncommon opinion.* With respect to pecuniary aid, I was assured by all the clergy who had lately erected schools that they never could have succeeded in accomplishing their purpose without Government assistance; and some of them told me that, unless they had had that assistance, they would never have made the attempt. According to both churchmen and dissenters, the way in which the prospect of Government aid operated is something of this sort: a person would say, I should be very willing to give 20*l.* towards building a new school, but that sum by itself will be of no use; get other 20*l.*, and then I will become a subscriber. Now, this the Government does. I was assured by clergymen that in making an appeal, this proved a most successful argument; and, indeed, whilst I was at Plymouth, an incumbent appealed to his congregation on this very ground. There is no doubt the returns show that in some cases the annual

* In the United States and in Canada it is considered essential to efficient inspection that no notice should be given.

subscriptions have remained stationary; but there is as little doubt that the school-buildings have increased in a much larger proportion within the last eight years than they did before that period. The following tables establish this conclusion:—

TABLE showing the way in which Returns were made for 132 Schools as to the Date of Establishment.

N.B. In framing this table, those Schools which were established in 1851, have been classed among those established since 1851.

Union.	Number of Schools established			Per-centage of Schools established	
	Previous to 1851.	Since 1851.	Total.	Previous to 1851.	Since 1851.
Bristol - -	31	22	53	58'5	41'5
Bedminster -	21	3	24	87'5	12'5
Plymouth -	24	10	34	70'6	29'4
East Stonehouse	3	—	3	—	—
Stoke Damerel	16	2	18	88'9	11'1

N.B. In framing this table, those Schools which were erected in 1851 have been classed with those erected since 1851.

Union.	Number of School Buildings erected			Per-centage of School Buildings erected	
	Before 1851.	Since 1851.	Total.	Before 1851.	Since 1851.
Bristol - -	21	14	35	69	40
Bedminster -	13	6	19	68'4	31'6
Plymouth -	16	11	27	59'2	40'8
East Stonehouse	3	—	3	—	—
Stoke Damerel	4	1	5*	80	20

* Returns as to the date of the erection of the school-building were made by five out of 30 schools.

Effect of Government system on private schools.

With respect to the effect of the inspected schools upon un-inspected schools, the returns exhibit the following facts:—

—	A.D.	Private Schools.	Private Scholars.
Bristol - - -	1851	139	2,970
	1859	129	2,738
Bedminster -	1851	63	1,057
	1859	116	2,298
Plymouth - -	1851	80	2,103
	1859	142	3,525
Stonhouse - -	1851	13	396
	1859	30	821
Stoke Damerel	1851	86	2,517
	1859	138	3,909

It thus appears that, except in Bristol the private schools and scholars have greatly increased.

The evidence of Mr. Charlton as to the effect of the Government system is, I believe, strictly accurate. That system has either improved the unaided schools, or destroyed them. As he expressed it, the unaided schools have either made great efforts to improve themselves up to the Government standard, and still flourish, or they have not done so, and then they have disappeared, or have been compelled to accept Government aid. He gave instances in Bristol in which both of these results have followed. In Stoke, I found that the clergy encouraged the dames' schools, considering that they acted as feeders to the National schools. It appeared that the mistresses obtained as monitors the children from the National school, and they imparted to a certain degree the manners and improved teaching of the National school into the private schools.

With respect to the mode in which the Government grant is administered, there are differences of opinion. In the evidence of the Rev. Mr. Procter may be found the various objections which are usually made. On the other hand, the Rev. Canon Girdlestone and others give strong evidence on the other side. It is impossible to draw any general conclusion on a question of detail which depends so much on local circumstances. The district assigned to me comprised rich and poor districts. In Bristol, for instance, it is much easier to collect subscriptions than in Devonport, or in the country districts. The aid of the Government is granted in proportion to the local exertion made; and the evidence shows that the means of obtaining this Government aid depends entirely upon the assistance of laymen or clergymen zealous in the cause of education. If no such person exist in the district, the education of the people is neglected. Thus at Pill, where new schools have only lately been built, the population, consisting chiefly of pilots, is in a very backward condition; whilst in Devonport, where, 12 years ago, the population was greatly neglected, the public schools are now very good, and the population is daily improving. But then in Devonport, the clergy devote themselves with great zeal and success to the education of their people. Though I had no great opportunity of examining the country districts, still I was assured by the clergy that in country parishes, particularly in Dartmoor, it is absolutely impossible, without large private means, to erect or support a school of such a character as to obtain Government aid. To show the difficulties in this respect more distinctly, I may observe, that a society has been established for the purpose of bringing schools up to such a standard of excellence as will entitle them to Government aid. It is called the Church of England Educational Society, instituted May 25, 1853. A copy of the report of the committee adopted at the fifth annual meeting, May 18, 1858, accompanies this report, and the correspondence printed in the Appendix thereto shows some of the difficulties with which the country clergy have to contend in establishing and maintaining good schools.

Administration
of Government
grant.

Inherent defects of the
Government
system.

Capitation grant.

Number of days ought not to be diminished.

With respect to the capitation grant, and the number of days of attendance required, the evidence is conflicting. The schoolmasters whom I have examined seem to admit that the child who attends fewer than 176 days cannot make such progress in education as it ought to make in 12 months. And though in most cases I found a disposition to advocate any change which might be the means of procuring more public money, I did not find any change in this matter advocated very vehemently. According to some, and, amongst others, Mr. Procter, a distinction ought to be drawn between the boys and girls. The attendance of the girls might, according to him, be allowed to be more lax. On the other hand, it certainly appeared that one of the chief benefits attributed to the Government had been to raise the standard of schools, and so to work a general improvement upon all of them. Now, nothing is more essential to a good school than regularity of attendance, especially when one considers the short time which can be devoted to school, and the trifling excuses which are made by parents for keeping their children away from it. By lowering the number of capitation-grant days, therefore, the standard of education fixed by the Government would certainly be lowered, and this would be a most serious evil. Indeed, there may be some doubt whether the Government in this respect has not been too liberal, for undoubtedly in some cases the annual subscriptions have diminished. The managers have relaxed in their efforts to obtain money. There are many cases in which more money could be collected from the neighbourhood if it were really applied for; and this result has, to some extent, been caused by the capitation grant.

2. Finance of schools.

School fees.
Gratuitous education a mistake.

Attendance cannot be otherwise enforced.

I now proceed to the finance of schools. Besides endowments, Government aid, and voluntary subscriptions, the school-pence paid by the children form a considerable proportion of the annual school-income. Almost everybody interested in education seemed to attach great importance to the question of school fees. Opinions, I understood, had somewhat altered, and gratuitous education is now considered a mistake. It is a maxim with the people of this country, that no one values that which he does not pay for. As a schoolmaster said to me, parents put the same value upon education you furnish as you put upon it yourself. In short, experience has proved, what indeed common sense might have anticipated, that the children will not come to school unless the parents insist upon it; the parents will not insist upon it unless they have an interest in doing so, and that interest can be best excited by requiring them to pay school-pence. In my remarks on ragged schools, I have already shown that the attendance in such schools is in Plymouth considerably below the attendance in private or even public schools; and the following tables, the former referring to private schools, the latter to public schools, lead to the same conclusion. I believe, that amongst the causes for this difference, the larger fees paid at private schools is one of the chief.

AVERAGE DAILY ATTENDANCE in Private Schools as compared with the Number belonging to these Schools.

Union.	Number of Private Schools that made Returns of average Daily Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number of Scholars in Daily Attendance in the foregoing Schools.	Per-centage of the Scholars in average Daily Attendance.
Bristol - -	91	1,910	1,681	88
Bedminster - -	91	1,703	1,594	93
Plymouth - -	113	2,716	2,541	93
East Stonehouse	24	629	584	92
Stoke Damerel -	113	3,553	3,203	90

AVERAGE DAILY ATTENDANCE in Public Schools as compared with the Number belonging to the Schools.

Union.	Number of Schools that made Returns of average Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number of Scholars in Daily Attendance.	Per-centage of the Scholars in average Daily Attendance.
Bristol - -	61	7,852	5,877	75
Bedminster - -	35	3,080	2,174	70
Plymouth - -	36	4,727	3,667	77
East Stonehouse	6	599	483	80
Stoke Damerel -	30	2,954	2,224	74

In all these unions, therefore, it appears that the average attendance in private schools is superior to that in public schools, and that both are superior to the attendance in the ragged or gratuitous schools.*

Again, there is a feeling of independence and of honest pride about the working man, which prevents him from sending his child to what he calls a charity school. This is one of the finest characteristics of the English work-people, too much ignored by their superiors in rank, more especially by those who devote themselves to charity. I have heard working men and women say, "I can afford to pay for my child, and I will pay," and I have been told that it takes some time before parents who have been accustomed to send their children to a private school will send them to a public school. One of the most successful modes of conquering this feeling is by charging school-fees. This principle is sometimes carried a step further; for in Bristol, Bedminster, and Devonport there are schools in which the parent is charged according to his station in life. In St. Stephen's school, Devonport, the prospectus states as much, and I beg to direct the particular attention of the Commissioners to this prospectus, which accompanies this report.

This system of charging a fee according to the rank and means of the parent has an excellent effect, for whilst it increases the

school fees, and relieves the working man from the feeling of dependence, it also enables those who cannot afford to pay even a penny to come for nothing, and obviates almost entirely the necessity of gratuitous schools. Nor is this all. It breaks down that line of separation between the various classes in the lower ranks, which is almost as strongly marked as in the higher ranks. In the great public schools, such as Eton and Harrow, and at the universities, it is an obvious advantage both to noblemen and to commoners that their children should be brought up together. It is an equal advantage to the farmer and the shopkeeper that their children should be brought up with the farm servant and the day labourer. This is the only cure for foolish pride on the one hand, and a cringing spirit on the other.

Raising fees.

Several remarkable instances were related to me of the beneficial effect of raising the fees. The British school in Redcross Street, of which Mr. Turner is the master, is one of the largest and best in Bristol. Some years ago the committee collected large sums of money, and made considerable improvements in the school. But funds were still wanting. They determined upon an appeal to the parents of the children, consisting of the working classes. They assembled them one evening, explained the reason why they had been invited; told them the improvements in the school, and the money that had been subscribed, but declared that notwithstanding there was still a want of funds. The speaker went on to say that the only resource left was to apply to those who derived most benefit from the school, namely, the parents of those who were being educated there. If they would add one penny a week for each child, that would be sufficient. At the same time, it was carefully explained that no parent would be required to pay the extra penny, but that it would be left to their option. The appeal was quite successful. The assembly unanimously agreed to pay the extra penny. Nor did the numbers in the school diminish by this addition to the school-pence. This was, in fact, the last of a series of experiments in the same direction. Mr. Turner told me, that 13 years ago the fee was 1*d.* a week, and the attendance was barely 100, though the master at that time was excellent. Since then the 1*d.* was raised to 2*d.* This produced an increase of scholars. Finally it was raised to 3*d.*, and the numbers are now 400. Again, in St. Michael's school the payment was 1*d.*, when the attendance was 70. It is now 130, whilst the school fees have been raised to 2*d.*, 3*d.*, and 4*d.* Again, in Stonehouse the fee was raised from $\frac{1}{2}$ *d.* to 1*d.*, and the numbers increased. In Charles parish, the fee was raised from 1*d.* to 2*d.*, and the same result followed. The same was the case in St. George's, Brandon Hill, Bristol.

At the same time it must be carefully observed, that the success of this plan of raising the fees, and charging according to the means of the parents, depends upon two conditions. The first is that the managers or the schoolmaster must exercise constant vigilance in order to ascertain that the various parents are charged at the proper scale; the second is that the school must be really efficient. The work-people thoroughly understand the distinction between a good and a bad school. I went into a ragged school one evening, and found some boys who were in the habit of paying for their day's schooling. I asked them whether they would be willing

to pay the same fees in the evening; they said yes, provided the teaching was good. Again, at Plymouth, I inspected a charity school, in which there were some girls. It was evident that though the sewing was good, the book learning, as it is called, was almost neglected. For instance, the only book they ever read was the Bible, and they were unable to spell the simplest word. So long as clothes were given the attendance was good, but as soon as the clothes were withdrawn, the attendance dwindled almost to nothing. In short, the unanimous opinion expressed to me was that gratuitous education is a mistake; it demoralises the parent, by relieving him from the obligation of educating his child, and by destroying his sense of independence; but besides this, the system is impracticable, for without the co-operation of the parent it is impossible to get the children to attend school regularly, and that co-operation can only be secured by compelling the parent to pay something for his child's education.

Principle of charging fees.

No public schools within my district were self-supporting. They were generally in debt, and the debt was defrayed, in the case of the National school, by the clergyman and his private friends; in the case of British schools by charitable persons. With respect to the National schools, however, I was informed that the clergyman often preferred contributing out of his own purse to the support of the school, because in this way he had the management of the school more completely in his own hands, and was relieved from the disagreeable duty of begging for subscriptions. The following instance illustrates the sources from which the income of schools is derived. I visited one country parish in which the resident owners of land subscribe 2*l.* to the school, and four non-residents 11*l.* 5*s.*, whilst the clergyman gave 23*l.* in one year. In this parish the rateable value of the land was 3,500*l.* Again, in St. Mary's, Devonport, in which the rateable value of land is 12,000*l.* the subscriptions were as follows:—

	£	s.	d.
1856. From owners of land or tithes -	-	10	0
1857. Do. -	-	10	10
1856. From occupiers of land -	-	0	0
1857. Do. -	-	0	0
1856. From or through ministers of religion -	19	13	1½
1857. Do. -	-	2	9
1856. From householders -	-	0	16
1857. Do. -	-	0	0

The following extract from the Rev. Mr. Procter's evidence explains the peculiar position of Devonport, and illustrates the mode in which schools in poor districts are supported:—

The population of St. Stephen's parish consists of 3,055 persons of all ages, living in 309 buildings, consisting of houses and tenements attached to houses or erected in courts behind the houses, at the rate of 200,000 to the square mile. St. Stephen's parish is in area about one square furlong. I believe I speak within bounds when I say that there are not more than 18 houses in the parish which are occupied each by a single family. About a dozen others are occupied by retired servants or by dockyard handicraftsmen, who let lodgings, which are for the most part occupied by naval or military officers sojourning in the

town while their ships or regiments are in the place. Almost every other house is let out by rooms, a dockyard man or small shopkeeper renting or owning the house, and occupying for himself or family either two or three rooms, and letting the other rooms by sets of two or three, but more commonly by single rooms, so that in a large number of the houses there are almost as many families as rooms. Of the private houses occupied by a single family, one is tenanted by the Government barrack-master, one by the general's aid-de-camp, one by the widow of a builder, one by the widow of a solicitor, one by the widow of a local merchant, and one by an old spinster lady; two for some time have been untenanted, one is occupied by the agent of the water company, one by a retired eating-house keeper, one by a tailor now in business, and one by a medical man whose practice is chiefly among the neighbouring poor; the others by small shopkeepers, as bakers, small chemists, and the like. Fifteen houses in St. Stephen's parish are reputed to be common brothels, and twenty-four houses are gin shops or beer shops.

What subscriptions can be expected from such a population? The proprietors are the lord of the manor and the lessees under him, who are, with rare exception, handicraftsmen in the dockyard and small shopkeepers, and other persons of small means. It is a common practice here for the lessee proprietor to reside in part of his house and to let the remainder of it, as stated above, in sets of two or three rooms, or sometimes by single rooms. The lord of the manor subscribes 10*l.* 10*s.* per annum to the school of this parish, and the same to every other public or charity school on the manor, besides having given valuable sites within the last fifteen years for five new churches, for four parsonage houses, lending premises where he can rent-free for elementary schools, and having given sites for existing schools, and having given a promise of sites for schools for St. Stephen's, St. Mary's, St. James', St. Paul's, and Stoke parishes, as soon as we are in a position to proceed with the erection of solid substantial buildings of suitable construction and simple design. For the site of the school in St. Stephen's parish he will give up property that is worth not less than 70*l.* per annum.

But what amount of subscriptions can in reason be expected from the *lessee* proprietors?

The employer of labour here is the nation, through the Admiralty and Horse Guards, and is therefore *non-resident*. The present Admiralty, under Sir John Pakington, contributed last year 25*l.* towards the expenses of St. Stephen's day schools, and a like sum to St. Mary's and St. James's schools; but it is uncertain whether this will be continued, and is less than would be considered right for a private employer of hands to the same extent. The great mass of the population is employed by the Government, and the whole of it is brought here by the exigencies of the public service. The Admiralty have within the last few weeks contributed 200*l.* towards the erection of schools for St. James's parish; but Mr. Baker, the contractor, who built for the Admiralty their dockyard, which is in St. James's parish, contributed 500*l.* towards the erection of the same schools, although his workmen will be removed as soon as the contract is completed, and moreover he contributes 25*l.* per annum towards the current expenses of that school. Application is about to be made to the Admiralty for aid towards the erection of St. Stephen's schools. With Sir John Pakington for the First Lord, a grant may be obtained, but previously to his advent to power no money could be procured from this Board either for the current expenses or towards the erection of St. Stephen's school. Grants for such purposes have been made not simply with a view to the benefit of the public service,

or out of consideration to the men employed, but with a view to promote the ends of political party.

The Admiralty and the Horse Guards and Board of Ordnance occupying all the water-side premises of this town, and all the land that would be available for private enterprise in manufacture or commerce, make this town one of the poorest in the kingdom; the persons who derive profits in trade as merchants or wholesale dealers, in consequence of the articles consumed by the dockyard men and seamen and soldiers and their families, have their private residences and their houses of business in five cases out of six in the adjoining town of Plymouth. I am left in such a parish as St. Stephen's, Devonport, without any residents to whom I can look for aid in the form of subscriptions, and there are not half a dozen residents or a dozen proprietors, lessees of my parish, to whom I *could* apply or to whom in any case a school committee *would* apply. The Admiralty is the great employer and the occupier of the water-side premises, and so the hinderer of commerce and manufactures, and, therefore, conjointly with the lord of the manor, ought to contribute sufficient for the erection of a sufficient number of public schools for the poor of this locality, and sufficient with the aid of school fees and capitation and other Council Office grants, to keep all the schools as living institutions in a normal state of efficiency. Private employers to the same extent, failing as the Admiralty have hitherto done in this duty, would meet with unanimous condemnation. My parishioners now do as much towards the support of the school in connexion with their parish church, in the form of payment of school fees, as any other similar body of persons in Great Britain. The attendance of children in St. Stephen's day school for the quarter, Christmas 1858, was 417, for those present at all, and the payments by the fees exceeded 35*l.* I would refer also to the returns made by me under the head school-fees in Table IV. of forms to be filled up by school managers and teachers for this Commission; but the better-to-do among them, who do not send their children to this school, cannot be expected to contribute more towards the cause of education than to pay 4*d.*, 6*d.*, or 1*s.* a week for each of their own children, and all who can afford to pay such sums have their children at private schools. The congregation which worship in St. Stephen's church is always large on a Sunday evening, often, if not generally, filling the building to overflowing, and the attendance on Sunday morning is fair, quite up to the average. There are no pew rents, but a collection is made every Sunday morning and Sunday evening, and on other occasions. The amount is less than 1*l.* a week, on the average, although the contributions are made in a multitude of coins, chiefly copper. The congregation, however, consists almost entirely of the poor, the poorer, and the poorest classes, the well-to-do being handicraftsmen in the employment of the Admiralty, or small shopkeepers, whose weekly profits rarely exceed 30*s.*, and often fall short of that sum.

I never in any one year received more than 5*l.* in subscriptions to my schools from residents in my parish, and this was from sojourners. In ten years I have not received in subscriptions for the school from my parishioners in all to the amount of 10*l.*

I may here mention that the assessed rental of St. Stephen's parish is 3,686*l.*, and the poor rate raised in it is rarely less than 950*l.* per annum, and was in the year 1849, 921*l.* The assessed rental for the whole poor law parish of Stoke Damerel, with its population in 1841 of 33,822, was in that year 58,113*l.*, and the total amount of the poor rate raised in it for 1847 was 11,686*l.*

The extensive property of the Admiralty, Horse Guards, and Board

of Ordnance is exempt from poor-rate, and is not included in the above valuation.

This extract points out the peculiar position which the Stoke union occupies, and expresses the opinion which I heard from all quarters, that the Government does not discharge its duty in the way of taking care of those whom it employs as faithfully as all other employers of labour do. The exemption of all Government buildings from paying poor's rate is felt as a bitter grievance.

In connexion with the question as to the resources from which the school subscriptions are derived, it may be observed, that they are chiefly the friends of members of the Church of England, or at all events, persons who support schools connected with that denomination. In fact it is clear that in my district the Church of England may be said to educate the poor. It is clear that the children who attend the week-day and the Sunday National schools are from a poorer class than those which attend the British schools.

Charities.

In connexion with the finance of schools, I observe that the means of supporting them are partly derived from endowments. I do not propose to give a detailed list of such charities; for that may be easily constructed from official documents. Generally speaking, throughout my district the trustees and others display a laudable anxiety in the administration of the funds under their control: though I may remark in passing, that almost all the best endowed schools have submitted themselves to Government inspection.

There is, however, one species of charity which prevails at Bristol, and which deserves special consideration. There are considerable sums—called money doles—and quantities of bread distributed to the poor at various times of the year. These gifts have, I am told, a most demoralising tendency, and, indeed, according to many witnesses, such gifts could be traced from the hands of the donors into the gin-shop. The evidence, furnished by the Rev. Mr. Price, Mr. Miller, the secretary of the charity trustees, and Canon Girdlestone, late vicar of St. Nicholas and St. Leonard's, will be found in the Appendix. And I may add, that the conversations which I had with Mr. Terrell and Mr. Cousins, both churchwardens of that parish, and with Mr. Erle, the chief Charity Commissioner in London, amply confirm their opinions. I extract the part of a letter written by Canon Girdlestone:*

When about three years ago I became vicar of the parish, I found it greatly demoralised and pauperised by the annual distribution in money doles of very large charitable bequests, which could not, except by Act of Parliament, be diverted from that object. At a date not very remote from this, these funds were used almost entirely for electioneering purposes. For some years past all such application of these funds has ceased, and much care has been bestowed upon a proper distribution of them. Nevertheless, it was impossible to shut one's eyes to the fact that, after all, a large portion of the sum distributed found its way into the public-houses, and that the tendency of the whole system was to

* Compare the 5th Report of the Charity Commissioners for England and Wales, 1853.

demoralise and pauperise. Lodgings in the parish of St. Nicholas were at a premium on account of the money gifts. Under these circumstances, after ventilating the project whenever opportunity offered, both in public and private, for a year or more, I at last succeeded, with the full consent and active co-operation of the vestry, and without any opposition from any one, in concerting a scheme with the Charity Commissioners, which has passed both Houses of Parliament, and just received the Royal assent. By this Act, which has cost the parish nothing, the money doles are for ever abolished; 200*l.* per annum of the sum heretofore distributed in doles is applied to the endowment of the parochial almshouses for aged widows; and the remainder, at present amounting to about 240*l.*, and in the course of a few years likely to amount to not less than 450*l.* per annum, is set apart for the support of the above-mentioned schools. Thus these bequests are still administered to the same class of population for which they were originally left. Only, instead of being used, as heretofore, for the demoralization of the able-bodied, they are applied, partly to the securing a comfortable maintenance for the aged and widowed, and partly for the efficient education of the young. With regard to this latter object, there will be ample funds, when the contributions of those receiving education are also taken into account, not merely to maintain the boys', girls', and infant schools in their present efficient condition, but to provide, at a small cost, one good meal a day for each child attending the schools; to give the elder girls so much industrial training as consists in learning to cook this dinner from materials and with appliances such as they will be likely to have afterwards in their own homes; and to set up adult night schools for both sexes, under trained and well-paid teachers.

I have only to add, that the first idea of the redistribution of the above charities was suggested to me by one of the resolutions moved by Lord John Russell on May 6, 1856, namely, "that for the purpose of extending such means, it is expedient that the powers at present possessed by the Commissioners of Charitable Trusts be enlarged, and that the funds, now useless or injurious to the public, be applied to the education of the middle and poorer classes of the community." And since Sir J. Kay Shuttleworth, in his work on "Public Education," p. 224, estimates that, by a redistribution of obsolete charitable bequests throughout the country, no less a sum than 800,000*l.* per annum would be rescued from waste, of which a large portion might be applied to the support of parochial schools, the scheme which we, as above described, have successfully carried through, is well worth the attention of all who are interested in promoting the education of the labouring classes, and especially of the newly-formed Education Commission.

This extract, it will be observed, shows not only the evils of the present system, but how the charity funds may be dealt with so as to remedy them.

Again, Mr. Miller, who has great practical knowledge on the subject, states:—

The gifts of 1*l.* to poor housekeepers and to lying-in women, and of 10*s.* to poor widows, have, in my opinion, an evil tendency. And the remarks I propose making on this class of charities also apply to several gifts of a like nature, hereafter to be alluded to. It must be distinctly understood that I am giving merely my individual opinions, and that I alone am responsible for them. I say that small money gifts have an evil tendency. It is true, I believe, that in almost every parish of our large city very many poor objects may be found to whom a small

donation would be of the utmost utility, and by whom it would be properly expended; but to find them the greatest care is necessary, deceit, and even fraud, in obtaining charity are so common and so cunningly practised. Poverty begotten of idleness, improvidence, and intemperance is so clamorous and shameless, whilst poverty from misfortune is generally so retiring and long-suffering, that the most wise and painstaking administrator of charity is often deceived. Innumerable instances of the utter throwing away of gifts have come before me, whilst I admit, on the other hand, I have often seen the beneficial results of alms in season.

But it is not because undeserving people obtain the gifts, or even because the gifts may be abused, that I principally object to small money doles. It is rather the ill effects which such charities produce on the recipients themselves. This *giving what is not earned* is the very root from which many evils spring.

1. It destroys the pride of independence and a proper reliance on one's own exertions. I have found that when once the objection to seeking charity (natural more or less to all) is overcome by success, shame is soon lost, and repeated applications follow. It is not long before the gift is looked upon almost as a right, and it often happens that a withholding of it for a few years is regarded as something like injustice.

2. It engenders habits of deceit; the strongest and most pitiable case must be made out; and the applicants seldom hesitate in making any statements that may suit their purpose. I have witnessed the very careful endeavours of the dispensers of public charities; two of these are particularly in my mind, who use extraordinary exertions to ascertain the truth of the statements made to them, and even they confess that at times they are deceived.

3. It produces a reliance on adventitious aid, which naturally begets idleness and all its attendant evils, and, indeed, it is very often the case that the gift bestowed does not anything like equal the value of the time lost in seeking it.

4. It tends to the increase of poverty, and such is the natural result of making (which is the real state of the case) a provision for idleness. I might name a parish which has been, to a great extent, pauperised by the very great abundance of its charities.

These observations are intended to apply with fullest force with regard to the young and middle aged. But it will comparatively rarely happen that one who has not sought this kind of charity in early life will do so in old age.

III. Efficiency of schools.

The efficiency of a school depends chiefly upon the school buildings and the schoolmaster or mistress; and the question as to the comparative efficiency of different schools can only be determined by actual inspection. In obedience to my instructions, I spent a considerable portion of my time in visiting schools and examining the scholars. With respect to the public schools, amongst which I include the charity schools, I found no difficulty. The managers, the trustees, and the masters of almost all schools, whether inspected or uninspected, allowed me free access. With respect to private schools, however, the case was different. In only a few cases was I permitted to examine the children. Nevertheless, I think I saw enough to enable me to judge of the comparative value of the education supplied.

Private.

The private scholars whom I did examine were very inferior to

the best public scholars, and it struck me as very singular that the schoolmasters were not themselves at all aware how badly instructed their pupils were in the very elements. Thus, I always showed the master the question which I intended to ask, and requested his opinion as to whether it would be too difficult; and I always examined the first class. But simple dictation and simple addition, the figures being dictated, always proved too difficult. One day I called upon a private schoolmaster in order to see whether I could prevail upon him to allow me to examine his school. After explaining my duties as Assistant Commissioner, he said, "You don't think, Sir, do you, that I would permit you to examine my school?" I said, "Of course, if you have the slightest objection, I should not think of insisting,—in fact, I have no power of the sort." "But," said he, "if you would like to see the school-room, I will be very happy to show it to you." I said that I felt obliged, and he and I went in. After some little time I said, "Mr. ———, it is very singular that the boys in the public schools really know very little. I find very few can write down three hundred thousand and one." He said, "Indeed, Sir!" and then, addressing himself to a tall boy of 14, "John, take your slate and write down three hundred thousand and one." The boy took his slate, and, after some hesitation, wrote down three million and one. The man looked very much chagrined, and it was obvious to me that he had thought his pupil was quite equal to solve the problem proposed. The same thing occurred in Plymouth, in a school where the master courted the examination.

There is a general impression among the labouring classes that Public. the system of education is much improved of late years. They think the children learn faster than they used to do, and, indeed, I have often been told that this is one reason why children leave school at an earlier age than they used to do. They say that they sooner obtain knowledge enough to get into good situations. From my own observation I should say that this must be so, for there is no reason to believe that private schools are inferior to what they used to be; in fact, I am told they are better; and yet I found, as a general rule, that the children brought up in a good National or British school from infancy are better educated than those brought up in private schools, and indeed than many in a very superior rank of life. The case of the farmers is a curious illustration of this. Many of them are vehemently opposed to the education of the labouring classes. Indeed, some of those with whom I conversed distinctly told me so. Their ostensible reason is this, that education unfits a man to be a labourer, and induces him to leave the country for the town, where he may become a clerk or a schoolmaster. They told me that since schools had become so much the fashion they found a difficulty in getting servants, and they feared that if this new system continued "the land would be uncultivated and the people would all starve." Upon further inquiry, I found that it was a question of wages; that the more educated farmers, especially those in the neighbourhood of towns, had no fears of the sort. I told this opinion to some colliers with whom I conversed, and I asked them whether they thought that if their children were educated they would refuse to spend their lives under ground, and to work as their fathers did; at which they laughed, and one

of the most intelligent said with some energy, "That's trumpery, "Sir."

Those who knew the farmers intimately said that in truth they began to find the labourer got a better education at the National or British school than could be got at the private schools to which they send their children. Their pride and prejudice would not permit them to send their sons to the parish school, and they began to fear lest they should find themselves inferior to their own servants. There is no doubt that many of the private schools at which farmers' sons are educated are very inferior to the ordinary National or British school. Nor is it easy to see how this evil is to be remedied, unless the larger farmers will spend more money on education, and the smaller farmers will consent to send their sons to the parish school. However, what I desire at present to point out is this; that the existence amongst the farmers of this feeling against education tends to prove the truth of the prevailing opinion, that the education in public schools has greatly improved.

Increase in
private scholars.

Notwithstanding this general opinion, it seems a remarkable fact that, except in Bristol and Plymouth the proportion of children who attend public schools, as compared with those who attend private schools, instead of increasing, has actually diminished. And in Plymouth the increase is extremely small.

In Bristol	- 1851, out of 9,806 week-day scholars, 1 in every 3'3 attended a private school.
"	- 1859, out of 11,732 week-day scholars, 1 in every 4'2 attended a private school.
In Bedminster	1851, out of 4,143 week-day scholars, 1 in every 3'9 attended a private school.
"	- 1859, out of 5,957 week-day scholars, 1 in every 2'5 attended a private school.
In Plymouth	1851, out of 4,822 week-day scholars, 1 in every 2'2 attended a private school.
"	- 1859, out of 8,840 week-day scholars, 1 in every 2'5 attended a private school.
In Stonehouse	1851, out of 1,236 week-day scholars, 1 in every 3'2 attended a private school.
"	- 1859, out of 1,612 week-day scholars, 1 in every 1'9 attended a private school.
In Stoke	- 1851, out of 5,127 week-day scholars, 1 in every 2'03 attended a private school.
"	- 1859, out of 7,060 week-day scholars, 1 in every 1'9 attended a private school.

How to be
accounted for.

There is nothing, however, inexplicable in this, or inconsistent with the opinion as to the comparative value of public and private schools. I have already mentioned that in Bristol there is ample school room; in the Plymouth district, on the contrary, it is deficient. Moreover, in Devonport, whilst some of the private schools are better than usual, many of the best public schools are in the hands of the clergy, and they are more strict in enforcing Sunday school attendance, and in inculcating what are called Church views. The consequence is that both from sheer want of room, and also from conscientious objections, the working people are driven to the private schools. At the same time it is important to remark that this increase in private schools shows the anxiety for education, however imperfect the education supplied may be.

With respect to the school buildings, I found that those under inspection are, with very few exceptions, well built, well ventilated, and well arranged for the purpose of teaching. Some of those lately erected were models of what a school-room ought to be. I questioned many schoolmasters on the subject. Some suggested alterations in the arrangements, but I discovered nothing like a general complaint. Certainly one or two were more crowded than seemed convenient, but this defect is not one of construction. The tripartite division, which allows one portion of the scholars to stand, another to sit at desks, and a third to receive a gallery lesson, is, I think, universally approved. Probably the worst specimen of school buildings under inspection which I saw were those in Stoke and Devonport, but I must observe that they were most of them temporary; in fact, the clergymen and managers were collecting subscriptions for new buildings, and the difficulty of obtaining sites in that union is very considerable.

Of uninspected public school-rooms and private school-rooms there was every variety. None were as good as the best of those inspected, and very many were much worse. Few, if any, had playgrounds attached to them, and in some cases the atmosphere was intolerable. I have two in my mind: the one a ragged school, into which I could not enter for the stench until the window had been opened; the other a private school, which I did not manage to see, though my clerk did, and he told me that after going up a dark stair, on which children were sitting, he found his way into a low room, where a man in his shirt sleeves, his face streaming with perspiration, was endeavouring to keep a crowd of boys in order.

But the superiority of the inspected school-room over the private school-room is most apparent when the infant school is compared with the dames' school. I have already explained the vital importance of good schools for the infant poor, and the evidence in the Appendix will show that I have not been guilty of any exaggeration. It is quite true that there are some excellent dames' or women's schools. I have myself visited some of them. I have been told by dames themselves that although they were in the neighbourhood of good public infant schools, their numbers had in no respect diminished; and I readily understand why parents prefer to send their children to the best sort of dames' school rather than to the public infant school. But these are the exception. In every case the dame carries on her school in the same house in which she lives,—in Plymouth and Devonport the school-room is the same as that in which she “and her family live, “and do their household work by day, as well as sleep by night.” One witness says, and my own observation confirms the truth of the picture: “The dames most commonly have only one room for every purpose, and their scholars may often be seen sitting round the sides of a four-post bed, on low forms, the sides of the bed forming a back to the seat; sometimes on the sides of the bed. When the children are present the atmosphere is always oppressive to me, and often, if I stay in it for ten minutes without opening the window, it makes me sick.” Another witness says: “They (the dames) obtain numbers of young children, whose health, as well as that of the teachers, suffers from the

“confinement in crowded and ill-ventilated rooms. A female teacher lately came before me whose health had been much impaired, if not ruined, from this cause, and who was obliged to relinquish her occupation.” Moreover, the room is often so small that the children cannot stand in a semicircle round the teacher. Indeed, I have seen the children as closely packed as birds in a nest, and tumbling over each other like puppies in a kennel. In some cases cooking of various sorts goes on, so that the atmosphere, besides being polluted by a crowd, is further contaminated by fried bacon or potatoes. Again, only in a few cases are the children provided with books, and those they do have contain only the alphabet. But in the public infant schools the picture is very different. The rooms are generally large and well ventilated; the young children are furnished with every convenience, and books, pictures, and even games are supplied in abundance.

2. Masters and mistresses.

The other element affecting the efficiency of a school is the master or mistress. The unanimous opinion in my district is that teachers trained at a normal school are superior to those who are untrained. In this opinion I concur, and the salaries which a trained teacher can command in the market corroborate this view. In those schools where I did not find a trained teacher, I was always told that want of funds alone prevented his employment. Indeed, in the best uninspected schools which I saw I found that the teacher had been trained. Moreover, I learnt that considerable sums had been offered to one or two of the more celebrated trained masters for the purpose of inducing them to start a private school at which the children of the superior tradesmen might attend. The masters and mistresses of private schools are of various sorts. There were some young schoolmistresses, but the masters were all old men. A few of the former had devoted themselves from the first to teaching, but the latter had generally been engaged in some other occupation. It was of course difficult to obtain anything like accurate information from the masters themselves as to their former occupation, but the following extract may convey some idea of the private schoolmasters in Devonport:—

“Mr. ———, I hear, holds a Government certificate, but prefers to be independent of managers. Mr. ——— was a blacksmith in the dockyard, then an exciseman, and then having been discharged from the excise opened his school. Mr. ——— was a journeyman tanner, but being physically unequal to that trade, opened a school, and deserves much praise for having by his own exertions fitted himself for his new calling, in which he is decidedly successful, although a little given to puffing and unreality. Mr. ——— was a clerk in a solicitor's office to within about six months of becoming a schoolmaster. Mr. ———, who has been singularly successful in preparing lads for the competitive examination in the dockyard, (a majority of those who have succeeded, especially of Mr. ———'s boys, I hear have been members of his evening school,) is self-taught, and is a labourer in the dockyard. Mr. ——— was a seaman. Mr. ———, I am told, became a schoolmaster after having failed in other callings. Mr. ——— was a schoolmaster, then a collector of rates, from which office he was removed from some deficiency in the money, or in keeping the accounts; then a seamen's schoolmaster, and then again an adventure schoolmaster.”

With respect to the masters of public schools under inspection, they are either certificated or registered, and the certificates are divided into three classes. The opinion seemed to be general, that first-class masters—of whom I met very few—were more disposed to neglect the ordinary elements, such as reading, writing, and arithmetic, and to devote themselves to the higher branches; and it occurred to me more than once in the course of my inspection that some sort of special reward ought to be bestowed upon a schoolmaster,—even though he may be merely registered,—who conducts a school with great success for a given number of years.

In the public schools of any size, it is impossible for the master or mistress to conduct them alone. There must be assistants, and those are either pupil-teachers or monitors selected from the scholars, some of whom are paid. In some schools there are both sorts of assistants. In this matter opinions seemed to agree. The monitor, from youth or ignorance, or irregularity, or want of professional zeal, was by no means efficient as a teacher. Indeed, I have seen monitors who had great difficulty in reading or in spelling the simplest words. On the other hand the pupil-teacher is, in fact, an apprentice, bound like any other, to learn the art of teaching. He is never younger than 13; his knowledge is ascertained by inspection; his attendance is regular, and his zeal is stimulated by Government pay, by the hope of promotion if he is successful, and by the fear of losing his means of living if he fails to satisfy the inspector. I have been present when pupil-teachers have been examined by the inspector; I have heard them give lessons, and I have had other means of judging of their capabilities; and my opinion is that they are, as a body, efficient. Moreover, I was assured by the managers, the clergy, and the masters of British and National schools that the schools could not be carried on as at present, were it not for the pupil-teachers; and I may add, that one of the best uninspected public schools in Bristol had a set of paid monitors engaged upon a plan in imitation of the pupil-teacher system.

But, though the pupil-teachers are greatly superior to the old monitors, there are certain dangers to which these young persons—especially the girls—are exposed, and which ought not to be overlooked. The Rev. Mr. Procter, who has had considerable experience in education, whilst admitting the merits of this system, has stated very forcibly the gloomy side of the picture. He says, “Except when the principal teacher is a very judicious, right-minded person, or the clergy or the other school managers exercise a constant watchfulness over these young people, and are at the pains of training them individually in morals and religion, many of them only become eye-servants, inflated with self-importance, overbearing towards the younger children, contemptuous towards their social equals, high-minded towards their parents, brothers, sisters, and other relatives; very dressy out of school, and forward and deficient in outward tokens of respect towards their betters.” Though I have observed a certain passion for dress among the female pupil-teachers, and though I have heard many complaints on the subject,—indeed, one inspector made some remarks in my presence to the pupil-teachers on it,—I did not find that many managers of schools or the clergy considered the pupil-

Masters of inspected schools.

Pupil-teachers and monitors.

teachers wanting in respect towards their superiors. But there is another point. In some schools the pupil-teachers have charge of the school-room, and are obliged to sweep it out; in others this is not the practice. Now, there can be no doubt that there is a great disposition in those of the lower classes who are destined for masters or mistresses of schools to despise manual labour, household duties, and even sewing as beneath them. This is a serious evil, especially when we consider the influence of these young persons upon the children under them. On this subject the same witness makes these observations:—

“Already we hear complaints from all parts of the country of the difficulty of procuring domestic servants, and of their unwillingness to do many of the details of household work. They are made to me perpetually in this neighbourhood by kind considerate housekeepers, who make a real home in their families for good trustworthy useful servant-girls. Respectable Christian mothers of humble life who would have their daughters live a modest, virtuous, useful life of industry, complain to me that the present system of female education is placing many new and unlooked-for difficulties in their way. All this is greatly decreasing the number of women who are fitted to make a home for a handicraftsman, or a labourer comfortable and happy as his wife and the mother of his children. In my own experience I have found it make young girls impatient of and dissatisfied with home restraints and home circumstances, more attractive to the seducer of higher social position, and more susceptible of the influence of his refinement of manner and of tastes, and so more easily his victim.

“The apprentices and the mistresses exercise a great influence on the public opinion of the school. If they attach the notion of *indignity* to the scrubbing-brush, blacklead-brush, washing-tub, and stewpan, they soon, perhaps in some cases unconsciously, impart it to the girls that are under them or daily with them, and so bring up a race of girls of humble life, who prefer scribbling to scrubbing, or reading Walter Scott, Byron, James, Harrison Ainsworth, translations of Eugene Sue, and the London Journal, to reading their Bible or the cookery-book. I have seen this effect produced.”

With reference, however, to the complaints of ladies that servants are deteriorating, I have been reminded that the same causes which have demoralized servants have demoralized their superiors. Intellectual have taken the place of domestic pursuits. The upper and middle classes no longer exercise that constant supervision over their household affairs which they used to do. They neglect to look after their servants; and, thus the servants neglect their duties, acquire habits of idleness, or in very many cases their mistresses are ignorant whether the servants in fact do or are capable of doing theirs.

Mr. Frocter is of opinion that if pupil-teachers are to attend to their domestic duties, the knowledge required of them must be diminished; but for these details and for others with respect to the mode in which pupil-teachers ought to be paid, I refer to the Appendix.

Is there any difficulty in obtaining pupil-teachers?

Neither in Bristol nor in Plymouth district does there seem to be any difficulty generally felt in getting either male or female pupil-teachers; but in other districts, according to Canon Girdlestone, the difficulty is felt especially in the case of males, and in

districts where skilled labour is at a high premium. According to Mr. Jago, a man of great experience and great sense, the pupil-teachers come from too low a class. "I have found," he says, "that the boys taken from a lower grade do not do so well. The home education counterbalances what they receive at school; and the other boys instinctively obey the son of a man their superior in social rank. I have been allowed to try the experiment of having a select list of boys, and one of girls, from which to obtain them."

The pupil-teachers are instructed by the masters under whom they happen to be; nor does it seem unusual for one school to apply to another for a pupil-teacher. I have been asked whether trained schoolmasters devote more time to the training of pupil-teachers than is consistent with the interests of their scholars, or whether they neglect the former for the latter? But I was unable to discover any ground for supposing that those interests clashed. Nor, indeed, did I find any instances in which a few clever boys received special instruction to the neglect of the rest; though, of course, the upper classes, which contained the cleverest and most regular scholars, generally did best.

Again, it has been asserted that a very large proportion of pupil-teachers abandon their profession, and thus it is said a superior education is obtained by these young persons at the public expense under an implied promise of becoming schoolmasters, which is seldom fulfilled. The accuracy of the statement, however, is denied. Mr. Jago says, out of 37 only 6 have abandoned the profession. Mr. Greaves says only 2 out of 17 have done so. Rev. Mr. Hutchison says, in answer to a question, "No, not so many as has been asserted; only 1 out of 8 has done so in my school." Rev. Mr. Barnes denies the fact, so far as his school goes. Mr. Jago adds, "It should be observed, that even those who have abandoned their profession have earned the stipend paid to them by Government by acting as teachers during their five years' apprenticeship;" and Mr. Evers says that, even admitting the fact that a considerable number have abandoned their profession, it is impossible to obtain equally efficient teachers by any other method.

With respect to the subject-matter of education, there is not much variety. As to secular knowledge, almost all the children—boys and girls—are taught reading, writing, and arithmetic, with the addition of plain sewing for the girls. The other subjects consist of grammar, geography, history, music, and drawing. Instruction in the latter class of subjects is not so universal as it is in the former; and considering the short period during which children remain at school, it can hardly be expected that much progress should be made in them. If the opinions of the parents were taken upon the matter, I do not doubt that they would unanimously consider reading, writing, and arithmetic, as the essentials, and the others as accomplishments, to be acquired if time permitted. Of these, however, there is none more valuable than drawing; and though its claims are not universally acknowledged by the upper classes, masons, carpenters, and engineers readily appreciate its value. They find it extremely useful in explaining their ideas, and in understanding those of others. I have seen most intelligent

Do pupil teachers abandon their profession

IV. Subject-matter of education.

Drawing.

workmen, advanced in years, who could neither read nor write, but who lamented their want of a knowledge of drawing. One day, questioning a number of parents as to education, I asked a quiet middle-aged man whether besides reading, writing, and arithmetic, he would have his son taught drawing? He said "Certainly, Sir." I asked the reason. "Why you see, Sir," he replied, "I am a carpenter, and my son will probably be a carpenter also. Now, a carpenter who can make staircases gets better wages than the carpenter who does not. To make staircases a man must be able to draw, and, therefore, in order to give my son the best chance of getting on, I send him to learn drawing; and what is more, I give a penny a week extra for the purpose." Again, I have gone into some of the best schools in my district, and have found the whole room busy drawing, for which the parents paid an extra fee, and had an extra master. There is no doubt whatever of the value of this accomplishment to the working man, and as little of its popularity amongst the children. Moreover, I find that wherever there is any attention paid to drawing, there is superior handwriting. The specimens from the Plymouth Free school and Charles National school illustrate this. To illustrate the extent to which drawing is taught, I find that in Bristol union 40 per cent. of the male scholars capable of learning drawing are instructed in that subject, and that in the Plymouth district out of 73 schools, containing 5,368 male scholars, 1,081 are taught drawing, all of whom pay an extra fee. With respect to music, it is taught in all the public schools, but seldom, if ever, in the private ones. In infant schools it is absolutely essential, for the purpose of affording amusement to very young children, maintaining discipline, and conveying knowledge in an agreeable way. In fact numeration, the tables of weights and measures, and the kings of England and of Israel become as popular and well known as "Home, Sweet Home," or "God save the Queen." But the influence extends further. For I have been told, both by the clergy and the police, that the favorite songs, and even hymns, sung from infancy in the National or British school are heard on holidays in the back lanes and alleys, instead of the disgusting ballads of former times. This effect, however, is chiefly apparent amongst the very young children. But, as I have said, reading, writing, and arithmetic form the staple of school instruction. These are the essentials with the parents, and these are the branches to which I almost entirely confined my examination. It is difficult to devise any means of conveying to persons not present at an examination the character of the reading in common schools. The chief difference which I found to characterise a good school, compared with a bad school, was this,—that in the good school the scholar read loud enough, and distinctly enough to be understood by the bystander, whilst in the bad school it was impossible even to hear the reader, much less to understand him. Moreover, the well taught scholar read the words accurately as they were printed, the badly taught scholar omitted some words and substituted others, especially for the smaller ones. Though good reading is a rare accomplishment in any class, still I have no doubt that the common practice of the master looking at his book whilst the class reads, produces the worst effects. The child ought constantly to feel that unless it reads audibly and correctly, the

Music.

Reading, writing, and arithmetic.

master will stop it, and make it repeat the words. Nor can the master, with the book before him, judge of the character of the reading, and even if he could judge, the book tends to make him careless. Again, the school-books generally in use are singularly uninteresting. Those who compiled them seem to think that increase in useful knowledge and the infusion of moral ideas are the only objects for which reading ought to be employed. Interesting stories and anecdotes are comparatively rare; and thus dull books produce their natural consequences, bad readers. Though the girls generally read better than the boys,—more especially in those schools in which ladies take an interest, and sometimes teach classes—still I must confess, there is very little really good reading, for in some of the best public schools the style is stiff, affected, and unnatural. Nor, indeed, do I believe that, considering the class from which the masters and mistresses come, will it ever be otherwise.

After some little experience I convinced myself that the best test of a good school is dictation. The child that can write well and correctly from dictation proves that it can write a good hand, can spell correctly, has presence of mind, and considerable intelligence. Many of the examination tests are fallacious, because the children may be *crammed* for the purpose. But it was admitted by every one with whom I conversed, that to *cram* for dictation is impossible. I generally showed the master the sentence which I proposed to dictate, asking him his opinion as to whether he considered it a fair test. I almost always found that he overrated the capacities of his scholars, and was surprised at the result. This was especially the case in the few private schools which I was allowed to examine.

Again, with respect to arithmetic, I tried the test of dictating a sum in addition or subtraction. The knowledge of notation was singularly defective; but wherever I found a good knowledge of notation, I found the class thoroughly instructed in the elements of arithmetic. It was by no means uncommon to find boys and girls in fractions and compound division who could not write down sums up to 10,000 or even 1,000. It seemed to be the opinion of some that notation was hardly a fair test to apply, but I am glad to say that the most successful teachers agreed with my view, and Dr. Woolley, one of Her Majesty's inspectors, told me he thought the test quite satisfactory. It is impossible to understand arithmetic unless the principles of notation are mastered, and even in infant schools I found that the children, if properly taught, had no difficulty in mastering it.

In order to supply the Commissioners with additional means of forming an opinion as to the amount of education received in the public schools, I subjoin the results of some of my examinations.

In ——— *National School* I examined 14 in first class. The passage for dictation was, "You will endeavour to ascertain whether men and women who have received a good school education make use of it afterwards," 1 was right, 2 had 1 mistake, 5 had 3 mistakes, 3 had 4 mistakes, 1 had 6, and 1 had 7.

In ——— *National School* 14 girls from the 1st, 2nd, 3rd, and 4th classes were examined. Ages 13 to 6.

The passage for dictation :—" I am grateful for all the benefits which I receive." 3 were right, 1 had 1 mistake, 4 had 2 mistakes, 4 had 3 mistakes, 1 had 4, 1 had 5.

In writing down these numbers which I dictated,—

21
320
4,002
100,001
40,000
1,000,000

7 were right.

In ——— *National School* I examined of 1st class 6, ages 12 to 9; of 2nd class 6, ages 10 to 8.

The passage for dictation was,—“ I am grateful,” &c., as before. In the 1st class 5 were right; in the 2nd class 1 was right, 2 had 1 mistake, 1 had 2 mistakes, 2 had 3 mistakes.

Again I dictated :—" The Mayor of Plymouth rode to London on his white mare to endeavour to buy 3,001 shawls and 300,200 carriages; and in the 1st class 4 were right, 2 had 1 mistake. In the 2nd class no one was right, none had 1 mistake, 2 had 2 mistakes, 1 had 4, 2 had 6, and 1 had 7.

In numeration and addition, 16 out of 22 were right in 1st and 2nd class, the numbers going up to a million.

In the girls of the same school I examined 5 of 1st class, ages 14 to 11.

The passage for dictation was,—“ I am grateful,” &c., as before. 1 was right, 1 had 1 mistake, 1 had 2 mistakes, 2 had 3 mistakes. I say nothing of the 2nd class.

National School.—Boys.—The 1st class consisted of 21, ages 13 to 10.

The passage for dictation was,—“ You will endeavour,” &c., as before. 10 were right, 5 had 1 mistake, 3 had 2 mistakes, 2 had 3 mistakes, 1 had 4 mistakes.

In numeration and addition the sums dictated were,—

21
340
4,001
53,600
350,000
1,000,100

2 were wrong, 19 were right.

Endowed (inspected) School.—I examined the 1st class, 18, whose ages were 14 to 10.

I dictated the passage, “ You will endeavour,” &c., 12 were right, 4 had 1 mistake, 2 had 2 mistakes.

In numeration I dictated the sums,—

21
502
4,040
50,001
600,600
1,004,000

All were right.

In ——— *National School*, Devonport, I examined 18 boys in 1st class, whose ages were 13 to 9.

I dictated the passages, "I am grateful," &c., as before; and "The colonel of the 17th regiment rode to Canterbury on his white mare, through Salisbury, to endeavour to buy 10,001 carriages." 5 were right, 7 had 1 mistake, 3 had 2 mistakes, 2 had 3 mistakes, and 1 had 5 mistakes.

In numeration and addition the whole class was right.

In ——— *National School* I examined 14 girls of the 1st class, whose ages were 14 to 10.

I dictated the passage, "I am grateful," &c. 1 was right, 3 had 1 mistake, 9 had 2 mistakes, 1 had 3 mistakes.

I examined 18 boys in 1st class, whose ages were 13 to 9.

I dictated the same sentence. 2 were right, 3 had 1 mistake, 1 had 2 mistakes, 6 had 3 mistakes, and 1 had 4 mistakes.

In ——— *British School* I examined 13 boys in the 1st class, whose ages were 13 to 11.

I dictated the passage, "You will inquire into the character of the masters of endowed schools, and you will endeavour to ascertain the influence of endowments on their efficiency and on the purity of their appointment." 2 were right, 1 had 1 mistake, 2 had 2, 4 had 3, 1 had 4, 1 had 5, 2 had 6.

I dictated the following notice which I had seen in a shop window:—
"A pony and cart and harness for sale. Please to apply within." 10 were right, 2 had 1 mistake, 1 had 2 mistakes.

I examined the 2nd section, 9 in number. Their ages were 12 to 9.

I dictated, "A boy went to gather mushrooms," and "I am grateful," &c., as before. 1 was right, 2 had 1 mistake, 2 had 2 mistakes, 4 had 3 mistakes, 1 had 4 mistakes.

In numeration 7 were right out of 9.

I examined the girls in another *British School*. The 1st class consisted of 12 monitors and 18 others. Their ages were 14 to 11.

I dictated, "I am grateful for all the benefits which I receive;" and "The colonel of the 17th regiment rode on his white mare through Exeter to Salisbury, to endeavour to obtain 1,001 volunteers and 1,000,200 carriages." 1 was right, 5 had 1 mistake, 5 had 2 mistakes, 5 had 3 mistakes, 3 had 4 mistakes, 4 had 6, 3 had 7, 1 had 8.

In numeration, up to a million, and in addition 15 were right.

In a *Military School* I examined 1st and 2nd class; ages between 13 and 8.

I dictated, "The air was pure and agreeable," &c. In the 1st class 2 were right, 2 had 1 mistake, 2 had 2 mistakes, 5 had 4. In the 2nd class no one was right, 2 had 4 mistakes.

In a *National School* I examined 12 in the 1st class, whose ages were 13 to 9.

In dictation 3 were right, 3 had 2 mistakes, 5 had 3, 1 had 6.

In numeration and addition 9 were right.

In an uninspected school there were 10 girls in 1st class between 14 and 8 years.

I dictated, "I am grateful," &c., as before, and 7 were right, 3 had 1 mistake.

The only portion of the secular instruction which seemed to be neglected was the sewing of the girls. In very many schools ^{Sewing.} every afternoon was devoted to it; but certainly many complaints

reached me that it was not sufficiently attended to. In those schools in which the ladies' committee took an active interest in the management, the sewing was often good; but in no case was it so good as in some of the uninspected and especially the endowed schools. The mistresses evidently thought that their chief business was to fit their scholars for an examination in literary subjects, and were impressed with the conviction that good sewing was thrown away on the inspectors. In fact, in some cases, I was told that the inspector never looked at the work, and generally they expressed amazement when I proposed to look at it. I may mention, however, that Mr. Tinling, the Church inspector, took great pains with the sewing, and his attention was keenly appreciated. The neglect of sewing, however, is a most serious evil, and it is felt to be so not only by those who take the most common-sense view of education, but by the most sensible of the parents. If a girl is to be a good wife for a labouring man, and is to bring up her children well, she must have the means of mending and even making her husband's shirts, as well as clothing her children neatly and economically. And this requires a knowledge of needle-work. Nevertheless, it is the rarest thing to find a schoolmistress who is eager about her scholars excelling in this accomplishment; indeed, I have heard complaints by mistresses that they were obliged to devote the whole afternoon to it.

I cannot help thinking that the very considerable knowledge required of female pupil-teachers renders them careless about this common-place part of education; that they infect the children with the same mischievous notions, and that, therefore, good sewing ought to be rigidly enforced as a *sine quâ non* to all pupil-teachers.

Religious instruction.

With respect to religious instruction, I found that whilst the parents—especially the mothers—considered reading the Bible essential, there was no desire for any dogmatic teaching, nor, indeed, any very distinct notion as to the distinction between one Protestant creed and another. As a matter of fact, in the British schools the Bible was the only religious book read or admitted, and in the National schools, to the Bible is added the catechism. In one or two schools, children whose parents had any conscientious objection to the catechism were not obliged to learn it; but generally speaking, dissenters made no objection. I was distinctly told by some of the clergy that they paid the utmost attention to their schools, in the hopes of attracting children, and so bringing them within their ecclesiastical influence. The generality of parents, however, seem to be utterly indifferent to the sectarian character of the school, their only anxiety being to ascertain the value of the secular instruction. At the same time, there was a determined feeling amongst the working people against sending their children to Roman Catholic schools; all other sects of Christians they considered about equal. Of course there were a certain number of persons—especially in Devonport—who expressed a decided preference for the Church of England, but that number was comparatively small.

V. Results.

In conclusion, I have to state the results which have followed the improved and extended system of education. Now, those best acquainted with the working classes,—the clergy, the employers of

labourers, military and naval officers, and the police,—are unanimous in thinking that within the last twenty or thirty years the working classes have greatly advanced. Those with whom I conversed on this subject were never tired of contrasting the civil demeanor and general intelligence of the working classes of these days with what they were in former times. The Bristol riots would now probably be impossible. The sanguinary struggles between masters and men, which disgraced the working classes, are now unknown. Mr. Vickers, the manager of the Great Western Cotton Mills, told me that disputes about wages can now be settled by discussion and arbitration, and that the personal encounters, which used to take place daily at dinner time, are now unknown. Mr. Wigham, the head of the locomotive department at Bristol, bore witness to the same effect. The officers in the army and navy, but especially in the navy, spoke in the highest terms of the effect of education in civilising the men. Just after the men's dinner, on board H.M.S. "Cambridge," as I walked through the lower deck with Captain Jerningham, I found many, both boys and men, reading books with the greatest attention. In the evening of the same day I went to the lower deck of the "Agincourt" with Captain Williams, and I saw the same scene, with this variety, that some of the crew were engaged in various games, such as draughts or chess, or writing letters to their friends: and I was told by the captain, that to have walked through the lower deck as I did some twenty or thirty years ago would have been impossible. Again, Colonel Crofton, of the 2nd battalion, 17th regiment, and his serjeant-major, the Colonel of the 97th, the chief officer at the Devonport military prison, an old artilleryman, some intelligent officers of marines, Captain Jerningham, R.N., Captain Williams, R.N., Lieutenant Grant, commanding the model brig in which boys learn their duties as seamen, the naval chaplains, Commander Walker, R.N., a man of great experience, Master Commander Madge, of H.M.S. "Impregnable," and several first lieutenants concurred in the opinion that with the present scale of punishment it would be impossible to maintain the discipline of a man-of-war, unless the men had become much more civilised than they were years ago. To this I ought to add, that the Greenwich boys, who are the best educated boys, are also the most amenable to discipline, and are the most sought after by naval officers.

In some parts of the colliery districts, where the men have been neglected, the old spirit of brutality still survives, but where masters like Mr. Handel Cossham take an interest in their men, they are ready to submit to moral influences. No better illustration of this can be found than the fact that out of Mr. Cossham's 300 or 400 colliers not a man lost a day's work from drunkenness in 12 months. Again, in Devonport, where 12 years ago very little had been done by the clergy, and where I was assured that a clergyman could not walk through some of the streets without being insulted, there is now the most perfect civility. In Bristol I was told the same thing; indeed, I walked with the superintendent of police and an old officer through courts and back alleys where they said it would have been impossible to walk in safety 14 or 16 years ago. This evidence was confirmed by that of the police who had served in the Bristol force since its commencement; by the

town clerk of Bristol, who spoke of the demeanor of the people on the occasion of great fêtes, and in the case of sailors by what I myself witnessed when two ships were paid off at Devonport. No doubt a good deal of the improvement in Bristol is due to the activity of the police, but still a great deal is due to education. In some parts of Plymouth, where there is a want of schools, and in those parts of the colliery districts where education has been neglected, the population is still barbarous, and indeed, the demeanor of the children in the streets at once shows whether the neighbourhood is or is not well supplied with schools. Small as the amount of knowledge may be which the child of nine and a half years carries away, the moral effect seems to be indelible; it is so much more natural to be civil than when the habit is once formed at school it is never lost. Again, it is the opinion of regimental officers, and this opinion is established by the official reports shown me by the serjeant-major, that the most ignorant men are the most riotous; and this view received a remarkable confirmation by the facts connected with a serious military affray which took place lately at Plymouth. Having disputed the connexion between education and morality with Colonel Crofton, of the 2nd battalion 17th regiment, he said that his experience had satisfied him that the least educated soldier was the most troublesome, and he added that he could prove this by a return. The following is the result:—In the 2nd battalion 17th regiment, consisting of 748 men, of the 485 men who could read and write, 256 or 52·7 per cent had committed no crime, the rest 229 had committed 480 crimes; of 80 men who could read only, 34, or 42·5 per cent, had committed no crime, the rest 46 had committed 170 crimes; of 183 men who could neither read nor write, 65, or 35·5 per cent., had committed no crime, the rest 118 had committed 272 crimes.

In short, unless the evidence of every witness is unfounded, the working people of this country have greatly improved; to use the expressions of the Dean of Bristol—and no one knows the common people better,—“For a shy, surly, dogged demeanor there is now “a frank, ready, loyal, free courtesy; for suspicion, confidence; for “turbulence, docility.” I do not pretend to be able to contrast the working classes as they now are with what they were 30 or even 20 years ago; but wherever I went and amongst whatever class I went, I found them full of candour, intelligence, and civility; deeply grateful to those who took an interest in their welfare and keenly sensible of any attempt to corrupt them or to control their independence.

I took various opportunities of ascertaining from working men themselves their opinion as to the value of education. When I asked them whether education was of any use to their children, they seemed to doubt whether I was serious; or if they supposed that I was, they appeared to consider the question rather insulting. “What is the use of reading and writing to a boy who is to make “his bread by working with his hands?” I asked a man who was carrying a parcel, and of whom I had inquired the direction to a school. “Well, Sir,” he said, “it is most likely he might be “employed as an errand boy, and how do you think he would get “on at that without being able to read the directions on the parcels “and the names on the streets?” In confirmation of this, I may

observe that shopkeepers very commonly get their errand boys by applying to the best schools. Thus, according to Mr. Jago, of 201 boys who left his school during 1858, 61 went to become errand boys. Another day I went into Mr. Finzell's sugar refinery. I asked if I might be allowed to examine some of the workmen. I was told, "Certainly," and the best way would be to have a gang down, one man after the other. Now, these were not skilled workmen; their wages varied between 16s. and 20s. a week. Some of them had originally come up from the country and could neither read nor write; all of them, however, had their children at school, and one had even taught his wife to read and write. With respect to boys, they said that if a boy was not educated he was excluded from the best situations, such as those of railway porters, policemen, and doorkeepers at warehouses, which are much coveted by old men. They told me, in fact, that an educated boy was worth more than an uneducated boy. A remarkable illustration of this I had in the Lewin's Mead school at Bristol. I saw a young woman standing by the fire of the infant school. Attracted by the neatness and cleanliness of her dress, I asked about her, and was told that she had herself been brought up at the infant school. She was very young, but married, and her husband was an auctioneer's porter, earning 13s. a week. She had five children. One boy had been at the infant school from the time he was 14 months old until he was seven, paying 2d. a week, and from the time he was eight until last July paying 3d. A second boy had been at school from the time he was 18 months till he was seven, paying 2d. The third, a girl, was at school, but was paid for by some charitable person. The fourth, a boy, had been at the infant school from the time he was 20 months old. The fifth was a baby. I asked her why she sent her children to school. She answered, because she herself had been there, but also—because her husband, not being able to read or write, had been unable to rise, and that she had determined not to put her children under the same disadvantage. An Irishman, whom I met driving a cart, summed up the case in favour of education thus: "Do you think reading and writing is of any use to people like yourself?" I inquired. "To be sure I do, Sir," the man answered with a strong brogue; "and do you think that if I could read and write I would be shoved into every dirty job as I am now? No, Sir! instead of driving this horse I'd be riding him." The value of education to boys is clear; but for girls it might seem to be different. However, in the opinion of the working classes, it is not so. Various reasons were given to me for educating girls. One man, when I asked him about it, said, "I don't know, Sir, whether you would like to have your love-letters read or written by strangers." Another common labourer at Mr. Finzell's, at 20s. a week, said, "I have always heard and read that a virtuous and intelligent woman makes the best mother, and as my daughters may marry I have them educated." The same man said that it was a great thing to have an intelligent woman to converse with at home, and declared that where the wife was the reverse the husband might be driven to the pothouse. Another man said that he thought the better educated a girl was the more likely she was to be married; and certainly, there is no doubt that schoolmistresses and pupil-teachers are much sought

after as wives. At all events, experience shows that with girls as with boys it is impossible to rise to any important position without being able to read and write. Without that knowledge a scullery-maid cannot become a cook or a housekeeper, a man-servant cannot become a butler or a house steward, a shop-boy cannot become a manager, a navvie cannot become a contractor, a common soldier cannot become a corporal, a common seaman cannot become a mate, a common labourer cannot become a railway official or a policeman, a child cannot become an errand boy, a farm labourer cannot become a bailiff. I could furnish actual illustrations of cases of promotion, which would have been impossible unless the man or woman had been educated; and it is remarkable that those who have risen from the ranks take the utmost pains to educate their children, and the deepest interest in popular education. In short, in these days of penny postage and penny newspapers, those who cannot read or write must remain during their lives shut out from the world. The working people see this clearly, and those who care for their children educate them in order that they may escape from so monotonous a fate. To this I must add, that for the old there is no greater privilege than the ability to read, and many a poor man has his children taught to read in order to enjoy the luxury of hearing them read to him. Of course the value attached to education by the working classes is considerably modified according to circumstances. Thus if the head of an establishment is known to be an advocate for education and ready to promote those who show superior intelligence—if a gentleman's bailiff is a person who likes instructed labourers—if the officer in command of a ship shows an interest in the school on board—if the colonel of a regiment denies a man promotion until he has learnt to read and write properly—if any public establishments exist where the situations are coveted, but cannot be obtained unless the candidate is well educated—if the tone of feeling amongst the upper classes of the neighbourhood is favourable to education, its progress will be proportionately rapid. In saying this, however, it must be clearly understood that these things will be useless unless there are really good schools so that the parents may be satisfied of the improvement of their children in book learning, as it is called.

With regard to the question whether an educated or uneducated man makes the best workman, the truth is simply this. So far as it is of importance to have to deal with a civilized being instead of a barbarian, every master prefers the workman who has been educated. No doubt some ignorant and selfish people prefer the uneducated, because they think they may have to pay less for their labour, and they take pleasure in that servile obedience which ignorant dependents pay their masters. This spirit is most common among the ignorant class of farmers. But the liberal and intelligent masters have no fear that the spirit of independence and self-respect inspired by education will raise the labourer's ideas above his work, destroy the legitimate influence which every employer exercises over his workmen, or loosen the bonds of social or political life. I have conversed with men of all creeds and of all political opinions—some persons of great wealth—but not one who had any practical knowledge of the working classes, has given the least countenance

to any such apprehension. Still the question is whether an educated man is a better workman because he is educated. There is no doubt certain work of the meanest sort which may be done just as well by a savage as by a civilized being. A common hedger and ditcher, who can neither read nor write, may do his work just as well as one who can do both. An ignorant scullery-maid may wash the dishes and sweep the floors just as well as one who can read her Bible or the works of Eugene Sue. But even for these menial offices I have been told by gentlemen farmers and intelligent housekeepers that they preferred a person who was educated. In farm business it is most inconvenient to have a man who can do one thing and one thing only, for in these days of machinery a labourer may be required to manage a steam plough or to take charge of a threshing machine, and it is found almost impossible to teach a person who has never had his mind cultivated the easiest lesson. As a foreman in the Great Western Cotton Works said to me, "an uneducated man is *so builded up in his own ignorance* that it is very difficult to teach him how to do anything "out of the ordinary routine." And housekeepers have told me that even a scullery-maid is the better for being educated, because she has the prospect of rising, and this prospect makes her exert herself.

But in every occupation where the slightest skill is required, there is no doubt that education is a great advantage. Thus Mr. Peake, the master shipwright at Her Majesty's dockyard, says in answer to the question:—"According to your experience, which makes the "best working shipwright, the educated or the uneducated boy?" "Without reserve, the educated; for if an uneducated boy becomes "a superior workman, it only arises from his educating himself in "his own way, viz., practical observation." Again, in the navy the instructor in gunnery told me that an uneducated boy would take three months instead of one month to acquire the same amount of knowledge, and that if the boys were uneducated a much larger number of instructors would be required. The same thing is the case in the army now that the improvement in fire-arms, &c., renders necessary so much additional instruction.

I find it difficult to answer the question whether the working people make much use of the education they have received in after-life. But I should say that they make quite as much use of it as those in the better ranks of life. I visited the City Library at Bristol in the evening, and probably what I saw there may convey some notion of the degree to which the working classes appreciate the privilege of being able to read. The institution belongs to the corporation, and is open to the public without any fee. The only qualifications for admission are these, that the applicant must be reasonably clean, well-behaved, and must not destroy the books.

The reading goes on in an inner room of considerable size, with benches round a table; it was lighted by gas. You might have heard a pin drop, and each boy or young man was absorbed in his book. I requested the librarian to select a few of the readers of various sorts in order that I might question them; he did so. One was 12 years old, another was 16, and a currier, another a quay lumper, another a cabinetmaker, another a blacksmith,

another a newspaper carrier, another a pupil-teacher, another a boy at school. The books were of various kinds. All told me they had been accustomed to read at home, but they had had great difficulty in procuring books. Some came from great distances, such as Stapleton and Durdham Down, and from the lowest part of Bristol.

They told me the ragged school boys were not of much account. The librarian said they had come, but had made a row and been turned out. Moreover, they were very dirty.

One boy, very pale and emaciated, but with a beautiful countenance, I stopped. He was a Roman Catholic; his mother received parish relief, four loaves and two shillings. He attended the Roman Catholic school. I asked him to write from my dictation. He wrote "John Terry, No. 5, Upper Lamb Street, you will endeavour "to ascertain," in a good round hand. The orthography was correct. He was only 12. Some of those I questioned were errand boys, making 4s. or 6s. a week. They were all very anxious to get back to read, and were very civil and intelligent. They said they liked history and adventure." I asked one of the crowd what he liked; he said "History." "What book is that?" "History." "The name?" "The Fortunes of Nigel." Whereupon the quay lumper in a white flannel jacket, and the others laughed, muttering, "He calls that history!"

The following return was furnished to me by the librarian :—

The average attendance before this institution was opened for evening readers, was 9 persons daily. Since that time (April 3rd, 1858),

Month of April	-	-	-	774
" May	-	-	-	882
" June	-	-	-	809
" July	-	-	-	922
" August	-	-	-	1,306
" September	-	-	-	2,612
" October	-	-	-	3,404
" November	-	-	-	4,104

I have the honour to be,
My Lord Duke and Gentlemen,
Your obedient servant,

PATRICK CUMIN.

To the Commissioners
appointed to inquire into the
State of Popular Education in England.

APPENDIX.

CLERGY.

REV. E. P. VAUGHAN, WRAXALL, BEDMINSTER.

What have been your opportunities of acquiring experience respecting popular education and elementary instruction? To what districts does your experience apply?

I have acted for many years as district diocesan inspector for the old Deanery of Bedminster, in the Diocese of Bath and Wells (now the Chew Magna Deanery), and I have acted more than three years as diocesan inspector for the whole diocese of Bath and Wells.

I.—*Supply and Demand of Education.*

1. Generally speaking, have the poor people in the district with which you are acquainted received elementary instruction? If they have, have they forgotten, or do they still remember what they were taught?

1. This district is now well supplied with schools, but it was not so supplied twenty years ago. Many of our adult poor, therefore, never learnt to read or write. Our poor now are generally taught to read and write, but many learn so imperfectly that they soon forget both the one and the other, and perhaps never could read a common book with ease and pleasure.

2. If they have not received elementary instruction, does this arise from a failure in the supply or in the demand for education?

2. There was twenty years ago, when our present adult population might be supposed to be at school, neither a supply nor a demand. Both have now increased, but neither are what they ought to be, if the quality and efficiency of the instruction given is considered.

3. If from a failure in the supply are there too few schools or too few teachers? State any facts within your own knowledge in illustration of the want of which you complain?

3. The failure is partly no doubt in the supply of suitable teachers, with sufficient earnestness in their work. I have always found, even in the most scattered districts, a good teacher attracts a large school.

4. If from a failure in the demand, is the cause of that failure a want of will or a want of power on the part of the parents to procure education for their children? and is it usually a total failure in not sending children to school at all, or a partial one in not keeping them there long enough?

4. The failure is partly no doubt want of will and partly want of power, leading in some few cases to utter neglect of all education, but generally either to such irregular attendance as renders the attendance almost useless or to removal at a very early age.

5. If it is want of will what is the cause of that want ?

5. The ignorance of many parents does not allow them to see the benefit of education ; the necessity of others requires that they should avail themselves of their children's labour, either at home to set their wives free and enable them to earn wages, or in daily work abroad.

6. Do parents neglect to educate their children on the ground that the education within their reach is not adapted to their wants ? and, if so, are they right or wrong in that opinion, and what is the proof that they are right or wrong ?

6. I have known parents object to their children learning geography, grammar, and such subjects as useless in their station of life, and I think our poor generally would only wish reading, writing, and arithmetic taught. They submit to their children learning other things, but do not value the knowledge of them. It can scarcely be expected that they should value the knowledge of such subjects, or perceive the effect of attaining such knowledge on the mind. Many of far higher education than our poor do not see that the acquirement of knowledge which will never be used, may have a most powerful effect in disciplining and educating the mind, mathematics for example.

7. Do they neglect it on the ground of the incompetence of the teacher ?

7. In some cases ; more in the country than town, I think.

8. Do they neglect it on the ground of difference in religious belief from the managers of schools within their reach ?

8. No.

9. Do they neglect it on the ground that they cannot afford to forego wages earned by their children ?

9. Yes.

10. If unwillingness to lose wages is the cause, what is the value of the labour of children under fifteen in the district with which you are acquainted ? Are there any, and what special circumstances in the relations between employers and labourers which affect the attendance of children at school ? Does female labour prevail, and does this affect the education of girls ?

10. From 2s. 6d. to 4s. a week. There is no field labour for girls, but there is for women, and the girls take care of the younger children at home.

11. How is the unwillingness of parents to send their children to school affected—

(a) By prizes or certificates for attendance ?

11(a) I do not think the value of the prize can bear such proportion to the value of the child's labour, as to prevent the child being sent to work as early as it can obtain regular wages, and I should not wish to prevent it.

(b) By the quality of the instruction given ?

(b) In some cases in the country by inefficient teaching.

(c) By the character of the school and schoolmaster ?

(c) In some cases in the country by ignorant teachers.

- (d) By the particular systems of school management ?
(d) Not affected except in some cases by invariably, I think, insisting on all children in the weekly school attending the Sunday school.
- (e) By the demand of school pence ?
(e) Not affected if a penny only is asked.
- (f) By instruction given gratuitously ?
(f) Not affected in my opinion ; thus in some villages the instruction is gratuitous, because in a sufficient number it is sufficiently experienced to give the general idea that it is valuable.
- (g) By experience of the advantages of education in obtaining employment, or otherwise ?
(g) I think that at present ambition and desire to raise their children above their own sphere, leads parents to send them to school, but I hope that parents are increasingly inclined to send their children to school from a better motive, seeing that it fits them for the performance of the duties of their own stations and gives them many pleasures.

12. If parents are unable to send their children to school, what prevents them ? If poverty prevents them, how does it operate ? What is the evidence that they are really unable, and not merely indifferent on the subject ?
12. Poverty does not prevent them.
13. Is the supply of schools and teachers proportioned to the want of them, or are there too few in some, and what neighbourhoods, and too many in others ; or how otherwise ?
13. I think in the small country parishes there is an attempt to have too many schools, and consequently all are bad. There ought, I think, to be an understanding among the clergy that one boys' school should serve for two or three parishes, while each parish should have its dame school.

II.—*Government and Finance of Schools.*

1. Are you acquainted with the working of any, and what, systems of central aid and inspection, or of inspection alone ?
1. Yes, with Government and diocesan aid and inspection.
2. What in your opinion is the result of the variety of systems for these purposes now in operation ? Do they stimulate, or do they interfere with each other ?
2. I think they are doing good, and do not in the least interfere one with the other.
3. Does the prospect of assistance from the Committee of Council, or from a central society, or either, and which of them, tend to increase or to diminish local subscriptions and exertions ?
3. I think it is impossible to ascertain whether the increased sums expended in elementary education, arise from the public attention having been lately directed so to the subject, or from the pecuniary help Government gives. My belief is that the same influence which leads Government to assist in the education of the masses also leads our higher classes to assist more liberally, and that the increase of local contribution is not to be attributed to Government contributions. I fear that in some districts Government contributions have checked local contributions ; local contributions have certainly from some cause or other decreased in some districts.

4. Does the system of Government or other central inspection affect the efficiency of schools inspected, and how?
4. I think Government and diocesan inspection both increase the efficiency of schools. Inspectors by these visits encourage the good teachers, and they are a terror to the bad. Inspectors, if able men, are able to give useful hints in all the various details of school buildings, apparatus, and work.
5. Do any and which of the terms upon which the Government grant is made affect in practice the independent management of the schools assisted?
5. I think that requiring that teachers be registered or certificated as a condition for all grants greatly limits the choice of masters and mistresses, and prevents often the most useful teacher of all being employed, viz., those who enter the profession late in life from a real love of the work.
6. Have private adventure schools declined or otherwise since the establishment of the Government system of grants?
6. Dame schools have declined since parochial schools have improved.
7. It has been said that the terms of the Government grant, and particularly those which relate to the capitation grant, are such that it is useless to the promoters of schools in poor places. Is this so in your opinion, and on what facts is your opinion founded?
7. Yes. The registered and certificated teacher demands a larger salary than can be given in poor districts. I think any school well attended by the children of the poor, and in which the children are well taught, should receive the capitation grant.
8. What is, generally speaking, the financial condition of the schools with which you are acquainted? Are they self-supporting, in debt, or supported by subscriptions? Where the resident population is principally poor, do non-resident proprietors usually subscribe? If not, who does? How does the payment of school fees operate? Is it popular with parents? Does it deprive those who are very poor of the use of the schools, and bring in children of a richer class?
8. Generally speaking the expenditure slightly exceeds the income, and the deficiency is made up by the clergyman. The schools are never, as far as my experience goes, self-supporting. A large number of non-resident landlords refuse to contribute to the schools, and the subscriptions generally are by no means according to the property held in the parish, often the uniform subscription of 1*l*. The man of five thousand a year and the poor curate who has a stipend of 100*l*. each pay often the same sum. I think the 1*d*. a week payment does not interfere with the attendance, and the children of the somewhat richer class willingly pay the 4*s*. 6*d*.

III.—*Efficiency of Schools and Schoolmasters.*

- I. What is your experience as to the comparative efficiency of—
- (a) Public and private schools?
- (a) That the public schools are the best generally.

(b) Endowed and unendowed schools ?

(b) That a small endowment is desirable, though not such an endowment as to render all exertion to raise other funds necessary. An endowment sufficient to keep the building in good repair and provide efficient apparatus is what I think desirable.

(c) Inspected and uninspected schools ?

(c) Inspected schools are in the most efficient state generally.

2. What is your experience as to, (a) evening schools, (b) industrial schools, (c) half-time systems, as means of keeping up what has been learned, at ordinary schools, or prolonging attendance there ?

2. That evening schools for males are very useful. That industrial schools are needless for children under twelve, and that they are so expensive as not to be practicable. That half-time systems can be adopted in manufacturing districts but not in agricultural.

3. What is your experience as to the masters and mistresses trained at normal schools ? Has their training adapted them, or has it failed to adapt them in any and what particulars, for their duties ; and especially for the more elementary branches of education, particularly reading ? Do they show a tendency to be dissatisfied with their position, and on what grounds ?

3. I think that their training has generally failed to adapt them as it ought to do for their duties. The mistresses too often lead their girls to look with contempt on domestic service ; they are far above scrubbing a floor or cleaning a grate ; their dress is often in the very worst taste. The masters have been taught to think far too much of themselves, to look for higher salaries than the clergy themselves often obtain ; and I think, as a body, they are very dissatisfied and living beyond their income. The best educated man may be generally the best teacher if he will teach, but it does not follow that because he can teach a subject well he will be willing to do so. I observe our highly educated masters do not like to teach little children to read and spell, &c.

4. Does the system adopted by the Committee of Council in reference to teachers trained at normal schools, make it difficult to obtain competent teachers for uninspected schools ?

4. I think it discourages self-educated teachers entering the profession in middle life from religious motives and the real desire to do good. This is a very great evil.

5. What is your experience of the working of the system of pupil-teachers ? Do the claims of the scholars and pupil-teachers on the master clash with each other ; and if so, which are usually neglected ? Where there are no pupil-teachers, how is teaching conducted ? and what is the comparative efficiency of schools at which they are and are not found ?

5. It works well. I think not. By elder children as monitors. The schools with pupil-teachers are decidedly the best.

6. Is there any disproportion between the supply and demand of schoolmistresses, and to what cause is it to be attributed ?

6. I think so. Many of the trained mistresses are taken away from their work by early marriage, and the number of schools also increases.

7. What is your experience as to the efficiency of masters of endowed schools, and as to the purity of their appointments?
7. I think there is more harm done by the masters of endowed schools retaining their situation when past work, than by their being improperly appointed at first, though certainly the good of the master is often more considered in the appointment than the good of the children.
8. What is your experience as to the efficiency of masters of private adventure schools, and as to the nature of their previous occupations?
8. I think that, generally speaking, the education given in them is very inferior.
9. What is your opinion of the subject-matter of education in various classes of schools, in the district with which you are acquainted, in respect of—
- (a) Its tendency to develop the mental powers?
 - (b) Its tendency to supply specific information of practical value?
 - (c) Its tendency to fit the pupil for his future course of life?
9. I think that the education given in all the better parochial schools—
- (a) Develops the natural powers of the mind.
 - (b) But that before twelve years of age there is little opportunity to give any specific information of much practical value, except religious.
 - (c) As, however, the education develops the natural powers of the mind, instils religious and moral principles, and teaches the girls needlework, it does fit the children for future life.
10. Is it usual for parents to send their children to schools in connexion with other religious persuasions than their own? and if so, upon what terms as to special provision for their religious instruction or attendance upon religious worship, and are such terms usually enforced in practice?
10. It is very common for the various bodies of dissenters to send their children to the schools of the Church of England, if they are not compelled to attend those schools on a Sunday and not forced to learn the Church Catechism when their parents object to it.

IV.—*Intellectual Results of Education.*

1. What is your experience as to the comparative value of educated and uneducated workmen and workwomen as such?
1. I see that education enables a boy to get work at an earlier age, and, therefore, I think the fair inference is, it fits him for work.
2. What is your experience as to the value which poor people who have received a good school education set upon it in after-life?
2. They all value it exceedingly.
3. How far do they avail themselves of such means of keeping up or extending their acquirements as reading rooms, lectures, evening schools, and the like?
3. We have a village library and an evening school.

4. Has your experience enabled you to trace any connexion between the spread of popular education, and the spread of a taste for music, singing, drawing, and other similar accomplishments amongst the poor?

4. No; there is not sufficient room in our cottages to allow of such pursuits at home amongst our agricultural poor.

5. Infant schools?

5. I do not think any infant schools are required in our country districts, in towns they are necessary. It would, I am persuaded, be better for our agricultural poor, even in a pecuniary sense, if their wives remained at home. The waste of food, the wear and tear of clothes, the illnesses caused by their going out into the fields more than compensates any little gain they get by doing so. The scattered village dames' schools are quite sufficient for the care of infants.

6. Diocesan inspection?

6. I believe it to be most useful, and that Government might avail themselves of it to a far greater extent than they do. The expense of the present system of Government inspection is so great that it can never be universal. A very small part of the schools of the Church of England are, at present, under inspection, and yet the annual cost of the inspection of these schools is very considerable. It is almost ridiculous to bring one of Her Majesty's Inspectors 30 or 40 miles to inspect year after year a school of 20 or 30 children who are almost infants. If Government would place a comparatively small sum at the disposal of the bishops, and require in return an accurate return of every school in their diocese from personal inspection by some competent officer, and then, in addition to this, send their own inspectors to all schools receiving public money, without any notice of their visits being sent, much more would be done, and done much more economically. Inspection ought to be decidedly without notice.

E. P. VAUGHAN,

Diocesan Inspector in the Diocese of
Bath and Wells.

Nov. 18, 1858.

REV. MR. BRUCE, ST. JAMES', BRISTOL.

What have been your opportunities acquiring experience respecting popular education and elementary instruction? To what districts does your experience apply?

For 22 years I have had the charge of parishes containing from 4,000 to 14,000 souls. To the north and west of England, Sheffield, and Bristol.

I.—Supply and Demand of Education.

1. Generally speaking, have the poor people in the district with which you are acquainted received elementary instruction? If they have, have they forgotten, or do they still remember what they were taught?

1. In the north, they had not; the want of schools was great, and five different sets of schools were erected while I had the charge of the parishes. In the west, during the last eight years, I think it is true to say they have, and they remember, and I trace this mainly to the better teaching which has prevailed within the last 12 or 15 years.

4. If from a failure in the demand, is the cause of that failure a want of will or a want of power on the part of the parents to procure education for their children; and is it usually a total failure in not sending children to school at all, or a partial one in not keeping them there long enough?
4. No doubt the failure *sometimes*, but not often, arises from a want of will in the parent or in the child, but more often from a want of power in the parent, who cannot keep his child *long enough* at school. Usually, too, in the case of even poor widows, the guardians withdraw the relief they allow for the child at the age of ten, so that the widow is almost forced to send the child out to earn something at that early age.
5. If it is want of will, what is the cause of that want?
5. Badness of disposition, vicious indulgence, or downright stupidity.
6. Do parents neglect to educate their children on the ground that the education within their reach is not adapted to their wants; and if so, are they right or wrong in that opinion, and what is the proof that they are right or wrong?
6. No.
7. Do they neglect it on the ground of the incompetence of the teacher?
7. If the teacher is incompetent they will not send their children with any interest.
8. Do they neglect on the ground of difference in religious belief from the managers of schools within their reach?
8. I think not, if they are Protestant Christian schools; and if they are allowed to send their children to their own Sunday schools.
9. Do they neglect it on the ground that they cannot afford to forego wages earned by their children?
9. Yes; and often truly so.
10. If unwillingness to lose wages is the cause, what is the value of the labour of children under fifteen in the district with which you are acquainted? Are there any, and what special circumstances in the relations between employers and labourers which affect the attendance of children at school? Does female labour prevail, and does this affect the education of girls?
10. At ten years of age a boy can earn 2s. 6d. per week; at twelve, 3s. 6d. do. At twelve a girl will go out to service, and earn 9d. or 1s. per week and her food and clothing.
11. How is the unwillingness of parents to send their children to school affected—
 - (a) By prizes or certificates for attendance?
 - (a) Not much.
 - (b) By the quality of the instruction given?
 - (b) Good instruction is attractive.
 - (c) By the character of the school and schoolmaster?
 - (c) Yes.
 - (d) By the particular systems of school management?
 - (d) Not much.

- (e) By the demand of school pence ?
- (e) It is often every difficult to get these paid.
- (f) By instruction given gratuitously ?
- (f) Not much.
- (g) By experience of the advantages of education in obtaining employment, or otherwise ?
- (g) To some extent favourably.

12. If parents are unable to send their children to school, what prevents them? If poverty prevents them, how does it operate? What is the evidence that they are really unable, and not merely indifferent on the subject?

12. Poverty does prevent. I have known a mother who has two children fit for school ask to have them allowed to take it in turn day by day to attend school because she could not pay for both. I have known many children sent to school without breakfast, and if the parent could get some in the course of the morning the child has been fetched out for a moment to get a slice.

II.—*Government and Finance of Schools.*

- 2. What in your opinion is the result of the variety of systems for these purposes now in operation? Do they stimulate, or do they interfere with each other?
- 2. I prefer one system of inspection. I think a double system a waste of power, and calculated to shake the public confidence in both.
- 3. Does the prospect of assistance from the Committee of Council, or from a central society, or either, and which of them, tend to increase or to diminish local subscriptions and exertions?
- 3. The prospect of assistance from the Committee of Council tends to provoke local effort.
- 4. Does the system of Government or other central inspection affect the efficiency of schools inspected, and how?
- 4. It increases their efficiency.
- 5. Do any and which of the terms upon which the Government grant is made affect in practice the independent management of the schools assisted?
- 5. I think not. I wish the pupil-teachers were paid quarterly, or even monthly. I think it a great hardship upon the parents to support them for a whole year without pay.
- 6. Have private adventure schools declined or otherwise since the establishment of the Government system of grants?
- 6. Of a low grade, declined; better grade, improved.
- 7. It has been said that the terms of the Government grant, and particularly those which relate to the capitation grant, are such that it is useless to the promoters of schools in poor places. Is this so in your opinion, and on what facts is your opinion founded?
- 7. In poor places thinly peopled it may be so; but in poor populous places the capitation grant is much to be desired.

8. What is, generally speaking, the financial condition of the schools with which you are acquainted? Are they self-supporting, in debt, or supported by subscriptions? Where the resident population is principally poor, do non-resident proprietors usually subscribe? If not, who does? How does the payment of school fees operate? Is it popular with parents? Does it deprive those who are very poor of the use of the schools, and bring in children of a richer class?
8. With difficulty kept out of debt. Parents had rather pay than not if the education is good, and if their means will anyhow allow it. The very poor will struggle *very hard* to pay, but of course *some* are prevented. A reference to Riders A. and B. will show that parents who have difficulty to maintain their families do use the schools, and struggle to send their children to them.

III.—*Efficiency of Schools and Schoolmasters.*

1. What is your experience as to the comparative efficiency of—
 - (a) Public and private schools?
 - (a) Public.
 - (b) Inspected and uninspected schools?
 - (b) Inspected schools are greatly more efficient than uninspected.
2. What is your experience as to, (a) evening schools, (b) industrial schools, (c) half-time systems, as means of keeping up what has been learned, at ordinary schools, or prolonging attendance there?
2. I think they go from the normal schools too young.
4. Does the system adopted by the Committee of Council in reference to teachers trained at normal schools, make it difficult to obtain competent teachers for uninspected schools?
4. I think it does, and that young persons who have completed their apprenticeship, but have not obtained Queen's scholarships, might with advantage be allowed to be mistresses or masters of *uninspected* schools provided they passed an examination for their certificate after three years.
5. What is your experience of the working of the system of pupil-teachers (a)? Do the claims of the scholars and pupil-teachers on the master clash with each other (b); and if so, which are usually neglected? Where there are no pupil-teachers how is teaching conducted (c)? and what is the comparative efficiency of schools at which they are and are not found (d)?
5. (a) It works well on the whole. (b) I think not. (c) In an inferior manner. (d) Those in which they are found are much the most efficient.
7. What is your experience as to the efficiency of masters of endowed schools, and as to the purity of their appointments?
7. I think the appointments often bad, especially in country villages.
8. What is your experience as to the efficiency of masters of private adventure schools, and as to the nature of their previous occupations?
8. If this means schools among poor, or even the working or labouring class, I think the masters of private adventure schools often very

unfit for their occupation, and of no previous training. If it refers to private schools of a higher grade, I think many of the masters excellent men, thoroughly well qualified, and an honour to their profession.

9. What is your opinion of the subject-matter of education in various classes of schools, in the district with which you are acquainted, in respect of—

(a) Its tendency to develop the mental powers ?

(a) Deficient.

(b) Its tendency to supply specific information of practical value ?

(b) Limited.

(c) Its tendency to fit the pupil for his future course of life ?

(c) Fair.

10. Is it usual for parents to send their children to schools in connexion with other religious persuasions than their own ? and if so, upon what terms as to special provision for their religious instruction or attendance upon religious worship, and are such terms usually enforced in practice ?

10. When parents can confide in the managers of a school they will send their children without much restriction, even though they themselves are of a different religious persuasion.

IV.—*Intellectual Results of Education.*

1. What is your experience as to the comparative value of educated and uneducated workmen and workwomen as such ?

1. The educated is the most valuable, unless in special cases where great natural shrewdness is found.

2. What is your experience as to the value which poor people who have received a good school education set upon it in after-life ?

2. They often value it highly, and put it to a good use; they are also generally the most eager to have their own children instructed.

3. How far do they avail themselves of such means of keeping up or extending their acquirements as reading rooms, lectures, evening schools, and the like ?

3. Their incessant occupation interferes with this.

4. Has your experience enabled you to trace any connexion between the spread of popular education, and the spread of a taste for music, singing, drawing, and other similar accomplishments amongst the poor ?

4. Yes; and I have seen great benefits result, for instance, from drawing. The boys of a family have been kept sketching and copying (rudely enough, perhaps), at home, and thus the ale-house has been avoided and a taste for home pursuits cultivated.

W. BRUCE, M.A.,

Minister of St. James', Bristol.

BARTON SCHOOLS.
RIDER A.—FIRST CLASS OF 25 BOYS.

No.	Parent's Occupation.	Number of Children in Family.	Number of Children sent to School.	Church or Dissent.
1	Dyer - - -	9	2	D.
2	Scripture reader - - -	6	3	C.
3	Painter - - -	5	3	C.
4	Bookbinder - - -	8	2	D.
5	Sexton - - -	7	6	C.
6	Shoemaker - - -	5	4	D.
7	Ship carpenter - - -	5	2	C.
8	Cab driver - - -	5	2	D.
9	Gardener - - -	5	4	C.
10	Cooper - - -	8	3	C.
11	Turner - - -	4	3	C.
12	Shoemaker - - -	4	4	C.
13	Shoemaker - - -	4	3	C.
14	Baker - - -	2	1	D.
15	Carpenter - - -	10	3	C.
16	Potter - - -	2	2	C.
17	Porter - - -	6	4	C.
18	Sawyer - - -	7	1	C.
19	Milkman - - -	5	4	D.
20	Ostler - - -	6	1	C.
21	Haulier - - -	4	4	D.
22	Shoemaker - - -	3	2	C.
23	Clerk - - -	5	2	D.
24	Tailor - - -	6	1	C.
25	Sawmaker - - -	7	3	C.

RIDER B.—FIRST CLASS OF 25 GIRLS.

1	Widow, charwoman - - -	4	3	C.
2	Waiter - - -	5	4	C.
3	Cabinetmaker - - -	4	3	C.
4	Dockman - - -	7	4	C.
5	Musician - - -	2	1	D.
6	Sawyer - - -	5	5	C.
7	Mason - - -	3	3	C.
8	Shopkeeper - - -	8	4	D.
9	Dentist - - -	11	6	C.
10	Widow, charwoman - - -	2	1	C.
11	Wheelwright - - -	3	2	C.
12	Jeweller (working) - - -	9	3	C.
13	Carpenter - - -	10	3	C.
14	Baker - - -	5	2	C.
15	Mason - - -	3	3	C.
16	Tailor - - -	4	2	D.
17	Shoemaker - - -	2	2	C.
18	Carpenter - - -	5	2	C.
19	Painter - - -	5	3	C.
20	Saddler - - -	3	2	C.
21	Labourer - - -	2	2	C.
22	Sawyer - - -	1	1	C.
23	Sailor - - -	4	2	C.
24	Tailor - - -	9	1	C.
25	Carrier - - -	3	3	C.

I think the average earnings of the parents, with one or two exceptions, do not exceed 14s. per week; and it must be remembered, that from illness, badness of trade, and other causes, few are in employ more than three-fourths of the year. I think, therefore, their effort to send their children is very great, and highly creditable to them.—W. B.

REV. W. ROGERS, BRISTOL.

1. What have been your opportunities of acquiring experience respecting popular education and elementary instruction? To what districts does your experience apply?

1. I was incumbent of Trinity, St. Philip's for nearly nine years, and have been of St. Paul's (both in Bristol) for nine years more. The former *had* a population of about 14,000, and of the poorest order; the latter of about 8,000, of a somewhat improved order. In the former I had schools (Hannah More) containing, when I left, 800 children in ordinary attendance. In St. Paul's between 300 and 400 children. I was fairly acquainted with schools before these dates.

I.—*Supply and Demand of Education.*

1. Generally speaking, have the poor people in the district with which you are acquainted received elementary instruction? If they have, have they forgotten, or do they still remember what they were taught?
 1. This generation has; and for the present I think they remember much of what they have learnt; but it is too soon, considering the present start in education, to answer this positively.
 2. If they have not received elementary instruction, does this arise from a failure in the supply or in the demand for education?
 2. I think the children around here are generally receiving elementary education; the only failure in supply in an infants' school. We want another.
 3. If from a failure in the supply are there too few schools or too few teachers? State any facts within your own knowledge in illustration of the want of which you complain?
 3. Another infants' school is necessary, as proved by parents being anxious to bring this class to St. Paul's Juvenile School, having no one near.
 4. If from a failure in the demand, is the cause of that failure a want of will or a want of power on the part of the parents to procure education for their children? and is it usually a total failure in not sending children to school at all, or a partial one in not keeping them there long enough?
 4. There is no want of will amongst the labouring classes to send their children to school, unless with reckless drunkards, and my experience proves the adage, "Where there is a will there is a way," for there is no failure in sending children to school here: but they are (from necessity) removed too soon.
 6. Do parents neglect to educate their children on the ground that the education within their reach is not adapted to their wants? and, if so, are they right or wrong in that opinion, and what is the proof that they are right or wrong?
 - * 6. Certainly not. The labouring classes feel that the education in a good parochial school is that which is adapted to their wants, and I think they are right.
 7. Do they neglect it on the ground of the incompetence of the teacher?
 7. Where an incompetent teacher is found, I have no doubt that school would be badly attended. Parents are quite alive to the merits or demerits of a teacher, and often take shrewd modes of testing them.

8. Do they neglect it on the ground of difference in religious belief from the managers of schools within their reach ?

8. No ; as long as difference of belief is confined to the Protestant faith, otherwise they would.

9. Do they neglect it on the ground that they cannot afford to forego wages earned by their children ?

9. No ; not until wages become increasingly important from the increased expense in clothes and food of a boy of eleven or twelve over one of seven or eight.

10. If unwillingness to lose wages is the cause, what is the value of the labour of children under fifteen in the district with which you are acquainted ? Are there any, and what special circumstances in the relations between employers and labourers which affect the attendance of children at school ? Does female labour prevail, and does this affect the education of girls ?

10. Every man would naturally be unwilling to lose wages ; but I believe the labouring man generally defers removing his boy from school as long as he can, unless he finds, what sometimes happens, that by 12 years of age he has well fitted himself for future life in his sphere ; errand boys of eleven years of age will earn 3s. and even 4s. a week ; at thirteen we have sent boys as junior clerks at 5s. a week. No special circumstance.

11. How is the unwillingness of parents to send their children to school affected ?

11. I do not believe they are unwilling to do so.

(a) By prizes or certificates for attendance ?

(a) I give to the two best boys in the 1st class 10s. each, to the next four 5s. each, the next four 2s. 6d. each ; to the two best in the 2nd class, 5s. each, to the next four 2s. 6d. each ; to the four best in the 3rd class 2s. 6d. each, if they are entitled to the capitation grant ; and to all others who entitle the school to capitation 1s. each. I believe it is an ample prize and the safest mode of carrying out the system. The children esteem it far above the real value.

(b) By the quality of the instruction given ?

(b) The quality of instruction, good or bad, will at once affect the attendance.

(c) By the character of the school and schoolmaster ?

(c) This will also do the same.

(d) By the particular systems of school management ?

(d) Parents are influenced more by results than systems.

(e) By the demand of school pence ?

(e) No ; the parents prefer a paying school.

(f) By instruction given gratuitously ?

(f) I believe if two schools joined, one paying and the other gratuitous, a very large majority of the parents would send to the paying school.

(g) By experience of the advantages of education in obtaining employment, or otherwise ?

(g) This is the strong reason with parents why they send their children to school. They see and feel the advantage in getting employment.

12. If parents are unable to send their children to school, what prevents them? If poverty prevents them, how does it operate? What is the evidence that they are really unable, and not merely indifferent on the subject?
12. To an honest sober man, want of work only renders him unable; and *then* it is nearly, if not quite, the last thing he will yield to; and in such case only until better times come. Destitution would bring them to rags, and their children to a ragged school.
13. Is the supply of schools and teachers proportioned to the want of them, or are there too few in some, and what neighbourhoods, and too many in others; or how otherwise?
13. Fairly proportioned in Bristol with the exception of St. Philip's (within), and perhaps Bedminster.

II.—Government and Finance of Schools.

1. Are you acquainted with the working of any, and what, systems of central aid and inspection, or of inspection alone?
1. I know nothing of any central aid and inspection but Government. I have been acquainted with that from the beginning.
2. What in your opinion is the result of the variety of systems for these purposes now in operation? Do they stimulate, or do they interfere with each other?
2. I cannot conceive two inspections in the same year by *different* parties can benefit a school. They must clash.
3. Does the prospect of assistance from the Committee of Council, or from a central society, or either, and which of them, tend to increase or to diminish local subscriptions and exertions?
3. I think assistance from Committee of Council, or from any central society, invariably *increases* local exertions.
4. Does the system of Government or other central inspection affect the efficiency of schools inspected, and how?
4. The Government inspection affects schools very much in making them more efficient.
5. Do any and which of the terms upon which the Government grant is made affect in practice the independent management of the schools assisted?
5. I do not think a Government grant in any shape affects the independent management of a school.
6. Have private adventure schools declined or otherwise since the establishment of the Government system of grants?
6. I conceive they must decline or be improved by what is going on around.
7. It has been said that the terms of the Government grant, and particularly those which relate to the capitation grant, are such that it is useless to the promoters of schools in poor places. Is this so in your opinion, and on what facts is your opinion founded?
7. I think it *need not* be useless in the *poorest* places. The capitation grant now allows an absence of about sixty days, independent of the usual school holidays.

8. What is, generally speaking, the financial condition of the schools with which you are acquainted? Are they self-supporting, in debt, or supported by subscriptions? Where the resident population is principally poor, do non-resident proprietors usually subscribe? If not, who does? How does the payment of school fees operate? Is it popular with parents? Does it deprive those who are very poor of the use of the schools, and bring in children of a richer class?

8. Not self-supporting, nor in debt, but sustained by subscriptions and school fees. Where the resident population is principally poor, I never had a difficulty in getting persons who did not even belong to the parish to subscribe. The payment of school fees operates *every way* to the advantage of the school, and is popular with parents. It does not bring in children of a richer class.

III.—Efficiency of Schools and Schoolmasters.

1. What is your experience as to the comparative efficiency of—
 - (a) Public and private schools?
 - (a) I am little acquainted with private schools.
 - (b) Endowed and unendowed schools?
 - (b) A *small* endowment is very beneficial in a large school.
 - (c) Inspected and uninspected schools?
 - (c) The inspected school is far the best.
2. What is your experience as to, (a) evening schools, (b) industrial schools, (c) half-time systems, as means of keeping up what has been learned at ordinary schools, or prolonging attendance there?

2. No experience of evening schools, and very limited as to industrial schools; both, if *properly managed* must work well. None of half-time schools.
3. What is your experience as to the masters and mistresses trained at normal schools? Has their training adapted them, or has it failed to adapt them, in any, and what particulars, for their duties; and especially for the more elementary branches of education, particularly reading? Do they show a tendency to be dissatisfied with their position, and on what grounds?

3. As to masters, I have ever succeeded well. As regards mistresses, I have experienced difficulties. They assume a fitness which often they do not possess. I think we labour under much difficulty from the fact that a higher grade has not been enlisted in the work. They are often deficient as teachers, and seldom understand much of domestic economy, and even *needlework* is sadly *neglected*. I think also young masters are often deficient in school management and training.
4. Does the system adopted by the Committee of Council in reference to teachers trained at normal schools, make it difficult to obtain competent teachers for uninspected schools?

4. I should think it would certainly do so.

5. What is your experience of the working of the system of pupil-teachers? Do the claims of the scholars and pupil-teachers on the master clash with each other; and if so, which are usually neglected? Where there are no pupil-teachers how is teaching conducted? and what is the comparative efficiency of schools at which they are and are not found?

5. The working of pupil-teachers is certainly very good. The claims of scholars and pupil-teachers never need clash, and under a good master neither would be neglected. Where no pupil-teachers are, the teaching, unless in very small schools, must, I think, be deficient, and the comparative efficiency would be simply one good and the other bad.

6. Is there any disproportion between the supply and demand of schoolmistresses, and to what cause is it to be attributed?

6. I cannot from experience answer this, but I think there is very little disproportion; we want, however, a higher grade of mistress.

7. What is your experience as to the efficiency of masters of endowed schools, and as to the purity of their appointments?

7. I have had no experience in the matter.

8. What is your experience as to the efficiency of masters of private adventure schools, and as to the nature of their previous occupations?

8. I have had very little experience in this; but I conceive the middle class examinations may supply an answer.

9. What is your opinion of the subject-matter of education in various classes of schools, in the district with which you are acquainted, in respect of—

(a) Its tendency to develop the mental powers?

(b) Its tendency to supply specific information of practical value?

(c) Its tendency to fit the pupil for his future course of life?

9. I think the subject-matter of education here tends to develop the mental powers, to supply specific information of practical value, and to fit the pupil for his future course of life.

10. Is it usual for parents to send their children to schools in connexion with other religious persuasions than their own? and if so, upon what terms as to special provision for their religious instruction or attendance upon religious worship, and are such terms usually enforced in practice?

10. It is very commonly done. They rarely make any special provision for religious instruction, but the child generally attends the place of worship the parent does.

IV.—*Intellectual Results of Education.*

1. What is your experience as to the comparative value of educated and uneducated workmen and workwomen as such?

1. The educated will get employment. The other will not succeed except in the lower branches, and in that not long.

2. What is your experience as to the value which poor people who have received a good school education set upon it in after-life?

2. I think they set a high value on it.

3. How far do they avail themselves of such means of keeping up or extending their acquirements as reading rooms, lectures, evening schools, and the like ?
3. They avail themselves of these means to a great extent, and increasingly so.
4. Has your experience enabled you to trace any connexion between the spread of popular education, and the spread of a taste for music, singing, drawing, and other similar accomplishments amongst the poor ?
4. The taste for singing, music, and drawing is certainly improved, *e.g.* you hear children sing a better class of song in the street, and high class tunes are whistled with correctness and taste.

A. ROGERS,
Incumbent of St. Paul's, Bristol.

REV. GEO. W. PROCTER, PERPETUAL CURATE OF
ST. STEPHEN'S, DEVONPORT.*

1. What have been your opportunities of acquiring experience respecting popular education and elementary instruction ? To what districts does your experience apply ?
1. As incumbent of St. Stephen's, Devonport, since December 1846, and as a founder and manager of St. Stephen's school for boys, girls and infants ; my experience applies chiefly to the ecclesiastical parish of St. Stephen's, Devonport, to the civil parish of Stoke Damerel, which includes the towns of Devonport and Morice Town, and to the neighbouring towns of Plymouth and Stonehouse.

I.—Supply and Demand of Education.

- a. Generally speaking, have the poor people in the district with which you are acquainted received elementary instruction ?
- a. About ten years since it was the exception rather than the rule when the poor in this town received elementary instruction. Now the exception is the other way.
- b. If they have, have they forgotten, or do they still remember what they were taught ?
- b. A large proportion of those who are between the ages of about 18 to 40 have lost the power to write and to make any calculations except such as arise out of the management of their small weekly incomes, or the every-day transactions of their manual work. The cheapness of postage now causes all to desire to learn to write and to keep up the art. A very large majority lose the power to spell correctly. Few lose the power of reading, but in a town they cannot walk through the streets without having an opportunity to exercise this art, or without being moved to do so by curiosity. All who attend Divine service in the congregations of the Church of England, even occasionally, keep up the art of reading through using the Prayer Book.
2. If they have not received elementary instruction, does this arise from a failure in the supply or in the demand for education ?
2. Ten years ago there was a failure both in the supply and in the demand.

* The following are extracts from Mr. Procter's evidence. The whole was considered by the Commissioners too voluminous for publication.

3. If from a failure in the supply are there too few schools or too few teachers? State any facts within your own knowledge in illustration of the want of which you complain.

3. Ten years ago the schools were insufficient in number, and in the larger schools the number of teachers was insufficient. For instance, I was placed in charge of a district in this town of 3,055 inhabitants,—almost all of the poorer or poorest classes,—in December 1846. The only schools accessible to the children, in nine cases out of ten, were mere nurseries, conducted by dames, in overcrowded, ill-ventilated rooms, in which they lived with their own families by day, and in which they, with their families, slept by night. The same was the case in the adjoining district of St. Mary's, which contained 6,000 inhabitants; in St. James's, Morice Town, and St. Paul's, Devouport, also in Stoke.

4. If from a failure in the demand, is the cause of that failure a want of will, or a want of power on the part of the parents to procure education for their children; and is it usually a total failure in not sending children to school at all, or a partial one in not keeping them there long enough?

4. There is no general failure in demand in this town now. It exists only among the most degraded part of the population, and is not in any degree to be attributed to want of power. It is the result of carelessness and unthriftiness. It is usually partial. Even the most negligent generally send their children to a dame school or an infant school, until six or seven years of age—perhaps to put them out of their own way and out of the way of injury or mischief. After that age they leave the children to do much as they like, unless they want them at home for work or errands, or can hire them out to others.

5. If it is want of will, what is the cause of that want?

5. Where there is want of will it arises from carelessness, indifference, or from not knowing or not believing that education will be of any advantage to their children hereafter. They think the boys will be able to pick up a living as labourers or as sailors or soldiers, whether they can read, and write, and cypher, or not; and that the girls, however ignorant, will be able to get a place with some small shopkeeper or the like as domestic servant, or to earn enough to live upon as stay stitchers or shoe binders, or *by prostitution*,* and in the end may marry a sailor or soldier, or have a provision in the union.

The Admiralty could do much to put an end to this. If they would refuse to enter any boy into the navy or the dockyard in any capacity who cannot read with readiness an easy narrative, write a fair hand, and work correctly sums that involve compound division; and if they would require of every boy who is a candidate for admission into the public service a testimonial from the master of the school or schools in which he had been a pupil during the year last past, or from the employer under whom he had been an employée during that period. They might have three instead of two classes of apprentices in the navy, and allow boys to pass into the second class on entry, if they come up to a certain standard in the subjects of elementary instruction, and require them to remain in the third class until they have attained to that standard.

* Once a mother said this to me in direct terms, and another said it more indirectly.

6. Do parents neglect to educate their children on the ground that the education within their reach is not adapted to their wants; and, if so, are they right or wrong in that opinion, and what is the proof that they are right or wrong?
6. I never hear them say so, or hear of their saying so, in this locality.
7. Do they neglect it on the ground of the incompetence of the teacher?
7. I never hear this reason given.
8. Do they neglect it on the ground of difference in religious belief from the managers of schools within their reach?
8. I never met with such a case. I have heard in about half a dozen cases persons object to a particular school on the ground of difference in religious belief, but these sent their children to another school.
9. Do they neglect it on the ground that they cannot afford to forego wages earned by their children?
9. In a few cases, such as very poor widows or unthrifty managers with large families, or when husband or wife is of ill-ordered habits, or a drunkard.
10. If unwillingness to lose wages is the cause, what is the value of the labour of children under fifteen in the district with which you are acquainted? Are there any, and what special circumstances in the relations between employers and labourers which affect the attendance of children at school? Does female labour prevail, and does this affect the education of girls?
10. Boys may earn from 1s. to 3s. a week as errand boys, or occasionally as much as 5s. Boys pick up during the spring, summer, and autumn 2s. or 3s. a week by assisting boatmen who ply for hire; sometimes a good deal more than this. But earnings from this source are very uncertain. Girls earn, by being helps in the families of small shopkeepers and well-to-do dock-yard artificers, and leading men and the like, from 6d. to 2s. a week and their board. There is a great dearth of profitable labour for females in this locality.
11. How is the unwillingness of parents to send their children to school affected?
- (a) By prizes or certificates for attendance?
- (a) By prizes in books or money, not at all. By certificates of attendance, as they lead to nothing, have no value in helping to admission into the navy or public service, or good private service, not at all.
- (b) By the quality of the instruction given?
- (b) The unwilling not at all; the willing are influenced in selecting a school by the quality of the writing, cyphering, spelling, and reading, especially the first two.
- (c) By the character of the school and schoolmaster?
- (c) Answer the same as for (b).
- (d) By the particular systems of school management?
- (d) Not in the slightest, except that those who belong traditionally to the Church of England or the Church of Rome prefer a school in which their children will receive the dogmatic teaching in which they were themselves brought up; but even these persons will not send their children to the day school of their own Church if it does not instruct fairly in writing, arithmetic, and reading.

(e) By the demand of school pence ?

(e) Not at all. It is not that they are unwilling to pay 1*d.* or 2*d.*, or even 4*d.* a week ; but that they are either wholly careless or indifferent, or else unwilling to forego the 1*s.*, 2*s.*, or 3*s.* which the child can earn.

(f) By instruction given gratuitously.

(f) See answer to (e).

(g) By experience of the advantages of education in obtaining employment, or otherwise ?

(g) Very much. The fact that the Admiralty admits no lad into the dockyard as an apprentice, or into Greenwich Schools, unless he has reached at least a minimum standard of attainment in arithmetic, writing, spelling, and reading, has a powerful influence in overcoming the unwillingness or indifference of parents.

12. If parents are unable to send their children to school, what prevents them ? If poverty prevents them, how does it operate ? What is the evidence that they are really unable, and not merely indifferent on the subject ?

12. Very few indeed would be unable if not indifferent. All in this locality would make the necessary effort if they found it necessary as regards obtaining employment, especially any employment in the dockyard or the royal navy.

13. Is the supply of schools and teachers proportioned to the want of them, or are there too few in some, and what neighbourhoods, and too many in others ; or how otherwise ?

13. In this locality the supply of public schools and public teachers is fairly proportioned to the want, and fairly distributed throughout the town and borough of Devonport. There is an ample supply of private schools and private teachers ; but they sometimes, from local causes, are near one another. There is an opening for a public school for the poor in connexion with the church in the north-west portion of the town of Devonport, called North Corner, and situate in St. Paul's parish ; but the incumbent of that parish has 1,000*l.* in hand for building such a school, and is endeavouring to procure a site for it. There is also an opening for a public school for the poor in the north-east portion of Stoke Damerel, called Higher Stoke, but the clergy and laity are engaged in raising funds for the erection of the necessary buildings.

II.—*Government and Finance of Schools.*

1. Are you acquainted with the working of any, and what, systems of central aid and inspection, or of inspection alone ?

1. I am acquainted with the working of the system of diocesan inspection without aid, and of the system of inspection by the Committee of Council with aid.

2. What, in your opinion, is the result of the variety of systems for these purposes now in operation ? Do they stimulate, or do they interfere with each other ?

2. Each is good in its proper place. Here the diocesan inspection is very imperfectly and inefficiently carried out, but it is entrusted to clergymen who are fully occupied with other work. The diocesan inspection is much wanted for schools which do not come under the Council Office inspector. The diocesan inspection causes the religious instruction to be given more carefully. They do not interfere with one another in the least.

3. Does the prospect of assistance from the Committee of Council, or from a central society, or either, and which of them, tend to increase or to diminish local subscriptions and exertions?

3. My experience has all been gained in a very poor neighbourhood, in which there are but few local subscriptions to any benevolent objects. The prospect of aid from the Committee of Council stimulates me and the other clergy to exert ourselves to procure subscriptions from persons residing elsewhere. The prospect of this assistance has moved the trustees of the manor in which Devonport is situate to give liberally to the furtherance of elementary education among their tenants.

4. Does the system of Government or other central inspection affect the efficiency of schools inspected, and how?

4. It does affect the efficiency of the school in various ways. It helps the local managers in keeping both principal and assistant teachers and apprentices up to their work. It stimulates all the teachers and all the children to extra exertion when the inspector is expected—if this is desirable. Its influence for good or ill depends, however, very much on the *judiciousness* of the inspector himself, and on his being *practically acquainted with the home circumstances of the children*, and not expecting too much of them and their teachers, either as regards quantity or quality.

5. Do any and which of the terms upon which the Government grant is made affect in practice the independent management of the schools assisted?

5. In answer to this I would refer to the passages which I have lined through with red ink in accompanying Broad Sheet, touching teachers and apprentices. All of these passages are interpreted by those persons as indicating that they are Government officers, and not officers of the local managers, which causes them to assume a position of independence of the local authorities, and to carry their point where the managers are not well acquainted with the various Minutes of the Committee of Council.

6. Have private adventure schools declined or otherwise since the establishment of the Government system of grants?

6. A few of the really inferior ones have died out. The others have been more or less improved by the competition arising from the existence of the public schools, and are as well or even better attended than before the public schools were opened. But perhaps this is to be attributed to the competitive examinations for admission into the dockyard as apprentices, which beget a public opinion in favour of education.

7. It has been said that the terms of the Government grant, and particularly those which relate to the capitation grant, are such that it is useless to the promoters of schools in poor places. Is this so in your opinion, and on what facts is your opinion founded?

7. (See Appendix B.)

When a school has six weeks holidays, which is not too many, in the year, then it is too much to expect an attendance of 176 days; especially from girls, who are so often wanted at home for a morning or afternoon, or a couple of days in a week or a whole week, for domestic purposes and household duties—a most important part of their education. Where in town schools capitation grant is claimed for a fair proportion of the boys, it is because there are only four weeks allowed for

holidays, or because the school is carried on on Saturday mornings, or because there are several hundred boys present, for average attendance, as in some British schools and a few Church schools; but these large institutions do not exercise much moral or religious influence, and in practice are not much more than schools for instruction in the elements of secular knowledge.

8. (a). What is, generally speaking, the financial condition of the schools with which you are acquainted? (b) Are they self-supporting, in debt, or supported by subscriptions? (c) Where the resident population is principally poor, do non-resident proprietors usually subscribe? (d) If not, who does? (e) How does the payment of school fees operate? (f) Is it popular with parents? (g) Does it deprive those who are very poor of the use of the schools, and bring in children of a richer class?

8. (a) (b) (c) (d). See Appendix H.

(e) It causes parents and children to value the education received the more so the larger the payment, within reason. It does not hinder any respectable poor person from getting an education for his child. See Appendix E., a printed copy of the system of payments in my school, which is found to work well and meet every case.

(f) Yes.

(g) It does not deprive the very poor of the use of the schools. It does bring in the children of the small tradesmen, making from 30s. to 2l. a week, net profit.

III.—*Efficiency of Schools and Schoolmasters.*

1. What is your experience as to the comparative efficiency of—

(a) Public and private schools?

(a) They vary as the teacher. (See Appendix J.) Parents who can afford to pay 4*d.* or 6*d.* a week, as a rule, prefer, especially for girls, a small private school to a public school. It adapts itself more readily to home arrangements, and is less particular about the regularity of the attendance, or the punctuality. Parents think that the manners of the private school are more genteel, and the opportunities of learning coarse or bad language are much less. This is what they say to me. They also say there is more needlework, if the mother wishes it. They do not care about geography, history, English grammar, or arithmetic, beyond compound division.

Private schools for the children of the poor man who earns from 12*s.* to 15*s.* a week, and has to provide for a family of four or five mouths, there are none, *i.e.*, that are worthy of the name of school, so far as I know, in this locality. I only know of one private school in which a man is the teacher, which will receive children for 2*d.* a week, and that school is held in the same rooms in which he ordinarily lives. The private schools which do exist here, not being dame schools, are generally attended by the children of the well-to-do among the dockyard mechanics, leading men, inspectors, and foremen, and by the children of the shopkeepers, very few of whom send their children to a grammar school. The public schools are attended by some of these children, but chiefly by others, downwards to the very poorest. The efficiency of the public schools can hardly be compared with fairness with that of the private schools, as the parents and the home circumstances of the children are,

as regards the latter, always a help, and as regards the former, most commonly a hindrance, at least as regards the former, the parents in most cases cannot assist in educating their children. Here the private schools, in competitive examinations for the dockyard, generally beat the public schools; but the examination is one in which very few marks are given for English grammar, reading, geography, English history, scripture history, spelling from dictation, or composition, to which boys in the public schools devote a great portion of their time. Moreover, the public schools here are comparatively speaking in their infancy. (See Answer 9, page 134.)

In the private schools, the teacher generally has not more scholars than he can attend to himself, with the aid, perhaps, of one assistant, to hear the younger children read and say the lessons they have committed to memory, and to watch over their earlier efforts at writing on paper. His scholars learn geography, history, and English grammar and spelling, only as memory lessons, with rare exceptions. In school they are kept at work on writing, arithmetic, and in some cases map drawing and elementary mathematics, with an occasional reading lesson.

(b) Endowed and unendowed schools ?

(b) There are two endowed schools in this town, the St. John's Free School* and the Naval and Military British School. Each is doing as good a work as the unendowed schools.

(c) Inspected and uninspected schools ?

(c) Uninspected schools, properly looked after or inspected by the clergy and local managers, are doing as good a work as the schools inspected by Government, disciplining children, teaching them reading, spelling, writing, and elementary arithmetic.

2. What is your experience as to the masters and mistresses trained at normal schools? Has their training adapted them, or has it failed to adapt them, in any, and what particulars for their duties; and especially for the more elementary branches of education, particularly reading? Do they show a tendency to be dissatisfied with their position, and on what grounds?

3. See Appendix C., p. 139.

4. Does the system adopted by the Committee of Council in reference to teachers trained at normal schools, make it difficult to obtain competent teachers for uninspected schools?

4. The terms of the Broad Sheet, so far as they dictate to local managers what, as a minimum, is the stipend they must give, and which lead teachers who have certificates to expect of managers a certain sum as a minimum, cause experienced teachers to be unwilling to take a school at a less salary, and by giving a sound and useful education to get an income for themselves out of the school fees. Having been led to suppose that Government requires local managers of schools to provide at least a certain prescribed amount of salary for every teacher considered by Government to be competent, they will not take a school, with rare exceptions, unless this sum is guaranteed. The stipulations in the Broad Sheet on this point are cancelled, as regards inexperienced teachers, for the first three years after leaving the Normal School.

* The Naval and British School has been within the last year or two presented with about 3,000*l.* by the Patriotic Fund Commissioners and another similar Trust.

Why not cancel them altogether? Why not allow supply and demand to regulate salary as in all other callings?

5. What is your experience of the working of the system of pupil-teachers? Do the claims of the scholars and pupil-teachers on the master clash with each other; and if so, which are usually neglected? Where there are no pupil-teachers how is teaching conducted? and what is the comparative efficiency of schools at which they are and are not found?

5. See Appendix D., p. 142.

6. Is there any disproportion between the supply and demand of schoolmistresses, and to what cause is it to be attributed?

6. There is a disproportion between the supply and demand of certified schoolmistresses, and they look for larger salaries than managers can guarantee. The schools with a mistress are more numerous than those with a master. The young women think the amount of study and of attention to business required of a certified schoolmistress is more than they are willing to undertake. Others are domestic, and prefer to remain at home, where they are wanted, and to occupy themselves about domestic duties. Others do not like to leave home and friends to go for two years to a training school, with the prospect of having afterwards to take a school among strangers. The friends of many of those who have been apprentices cannot afford to bear the expense of the cost of travelling and clothes and board during holidays while they are students in a normal school; and some who can afford to bear these think it would probably be money thrown away, as the girl may marry in a year or two afterwards. Being educated beyond what is necessary for elementary schools some become nursery governesses or assistants in ladies schools.

7. What is your experience as to the efficiency of masters of endowed schools, and as to the purity of their appointments?

7. The master of the endowed school in connexion with St. John's chapel of ease in this town is an efficient elementary teacher, and there was no impurity in his appointment.

8. What is your experience as to the efficiency of masters of private adventure schools, and as to the nature of their previous occupations?

8. Masters of private adventure schools generally here are successful teachers of writing, arithmetic, and elementary mathematics, especially as regards the few, the more intelligent and more industrious of their scholars, who are specially preparing for competitive examinations. Some have served an apprenticeship under some successful private school-keeper, as Mr. Wise, whose school is in St. Stephen's Street, in this town; Mr. Lemon and Mr. Milford, the master and assistant-master of the dockyard men's proprietary school; Mr. Keast, of Stoke, and others. Mr. Harris, of John's Street, Devonport, I hear, holds a Government certificate, but prefers to be independent of managers. Mr. ——— was a blacksmith in the dockyard, then an exciseman, and then having been discharged from the excise opened his school. Mr. Marles was a journeyman tanner, but being physically unequal to that trade, opened a school, and deserves much praise for having by his own exertions fitted himself for his new calling, in which he is decidedly successful, although a little given to puffing and unreality. Mr. Goddard,

who succeeded Mr. Cole in his school at Morrice Town, which has a good name, was a clerk in a solicitor's office to within about six months of becoming a schoolmaster. Mr. Congden, who has been singularly successful in preparing lads for the competitive examination in the dockyard, (a majority of those who have succeeded, especially of Mr. Cole's boys, I hear have been members of his evening school,) is self-taught, and is a labourer in the dockyard. Mr. Prout, in King Street, was a seaman. Mr. Kevern, of Morrice Town, I am told, became a schoolmaster after having failed in other callings. Mr. ——— was a schoolmaster, then a collector of rates, from which office he was removed from some deficiency in the money, or in keeping the accounts; then a seamen's schoolmaster, and then again an adventure schoolmaster.

9. What is your opinion of the subject-matter of education in various classes of schools, in the district with which you are acquainted, in respect of—

(a) Its tendency to develop the mental powers ?

(a) Too little attention is paid to English grammar, the structure of words, the structure of sentences, the relation of words to one another in a sentence, and the analysis of sentences simple and compound. The adventure schoolmasters are, one and all, unequal to this. It is hardly taken at all into account in the competitive examinations for admission into the dockyard. The education in the adventure schools cultivates the memory; and by arithmetic, algebra, and Euclid, the invention and the reasoning powers; and by writing, the observation and the imitative faculty. In the public schools too little attention has been given to the cultivation of the memory, and to good penmanship, and scholars are not sufficiently required to prepare lessons by themselves and work on their own account, which fits them to carry on their education by themselves after school days are over.

(b) Its tendency to supply specific information of practical value ?

(b) It does not profess to give information that specially prepares for any given trade or other calling. In public schools the pupil-teachers and elder girls do the household work of the institution.

(c) Its tendency to fit the pupil for his future course of life ?

(c) Would be satisfactory if more attention were given to grammar.

10. Is it usual for parents to send their children to schools in connexion with other religious persuasions than their own? and if so, upon what terms as to special provision for their religious instruction or attendance upon religious worship, and are such terms usually enforced in practice ?

10. It is usual for parents who themselves attend no place of worship on the Lord's Day, or who from one cause or another are members of a congregation of some dissenting preacher, to send their children to the schools of the Church of England, both on Sundays and working days, and to sanction their attending the Church's services. They stipulate for no special provision for the religious instruction of their children, or for their attendance upon religious worship. They rarely say anything about these matters. This is not usual with parents who have been themselves carefully instructed in the doctrines of the Church of England

or who understand and value their Prayer Book; nor with carefully instructed Roman Catholics. But here it is the exception, not the rule, to meet with such carefully-instructed persons, especially among those who are between 20 and 50 years of age.

IV.—Intellectual Results of Education.

1. What is your experience as to the comparative value of educated and uneducated workmen and workwomen as such?
 1. The educated are decidedly to be preferred to the uneducated; but the amount of instruction, if carried for girls beyond what is required from a candidate for Queen's scholarship is mischievous.
 2. What is your experience as to the value which poor people who have received a good school education set upon it in after-life?
 2. They value it very highly, especially if paid for by their parents.
 3. How far do they avail themselves of such means of keeping up or extending their acquirements as reading-rooms, lectures, evening schools and the like?
 3. A considerable number, especially of the well-to-do handicraftsmen and their families, attend reading-rooms, use the library of the mechanics' institute, especially its lighter literature, and attend the lectures given in that institution. A few attend evening classes at the institute, and a few attend evening schools, which are for the most part conducted by private adventure teachers. About 90 in all, males and females, attended an afternoon school for the latter, and an evening school for the former, in my parish, under the Sisters of Mercy, during the quarter ending Christmas last. The females who attended the Sisters' school learnt plain sewing, reading, and writing; the males, reading, writing, and arithmetic, the very elements. The males were chiefly uneducated lads, who would otherwise have been knocking about the streets or in mischief.
 4. Has your experience enabled you to trace any connexion between the spread of popular education, and the spread of a taste for music, singing, drawing, and other similar accomplishments amongst the poor?
 4. There has been a great increase in the number of persons who spend their leisure time in learning instrumental or vocal music, especially the latter, or who manifest an interest in these accomplishments, progressing side by side with the increase of popular education in my own parish, and in the parishes of St. Mary's Devonport, and St. James' Devonport. Drawing has only been introduced by competent teachers within the last three months.
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APPENDIX A.

II. 4. Terms of Government grant not specified in Broad Sheet, which affect in practice the independent management of schools assisted.

Minutes 1850-1, page lx, or page 29 of Consolidation of Minutes, 1858—

“If the grant is made in augmentation of teacher's salary, &c. it is paid, &c. ; and this visit may at any time be declined by the managers forfeiting the grant depending upon it, and ALL FUTURE GRANTS.”

Mark the words “FORFEIT ALL FUTURE GRANTS.” If managers dismiss an apprentice, the Committee of Council may review that act, and pronounce judgment upon it. If managers give a qualified testimonial at the end of any year to a teacher or an apprentice, the Committee of Council reviews this, and sometimes puts it aside, by paying the grant direct to the person whom the managers would not testify to be satisfactory. When this is done, it damages the legitimate influence of all the managers of all the schools in that neighbourhood.

After managers have arranged what boy or girl they will appoint to the office of pupil-teacher in their school, provided he or she can pass the Government examination prescribed on the Broad Sheet for a candidate; I have known an inspector to take the teacher aside, and assuming that the managers had not exercised due consideration for the teacher's wishes, or duly consulted with her in the matter, to say to her in a confidential patronising manner, “Do you wish to have that girl for an apprentice; for if you do not, you shall not.” This happened in my own school.

After the managers had arranged with a pupil-teacher and her parent, that if she passed her 5th year examination, she should remain in the school, as a continuance apprentice, under the minute that would allow her to do so, or rather allow wages for her if the managers should wish her to do so, until the next Christmas examination for Queen's scholarships; in my own school, an inspector, in my presence, and before my other teachers, took the girl aside; and assuming that the managers and her mistress had not told her she might have the option of spending the continuance time in a training school, if her friends preferred it, he proceeded to ask her in a confidential befriending manner, as one who would protect her from the managers, whether she had been told that this option was open to her, and whether she wished to avail herself of it, &c., &c., in a rapid way, which confused her; and then, having misunderstood her reply, he began to remonstrate with the mistress and the manager, and went so far as to say to the manager, in presence of the teachers and others, “Of course it is more to the advantage of the manager to keep in the school such a young woman as this as an apprentice, than to let her go, and have a child in her place,” or something very much like this. This was done where the manager was known to take almost a fatherly interest in his apprentices and teachers, and had fully explained the alternative to all parties concerned.

It resulted, however, on this occasion in the teachers, one and all saying that the inspector was very officious and had better mind the business for which he was sent to the school, and then in all the pupil-

teachers being exceeding unwilling to go even to the training school which he visits as inspector.

Inspectors who come to a school as a patronising friend and protector of the teachers against the managers do unmixed mischief. On the other hand it is unjust for an inspector to act towards a teacher on a prejudice formed during a flying visit. I have met with such a case.

School managers in some districts are anything but satisfied with an inspector as such; but they feel they are practically without a remedy. I know a case of this. They are unwilling to refer the matter to the Committee of Council for these, among other reasons. It may make them unpopular with the inspectors as a body, who no less like to be too closely and sharply inspected and to be reported on, than do the managers or their teachers. An unpleasantness would necessarily arise on the part of the particular inspector towards the reporting managers, who must constantly meet him on official business, if he remain in the district. There is a general impression that the Committee of Council are very much disinclined to admit their officer to be in fault, or to let it be known that they do so. The payment of the annual grant *depends on the fulfilment of so many conditions and so many details* to be reviewed and reported on by the inspector, that he has it in his power to make managers smart for it, if they do report him. To show his power, I have known an inspector withhold a capitation grant to a large amount because he found a few mistakes in the daily registers and the multitude of small weekly additions of attendance on the first year after the introduction of the new Privy Council registers. But in this instance there had not been any previous misunderstanding between him and the managers.

He may be over strict in examining the school or the apprentices; he may, by keeping to the letter of prescribed conditions, without making any allowances for local difficulties, keep down the amount of aid granted to the lowest point. Too much hangs on his judgment.

G. W. PROCTER.

APPENDIX B.

II. 7. The terms of the Government grant stimulate local subscriptions where a population exists from whom subscriptions may be expected. They also stimulate some of the clergy, and a few laymen, persons of more than average zeal, energy, or leisure, to exert themselves to collect funds from persons who reside in wealthier districts for the promotion of schools in the poorer districts. The schools in my own parish, in St. Mary's and St. James's in this town, also the British or Naval and Military School in this town, have been thus brought into existence, and furnished with apparatus and are thus maintained. But others, seeing the amount of labour which is involved in establishing and carrying on schools, when the funds have to be procured by an extensive correspondence with persons in all parts of the country, either shrink from attempting one at all, or content themselves with one which is very far below the minimum standard which is required for Government aid. My own experience is that the terms of the Government grant are such as to be useless to promoters of schools in poor places unless they are prepared to take upon themselves more labour, and more pecuniary responsibility than it is reasonable to expect.

I would venture to recommend that teachers and school-managers should be as free as employées and employers, under all other circumstances to make such pecuniary arrangements as to salary as they best can; that augmentation grants should be given in favour of teachers of lower attainments, provided they are competent to teach reading, writing, and elementary arithmetic, and discipline children judiciously, and to give them sound and practical moral and religious instruction, and to set them a good example; that the capitation grant should be made in reference to the average attendance for the year, struck from the number present daily throughout the year, not in reference to those who have attended any given number of days, and that a larger sum should be contributed by Government towards the erection of necessary buildings in poor places. The examination of such schools should be restricted to reading, writing, spelling, the meaning of words in ordinary use, arithmetic, and religious knowledge.

The managers should be allowed capitation grant for children who pay 6*d.* a week, and for free children whose mothers are often poor widows. Inspectors should not be allowed to withhold capitation grant because of a few mistakes in the registers, as has been done in my own case and in other cases in this locality. If any grant must be withheld on this account it should be the augmentation grant to teachers, the persons really in fault.

The requirement of 176 days per annum for boys is not too much if the object be mainly to secure a high standard of attainment in individuals; but too much if the object be in part to aid effectually schools in poor localities: 140 days per annum should be the maximum for girls. But if aid to schools in poor localities be a primary object, then grants should be made in reference to average attendance of all scholars, and to the attainments of the most regular children.

G. W. PROCTER.

APPENDIX C.

III. 3. Masters and mistresses trained at normal schools very often disappoint the expectations of the clergy and school managers in moral and religious matters; and as teachers of reading, writing, spelling, and the meaning of such every-day words as occur in the Holy Scriptures and the Prayer Book, or an ordinary third book in such a secular course as that of the Irish Commissioners, the Society for Promoting Christian Knowledge, or the British and Foreign School Society; also in teaching arithmetic in a popular intelligent manner adapted to the affairs of every-day life. See also Reports of Her Majesty's Inspectors on secular instruction. While the masters and mistresses are apprentices, and afterwards while they are students, they and their instructors are so taken up with preparing for the examinations in things secular, that they get very little personal, moral, and religious training. Hence in very many cases, they have very little power of exercising moral and religious influences among the scholars subsequently placed under them, and are often, in manner, pursuits, amusements, dress, attention to religious duties, far, very far, from satisfactory examples and guides for persons of humble life. They seem to me to turn out really useful masters and mistresses, exercising that good influence in a neighbourhood which the clergy and the earnestly religious of the lay managers desire

before all else, and being really painstaking teachers of the elements of secular instruction, in proportion to the motives with which they have taken up the calling; the careful training they received from their clergy, Sunday school teachers, parents or other Christian friends before entering the normal school; and according to the circumstances which surround them during the first few years after they have been entrusted with the charge of a school. If the officers of the normal school were less pressed by the amount of the secular instruction which must be given to the students while under training, they would at least have time to give to practical and personal religious teaching and guidance, to observe and correct individual defects, and to teach those who are to be entrusted with the moral discipline of others how to proceed in this the most important duty of their calling.

Yet masters and mistresses trained at normal schools are certainly less theoretical and more practical, less superficial and more sound in necessary knowledge than they were. They do not spend so much time with their children and apprentices about portions of geography, history or elementary physical science, which they have not thoroughly mastered themselves, and which are not only above their scholars, but for persons in their condition of life are educationally profitable only in a second or tertiary sense, or rather, in my opinion, are a waste of time. Information of this kind is showy, and is a novelty, especially among the humbler classes, and more so among the very poor. The teachers having acquired a little of it were puffed up, and sought to establish an importance for themselves by showing off before those upon whom the same opportunities had not been bestowed for acquiring a nodding acquaintance with such matters. They would astonish and dazzle the uninitiated, as they had been dazzled themselves. Again the course of training which they used to receive was not sufficiently professional. Accordingly, many, especially those who obtained a few years since a high place in the Class List of the Committee of Council, seem to be more eager to carry on their own studies than to teach their scholars to live as good Christians and good citizens, or to be good writers, pleasing readers, intelligent cipherers, quick calculators, accurate observers, thoughtful analyzers of what they read, and careful examiners into its meaning, and correct speakers and writers, weighing their words and avoiding exaggeration or display. Some of these occupy themselves with elementary science; some are keen to acquire an extensive, but superficial, acquaintance with English literature; some with the lighter current popular literature; some with the writings of Coleridge, Paley, and the like; and some seize all the time they can for mere pleasure-seeking; some fall into low company; some are ever on the watch for opportunities to get into the society of the higher social strata. I have known them spend much of the time during which they were in school or in class with their apprentices in reading some scientific work or some novel; in the school, occasionally giving a lesson to the elder children, but leaving the apprentices and monitors to do the burden of the work; in the class, occasionally looking over a written exercise, or giving an oral lesson, or setting a paper of questions. *A fair proportion, however, are very different from this*, within my experience, of which only I am speaking. Yet a large majority are still more ready to tell the children and the apprentices what they themselves know, by oral lessons than to teach them how to teach themselves; than to direct them how to study any given subject, warning them of difficulties, encouraging them to overcome these by their own efforts, and helping them through a difficulty rather than lifting them over it. They depend too much on collective teaching. They do not teach the children

sufficiently by individuals. I observe the trained teachers at work, I note the results they produce, I compare them with the private and other teachers who have not been trained in normal schools, and it seems to me that there is not yet that difference in favour of the trained teachers, as a body, as teachers of elementary subjects, which might have been expected in consideration of the large amount of money that has been expended upon training them by the Church and the State. However, as I have shown in Answer III. 1. a., pp. 131, 132 the private teacher has more help from the parents and home circumstances than the public teacher.

We may expect a change for the better, at least in things secular, now that the examiners of the Committee of Council propose questions of a more practical character; not only asking for matters of fact, or the application of rules, or a correct use of technical terms, or acquaintance with theories, or efforts of reason, but requiring the examinee to show that he can turn to account, for learners, the information which he possesses, and his reasoning powers, and that he knows how to teach with clearness each subject which he professes to have studied. Another judicious alteration of the Committee of Council is that now they determine the class of the certificates which they award more with reference to the proved skill of the candidates as *school-keepers and as teachers of the elements of instruction*, than with reference to literary or scientific attainments.

Hitherto the training school officers and the inspectors and school managers have been gathering experience and fitting themselves for their office; now we are beginning to reap an amount of benefit from their exertions which is more in proportion to the cost. A majority of the trained teachers at present in the country are those on whom they practised their prentice hands. I believe it would be better if the training school officers limited their course of instruction to fewer subjects. They must arrange somehow or other to be able to spend more time in making acquaintance with the individual characters, defects, and wants of their several pupils; and in training them practically wherein they are weak in the art of teaching, and teaching them how to *discipline* others *individually* as distinct from *drilling* them as a *body*. Private teachers trained as apprentices and assistants under the private teachers, who have acquired a local reputation as school-keepers, and who conduct the schools in which the payments are from 4*d.* a week to 10*s.* a quarter, get more individual instruction and training in the art of teaching the elements than ordinarily, if ever, falls to the lot of a student in a training school; although they may not have been trained to give what are called gallery lessons. A considerable proportion of the private teachers have been so trained. Students on leaving the training school have doubtless an acquaintance, now thorough as far as it goes, with several subjects, about which the private teacher knows little or nothing, and they may know more than he does about the theories of the art of teaching; but the private teacher has experimental knowledge which he has discovered for himself, will work well, and, moreover, he is under a stimulus to do his best from knowing that his income depends entirely upon the attendance of scholars, and that this depends on his proving himself to be a successful teacher of penmanship, reading, spelling, and arithmetic; or, perhaps, in some neighbourhoods, of map drawing also and elementary mathematics, which is to him a stimulus at least as strong as the expectations of the local managers or the occasional visit of Her Majesty's inspector is to the public and certified teacher. Unless the private teacher devotes himself to his calling, and makes his school his first consideration he is penni-

less. But this is not so with the public teacher. He is independent or thinks himself independent of the parents.

It is not at all uncommon to find that the certified teachers interpret the terms of the Broad Sheet to mean that they are *entitled* to a certain minimum salary, which the Government requires managers to provide for them, whatever their short-comings; and that because they worked hard at educating themselves while apprentices, and while in the training schools, they are *entitled* to receive annually from Government a certain guaranteed sum, the only condition being that during the year last past they should have been in charge of a school under inspection. It would have a most beneficial influence on them if the terms of the Broad Sheet were so worded as to make it unmistakably clear that they receive this augmentation, not as a fellowship, as they now say, not as a something they are *entitled* to because they were wise enough to profit by the opportunities of self-improvement placed within their reach, but for work done in the elementary school during the year last past, and only when they have given satisfaction to their employers the local managers, and when the inspector finds the school in a satisfactory condition as regards reading, writing, arithmetic, spelling, and discipline, and that the registers and school accounts have been kept in a satisfactory business-like manner. My own opinion is that it would be better to give up the present system of classifying apprentices, especially females, according to attainments, as first or second class Queen's scholars, or students, especially females, in the first, second, or third class after the Christmas examinations at normal schools. I believe it would be better merely to pass or reject them, as is the case with candidates for holy orders; and to let the place on the class list be determined *solely by success in school-keeping* as determined by the annual reports of the local managers and of the inspectors. Every teacher to commence in the third class of the lower gradation, if a one year student, or a teacher who had not been a student in a training school; or in the third class of the middle gradation if passed at the end of the second year of residence in a normal school. Promotion from class to class to be possible at the end of every third year of school-keeping. In this way we should get more earnest, painstaking, humble teachers.

I would follow precisely the same rule as to subjects of examination of students for a place on the Christmas Class List, or list of passed teachers, as I recommended for candidates for Queen's scholarships. If there must be a class I would arrange that a person may obtain for religious knowledge, reading, writing, English grammar, arithmetic, composition, and spelling, with *one* other optional subject, and with Euclid and algebra for males, and needlework, domestic economy, and practical household work for females, a sufficient number of marks for a place in the first class of each year.

G. W. PROCTER.

APPENDIX D.

III. 5. I have had pupil-teachers in my own school for the last eight years, males and females; I have also had opportunities frequently of observing the working of the system in various schools, and of hearing others tell their experience of it for the last ten years. The result of my experience is, that the pupil-teacher system is a great

improvement on the monitorial system, as furnishing agents to keep the several classes of the school constantly and profitably employed. But, except where the principal teacher is a very judicious, right-minded person, or the clergy or the other school managers exercise a constant watchfulness over these young people, and are at the pains of training them individually in morals and religion, many of them early become mere eye-servants, inflated with self-importance, over-bearing towards the younger children, contemptuous towards their social equals, high-minded towards their parents, brothers, and sisters, and other relations; very dressy out of school, and forward and deficient in outward tokens of respect towards their betters. From the unwise wording of the Broad Sheer, in reference to their wages, they regard themselves, in many cases, especially in British schools, and in large Church schools in which they are numerous and the management by a committee is lax and perfunctory, as young Government officers, a sort of junior clerk or midshipman or mate, paid by Government so much per annum to enable them to prosecute their studies for their self-advancement; the State wishing to increase the number of students of literature and science, and guaranteeing if they come up to a certain standard to give them so much per annum for life, as a reward for studying during their apprenticeship and during the two years of residence at the cost of the public in a normal school, (at college they always say,) only on the condition, that after they have gained this *prize*, it will only be paid to them for any given year, if during that time they have been engaged as a teacher in a school under Government inspection. In many cases they think they give their services for nothing to the school in which they are apprenticed, being paid a certain promised sum at the end of each year, as a *reward for being diligent in their private study, or in the class in which their teacher gives them instruction*. They are very much astonished when referred to the Minutes on pages 34 and 40 of volume of Minutes of Committee of Council for 1856-7.

My experience is, that the present arrangements of the Committee of Council, by which it provides the wages for the apprentices, is ill-advised. It necessarily leads to the notion that the money is granted for the efforts the pupil-teacher has made for his own improvement in certain prescribed subjects, rather than for work done by him during the year last past in improving the educational attainments of the children of the school, and otherwise doing his duty towards his employers, the school managers. The payment of the whole sum is made to depend on his passing a satisfactory examination before the inspector. I would suggest that the payment of only *one-third* of the whole amount should continue to depend on this condition. Again, according to the present arrangement, the money is not nearly of so much value to the parents of the apprentice, as a smaller sum received weekly or monthly, or even quarterly, would be. I would recommend, with Mr. Christie, of the Duke of Bedford's School, Milton Abbot, Tavistock, that the payments in favour of the pupil-teachers should be made in advance, that they may be paid to them by the school-managers weekly; only I would prefer that one-third should be held back until after the annual inspection. (I attach a copy of Mr. Christie's proposal.) I would add, that the managers might receive the money through any banker, by means of a stamped receipt, as money is received from the Ecclesiastical Commissioners; drawing it either once a year or quarterly. I would recommend that augmentation and gratuities to teachers and capitation grants should be drawn for in the same way.

Under the present arrangement, if the manager or schoolmaster give a qualified testimonial at the end of any year as to the conduct or attention to duty of an apprentice, or if the manager do so as to the teacher, then the whole of the payment for that year may be withheld, or inquiry having been made by the Council Office, the testimony of the local authority may be practically ignored, by the whole of the money being paid. I have heard of such occurrences. Consequently the managers are obliged to be not only as lenient as possible, but to speak by the average, and to look over much that ought to be taken into consideration. Managers might be prepared to stop or suspend the payment for a month, or a quarter, where they would not feel justified in doing that which would deprive their employée of the money due for a whole year, during the greater part of which he may have given satisfaction.

I have not found that the claims of the scholars and pupil-teachers on the master clash with each other. I cannot see how they can do so, where the master is in any sense worthy of the trust reposed in him. The comparative efficiency of public schools is in favour of those in which there are pupil-teachers; but everything depends upon the judiciousness of the principal teacher and of the school managers. It would be well, if by a modification of the present arrangement, additional apprentices were allowed where the principal teacher and the managers manifested special judgment and care in using them to the advantage of the school, and fitting them for the office of school-keeper; instead of where pupil-teachers have acquired head knowledge to obtain Queen's scholarships.

Mr. Christie's proposal, plan for paying pupil-teachers weekly :—

1. Candidates to be examined at 12 years of age, or from that to 15 years.
2. Apprenticeship to commence one year after candidate examination.
3. Apprenticeship to be as now for five years, or for six years including year of probation.
4. After examination at end of year of probation, the sum granted for wages to be paid at once to managers, and by them to be paid to the apprentice weekly.
5. The same to be repeated each subsequent year of apprenticeship.

As an alternative with this, I propose that the managers should draw for the money quarterly by a receipt forwarded by them through a banker, and that one-third of the grant should be regarded as a *prize*, payable only if the apprentice pass in a satisfactory manner the examination at the end of each year of the apprenticeship; two-thirds being regarded as *wages for work done in the school*.

I would next direct attention to the nature of the questions proposed to female candidates for Queen's scholarships at the last Christmas examination, especially to the paper on geography, English history, and the passage to be paraphrased in the English grammar paper, and to questions 6, 7, 8, 9, 10 in that paper. The question on the ablative absolute was, of course, not meant for the females, but being in their paper it frightened them, I know. Also to question 2, sect. I., and the questions in sect. II., on domestic economy.

It is not *reasonable* to expect girls in humble life, at the end of a five years' apprenticeship as pupil-TEACHERS in an ELEMENTARY school, and who are so circumstanced at home, to be able when about 18 or 19 years of age to answer such questions. It is positively *mischievous* to them to stimulate them to endeavour to attain to the power of

answering such questions fully and satisfactorily. To do so is to make them shirk common-sense, every-day domestic duties, and to furnish them with an excuse for this neglect, which their parents and some school-managers find it difficult to withstand. They argue that their success in life depends on their giving themselves up to their book-work when at home. It encourages them in vanity and showiness, for very few are able to answer such questions at all fully or fairly; whereas it is the *questions that are proposed that are PUBLISHED, but NOT THEIR REPLIES*. This gives them a reputation for knowledge among those who are not behind the scenes, *which is not in accordance with the truth*. It results also on their bestowing so little time on their religious subjects, that these last fail to exercise that influence on character, which is the great purpose for which we would have them made acquainted with the Divine revelations and records, and for which they were given to man.

Call to mind what a female apprentice in an *elementary* school is, and what claims home duties and school duties, if properly attended to, have upon her time.

Ordinarily, she is the daughter of a handicraftsman, or a labourer, or a domestic servant, or a farm servant. Her parents earn from 30s. down to 12s., or it may be less, a week. She is not unfrequently one of several children, sometimes the only girl, or the only girl above infancy. It is a great wrong to her mother, father, brothers, and sisters, if she be prevented from bearing her fair share of the usual household work of her home, and a greater injury to herself if she be excused from this. She ought to bear her part of the family house-cleaning, the family cooking, the family washing, and the family clothes-making and clothes-mending. Otherwise if she fail to obtain a Queen's scholarship; or if she marry an elementary schoolmaster, or a small shopkeeper, or a small yeoman, she will be anything but a good house-wife; or if she become a certified schoolmistress, she will not be the person whom sensible thoughtful parents of humble life will care to entrust with the formation of the character of their girls.

These home duties claim at least on an average an hour a day of her time.

Next she is an apprentice TEACHER in an ELEMENTARY school. She may have charge of a section of 40 children. She must be engaged in *teaching* daily for not less than $5\frac{1}{2}$ hours; and in preparing the school for her class, and putting things away, &c., for about another half-hour daily.

These school duties claim at least six hours a day, on an average of five days in the week.

Again, those school-managers who have the interests of their female apprentices really at heart, and the interests of the children who are already so much influenced by their example, or who will hereafter be under their care, require the female apprentices, with the assistance of the elder girls and monitors, to do sometimes all the household work of the school premises, sometimes all this, except scrubbing the larger and rougher floors. They also require them to visit, to inquire after absent children, dividing this duty between them and the principal teacher. These duties provide healthy bodily exercise.

These school duties, which are a most important detail in the training which is to fit them for their office, claim on an average another hour a day, or six hours a week.

Already we have taken up *eight hours* a day on an average for five days in the week.

But there is yet a claim on their time for one and a half hours daily. They have to spend an hour and a half a day for five days in the week in a class with the mistress; when she is to revise and correct the exercises they have written at home; to hear them the lessons they have prepared for her at home; to submit them to written examinations; to direct them as to what they are to study by themselves; to point out to them the difficulties they will meet, and when they have failed to overcome them without assistance to aid their own efforts to do so; to practise them in arithmetic and English grammar; to improve them in reading and penmanship; to exercise them in the fourth and fifth years in composition on some given subject; to instruct them in the art of teaching; to make up with their assistance the *voluminous school registers and school accounts*; and to give them such admonitions as occasion may require.

This makes *nine and a half hours* a day for *five days* in the week, or nearly *eight hours* a day for *six days* in the week.

I confidently ask the Committee of Education and the Parliament to read my statement, and then to say, whether it is not *most unreasonable* to expect of these girls as much as was indicated by the Examination Papers to which I have referred, and whether it is not *most unwise to hold out to them a premium for diverting their time from work of importance to women, especially women in humble life, by encouraging them to prepare for such an examination, and rewarding them for passing it.*

Already we hear complaints from all parts of the country of the difficulty of procuring domestic servants, and of their unwillingness to do many of the details of household work. They are made to me perpetually in this neighbourhood by kind considerate housekeepers, who make a real home in their families for good trustworthy useful servant girls. Respectable Christian mothers of humble life who would have their daughters live a modest, virtuous, useful life of industry, complain to me that the present system of female education is placing many new and unlooked for difficulties in their way. All this is greatly decreasing the number of women who are fitted to make a home for a handicraftsman or a labourer comfortable and happy as his wife and the mother of his children. In my own experience I have found it make young girls impatient of and dissatisfied with home restraints and home circumstances, more attractive to the seducer of higher social position, and more susceptible of the influence of his refinement of manner and of tastes, and so more easily his victim.

The apprentices and the mistresses exercise a great influence on the public opinion of the school. If they attach the notion of *indignity* to the scrubbing-brush, black-lead-brush, washing-tub, and stewpan, they soon, perhaps in some cases unconsciously, impart it to the girls that are under them or daily with them, and so bring up a race of girls of humble life, who prefer scribbling to scrubbing, or reading Walter Scott, Byron, James, Harrison Ainsworth, translations of Eugene Sue, and the Loudon Journal, to reading their Bible or the cookery-book. I have seen this effect produced.

Referring the Commissioners, again, to the claims which school duties, and home duties, and domestic duties have upon the time of the female apprentice, I would ask them to note what is expected of her, in what to her is, and what by her friends and herself is, regarded as literature, science, and accomplishments, by the time she is 17 years of age, or at the end of her fourth year of apprenticeship.

a. 1. To read with improved articulation and expression.

b. 2. To do more advanced exercises in syntactical parsing, and the analysis of sentences.

c. 3. To have a knowledge of prefixes and affixes.

d. 4. To write for composition an account of the organization of the school and of the methods of instruction used.

e. 5. In arithmetic to do exercises in compound proportion and vulgar fractions.

f. 6. In geography to answer questions in Asia and Africa (no text book being prescribed, no limit indicated). How much time might be swallowed up by this subject alone.

g. 7. To draw maps of Asia and Africa.

h. 8. To answer questions in Old Testament history, until the captivity of two tribes, B.C. 588.

i. 9. New Testament. To have got up one Gospel accurately; the others generally, with some idea of their harmony.

j. 10. The Prayer Book. To answer questions in the Book of Common Prayer, and to have full knowledge of the Church Catechism, with Scripture proofs.

k. 11. Optional in fact, but not stated to be so. Freehand drawing and shading from solid models.

l. 12. Optional in fact, but not stated to be so. Vocal music, places of notes on the bass stave, major and minor scales; common characters used in music.

m. 13. To show a knowledge of the outlines of British history to the accession of Henry VII., with dates.

n. 14. To show greater skill than in preceding years in needlework, knitting, and cutting out clothes.

If any of these subjects are optional, it is not so stated, consequently some of the poor things try to be ready for the examiner with something that falls under each prescribed head. Some are glad to have so good an excuse for shirking all ordinary domestic work, and becoming the lady in the family. It would be a great improvement, even if the Committee of Council would only say that the subjects marked a, b, d, e, l, i, j, and n, were indispensable, and the others optional; the pupil-teacher being allowed to take up one of them, to follow it up throughout her course of apprenticeship, from that year in which she commenced it. As to k and l, a prize might be offered for passing an examination up to a given standard in each of these subjects, as is now the case for k; but with the limitation, that no one should be examined in either of them unless her needlework was excellent, and she produced a certificate from her schoolmistress and her managers that she had given full satisfaction in respect to such household work as could be done on the school premises.

After giving the detail of a case in which Mr. Proctor complains of the Inspector, he says:—*I have had* great difficulty in prevailing on parents to offer their girls as candidates for apprenticeship, and on girls to be willing to expose themselves to the risk of similar unqualified and, I must say, unjust rejection at the last. Other girls may pass their examinations better than this girl did, but it must be at the cost of neglecting other and equally, if not more important, duties. Since the Committee of Council declared this girl to have insufficient secular attainments (for I suppose that is what they meant, by saying they could not testify to her having completed her apprenticeship satisfactorily), the ladies who work with me in this parish, of whom one was of more value to the cause of elementary education than most of the certified teachers, have said they can no longer

be parties to the Government standard, and have ceased to give any instruction or help, except in matters of practical religion and domestic economy. They feel they would be aiding what is mischievous.

No one ought to be employed as an inspector or assistant inspector unless he has first had at least four or five years practical experience of and intimate acquaintance with, as a parochial clergyman, the domestic circumstances of persons in humble life; this was the case with Mr. Tinling, and, accordingly, everywhere one hears him spoken of as being all that in reason could be expected in an inspector. Men who have not had this experience, but are fresh from the University common room, or from their travels as a private tutor, naturally, and almost necessarily attach a very high, and for the humbler classes, an undue importance to literary and scientific attainments.

From other reasons I find it not easy to procure female apprentices from the families of the more respectable persons in humble life. They do not wish their girls to spend so much time upon what they regard as unnecessary accomplishments. They perceive that in many cases it has unfitted females for domestic life, and led to much domestic trouble. After giving a promise that I will do what I can to prevent this, and will sometimes give the girls a half holiday to assist in the family washing and house cleaning, I am only just able to get female candidates enough for the vacant apprenticeships in my own school, whom I can recommend as fairly eligible. For male pupil-teacherships I can only get candidates for whom no other opening offers. My most desirable and promising lads prefer to be apprenticed to almost any trade, or to enter the navy as second-class boys, and their parents coincide with them in this. There is no keenness for the office on the part either of girls or boys, although in my school it opens out to them many little advantages and pleasures. Some of my elder girls, who have acquaintances among female pupil-teachers in other schools in this locality, have told my sister that these girls say they would not offer themselves as candidates for pupil-teacherships if they had their time to go over again. The objection is not made with reference to the amount of wages, but to the manner in which these are paid, to the multitude of conditions which must be fulfilled to obtain them, and to the fact that they have to work for them in the dark, and that they think that they are at the mercy of the inspector or the Council Office, as well as responsible to the local managers. A father said once to me, "We can get justice as regards a local manager from a magistrate, as in the case of any other employer, but what redress have we as regards the inspector or the Committee of Council?"

G. W. PROCTER.

APPENDIX E.

SCHOOL.—ST. STEPHEN'S, DEVONPORT.

Extracts from the Reports of H. M. Inspectors.

March, 1853.—The rooms are excellently furnished with every requisite for a school. The method and discipline very satisfactory. General character of instruction very satisfactory.

March, 1854.—Desks, parallel, in abundance. Furniture and instruction very good. Books, plentiful supply. Apparatus excellent. Religious knowledge good. Organization and method and discipline very

good. Lessons in number and objects very fair. Sewing and knitting of girls and infants satisfactory. Great pains taken by the clergyman and his sisters in these schools.

April, 1855.—A great deal doing in this school. General character of instruction good in all branches. No pains or expense are spared to make the school efficient.

April, 1856.—The school is going on very well. The very lowest classes are soundly taught, and the highest have made very considerable progress in some subjects; the boys being particularly forward in arithmetic, the girls of more than usual proficiency in needlework, and the infants in reading, writing, and arithmetic.

April, 1857.—Discipline and instruction very satisfactory. Needlework of girls good. Infant school in very capital condition.

Other Facts that illustrate the Efficiency of the School.

All the lads who have gone into the navy from this school are doing well; some being already petty officers after only four or five years' servitude. And all the boys who have passed from us to Greenwich, whether to the upper or lower school, make highly satisfactory progress in that institution, several having succeeded in passing the examination for the engineer department of the royal navy.

The boys from this school who have been candidates at the examination in the dockyard for the selection of apprentices, have been unusually successful. Most of them were successful solely because of the attainments they had acquired in this school. One of them obtained the first place on the list which recorded the result of the examination at Christmas 1854, and another the same distinction at Midsummer 1855.

Four of our male apprentices have competed successfully for Queen's scholarships, two of them having stood high up in the first class, and one of these having attained to the thirteenth place among the whole of the Queen's scholars of his year from all the Church schools in England and Wales.

It must be evident from the foregoing testimony and facts that it is the purpose of those who conduct this school to give to the children as thoroughly good and useful an education as the circumstances of their homes permit them to receive. But if the foregoing evidences were wanting, the parents who have kept their children in regular attendance at this school for three or four years consecutively, will testify, we believe without exception, that it has fitted their children in a most satisfactory manner for the several trades and other callings, in which the Providence of God has furnished them with an opening for commencing to earn their own livelihood.

The annual expense to the manager of conducting this school is at present about 415*l.*, inclusive of 20*l.* for rent. Of this sum the Committee of Council last year subscribed about 152*l.* in the form of contributions towards the salaries of the principal teachers and the wages of the apprentices, with a further sum of 32*l.* 1*8s.*, in the form of a grant in aid, towards the education of each child who had attended school for 176 days during the year ending the 1st April, and whose parents had not paid less than 1*d.* per week towards the income of the school, and were in want of such help.

Of the remaining sum of 230*l.* the payments by the parents of the children amounted in all to about 108*l.* last year; the lord of the manor subscribed 10*l.* 10*s.*; the Betton charity, 5*l.*; the Lords of the Admiralty, 25*l.*; and a few benevolent persons about 30*l.*, to promote the education of the children of the really poor.

The school is in debt to the manager, for last year only, more than 50*l*.

Each child, one with another, costs the manager about 15*s*. per annum. Children in the boys' department cost him each about 20*s*. per annum.

He is sure, however, that no persons who are in a position to pay the full cost of the education of their children—none for instance who are in the receipt of such incomes as are enjoyed by the leading men or the artizans of the dockyard, or the like, unless they have heavy families, will expect him to bear for them any portion of this claim which their children have upon their affection. Doubtless, after he has thus plainly shown to them what is the real state of the case, they will for the most part prefer to pay the 6*d*. per week, or the 28*s*. per annum. The school manager, as their pastor, takes upon himself the pecuniary responsibility, and the labour and anxiety of carrying on this institution for them, without any possibility of personal advantage to himself; but they will not therefore expect him to bear with them the expense of educating their children any more than they expect others to do so for them in the matter of food and raiment. And they will feel with him that the schoolmaster and the schoolmistress ought to receive a fair and sufficient remuneration for their time and labour, &c., as well as persons of any other calling.

If the school is under diocesan and Government inspection, and the teacher holds a certificate of competency for his office from the Committee of Council, the parents have a very high testimony as to his attainments and his ability to instruct their children, and a trustworthy guarantee that the children will be taught whatever is necessary soundly and thoroughly.

The following scheme has worked well for several years. It excludes no one. It results in an unusually good income from school fees, 35*l*. per quarter, ending Christmas 1858.

THE SCALE SCHOOL OF FEES IS AS FOLLOWS:

N.B.—All payments to be made in advance.

DEPARTMENT FOR INFANTS.

Children of leading men in the dockyard, warrant officers, shopkeepers (not hucksters) in any principal street, as George Street, employers of journeymen, and the like, 4*d*. per week, or 3*s*. 6*d*. per quarter, for the first child; 3*d*. per week, or 2*s*. 6*d*. per quarter, for each of the others.

Children of artizans employed under Government, and persons in like circumstances, 3*d*. per week, or 2*s*. 6*d*. per quarter, for the first child; 2*d*. per week, or 1*s*. 9*d*. per quarter for each of the others.

Other persons, 2*d*. per week for each child.

DEPARTMENT FOR GIRLS AND BOYS.

Lower and Middle Sections.

Children of leading men in the dockyard, warrant officers, shopkeepers, &c., 4*d*. per week, or 3*s*. 6*d*. per quarter for each child.

Children of artizans employed under Government, and persons in like circumstances, 4*d*. per week, or 3*s*. 6*d*. per quarter, for the first child; 3*d*. per week, or 2*s*. 6*d*. per quarter, for each of the others.

Other persons, 2½*d*. per week in lower section, 3*d*. per week in middle section, for each child.

Higher Section.

Children of leading men in the dockyard, warrant officers, shop-keepers (not hucksters), &c., 6*d.* per week, or 5*s.* per quarter, for the first two children; 4*d.* per week, or 3*s.* 6*d.* per quarter, for each of the others.

Children of artizans employed under Government, and persons in like circumstances, 6*d.* per week, or 5*s.* per quarter, for the first child.

Other persons, 4*d.* per week, or 3*s.* 6*d.* per quarter, for each child.

In this section boys are especially prepared for the examination of candidates for apprenticeship in the dockyard.

Extra class, with apparatus and monitors, 1*s.* per week, or 10*s.* per quarter, for each child.

The teachers and managers will occasionally reward children who have been regular in their attendance, and in other respects satisfactory, by giving them instruction in one or more of the higher subjects taught in the department for boys or girls, without any increase on the fee paid for the middle section.

It is most unwise to withdraw children from school at about 11 or 12 years of age. If previously regular in attendance, they make more progress in one year after they are about 11 or 12 years of age than they did in any three preceding years. To spend money for the education of children in such a school as this, is in the present day, to put it out at interest, on their behalf, to the best advantage.

Boys and girls engaged in industrial work may attend the school for half the day, according to a fixed arrangement as to time and payment, to be made with the master or the mistress.

Parents pay for spelling-books, table-books, arithmetics, and whatever other books or stationery are required for home work; also for slates, copybooks, and whatever other stationery is destroyed in the school in the use, excepting pens and ink.

Parents should furnish each child with at least a spelling-book, arithmetic, and slate. It is a great advantage to the child when a book of scripture texts, and of hymns or poetry, to be committed to memory at home, are added; with an English grammar, a geography, an English history, an English dictionary, and an atlas, as required. The books which are sanctioned in the school may be procured of the master or mistress at very reduced prices.

Children who pay an extra 2*d.* a month, or who are regular in attendance and generally satisfactory, have the privilege of using a lending library, which contains several hundred very interesting and useful books. Old scholars, on becoming apprentices, or going to work, continue to enjoy this privilege.

The managers and teachers of this school, however, feel it to be both a duty and a privilege to assist poor and necessitous persons in the education of their children, and are therefore prepared to make such an abatement as Christian charity and sympathy may suggest in regard to those children whose parents can honestly say, from any special circumstances, that the usual school fee is above their means, provided all their children, who are of a sufficient age, are in regular attendance at this school, unless hindered by sickness, or engaged in earning their own livelihood.

The following special arrangement has been made to meet these special cases. The children of poor widows, soldiers, marines, labourers, not employed by Government, Chelsea pensioners, Greenwich pen-

sioners, watermen, and others, being really poor persons, with several young children, (all in regular attendance at this school, unless hindered by sickness, or engaged in earning their livelihood), are admitted upon the payment of 1*d.* per week for the oldest child, and $\frac{1}{2}$ *d.* per week for each of the others, until in all they pay 2*d.* per week; all after the third child being free. The children of sailors, labourers employed by Government, journeymen not in the public service, and other persons, whose weekly earnings are small and uncertain, having several young children (all in regular attendance at this school, unless hindered by sickness or engaged in earning their livelihood), are admitted on the payment of 2*d.* per week for the oldest child, and 1*d.* per week for each of the others, until in all they pay 4*d.* per week, all after the third child being free.

Parents, in times of long sickness, or when out of work, or otherwise honestly unable to pay any of the prescribed sums, will, whatever may be their usual circumstances, be assisted by an abatement of the school fee, or by being allowed to send their children for a longer or shorter time, especially during the winter months, without any payment at all for tuition.

N.B.—It is most injurious to a child to allow it to be irregular in attendance.

No debts allowed.

Persons wishing to speak to the manager in reference to the school fees, or on any other subject connected with the school, will always find him ready to see them at the vestry on Mondays, after evening service, and desirous of co-operating with them in the education of their children as far as possible.

GEO. W. PROCTER,
Perpetual Curate of St. Stephen's, and Manager.

This arrangement meets every case, excludes no one, and brings in an unusually large income from school fees, more than 35*l.* for quarter ending Christmas 1858.

APPENDIX H.

II. 8*a.* Just able with the aid of capitation grant to keep afloat, the clergyman manager often has to advance money, which, sometimes, is never repaid. St. Stephen's school is in debt every year to myself; I have to beg all over the country to make up the deficiency, and to give myself what I cannot get in this way.

II. 8*b.* I know of no public school that is self-supporting. The parents of the children in my own school now pay, in school fees, nearly enough to make up, with capitation grant, (when not withheld by inspector, because some one of the multitude of conditions to be fulfilled is not in his opinion satisfactory,) the salaries of the teachers, and to pay for pens, ink, copy books, slates, and home books; but the other unavoidable expenses, as rent, fuel, light, cleaning, and repairs cannot be brought below 50*l.* per annum. About 10*l.* more is required for school feast and for good conduct prizes. I have a few subscriptions from friends who are not *connected with this place*, but are interested in the progress of the church, or in what I may have in

hand: but these subscriptions, especially those of my friends, may die or be withdrawn from this place with myself. In very few cases do their donors promise to continue them annually, I have to apply for them every year. The subscriptions generally come in one year from one set of persons, in another from another. It is a great labour to get contributions from persons who are not residents in the locality. The difficulty increases every year.

Private adventure schools attended by children of handicraftsmen and small shopkeepers, are self-supporting, without Government aid, but the teachers are content with smaller salaries, and the outlay for apparatus and repairs of buildings, &c., are, in their case, very little, often, rent excepted, next to nothing. Private adventure teachers in these schools, males, I am told rarely net more than 100*l.* per annum; 80*l.* per annum is a high average; they do not manage 1*l.* a week in a large number of cases, including the proceeds of an evening school. Females net from 15*l.* to 30*l.* per annum.

II. 8c. The non-resident proprietor subscribes here liberally, giving 10*l.* 10*s.* per annum to each public elementary or charity school, besides valuable sites and other help.

II. 8d. The subscribers are the earnest members of the church and the friends of the clergy who reside elsewhere, and the clergy themselves.

II. 8 a, b, c, d.—In Table IV.—Income and expenditure of the school for years 1853, '54, '55, '56, '57, returned to the Commissioners, the amount of subscriptions returned for St. Stephen's school is large, but it must be borne in mind that it was raised by my writing an immense number of letters, and sending out an immense number of printed applications, to persons who reside in all parts of England. It includes the money that was raised in each year for altering the premises in which the schools are held temporarily, and for repairs of buildings, always a heavy item, where premises are so old as ours, and for the purchase of apparatus and furniture necessary at starting a day school, and from time to time as it increases in numbers.

Subscriptions towards current expenses, procured as described above, amounted to, in—

1853.	1854.	1855.	1856.	1857.	1858.
£75	£80	£67	£75	£80	£76

APPENDIX J.

Private Infant or Dame Schools.

1. What persons and of what qualifications generally conduct dame schools?

1. In my experience as a parochial clergyman, constantly visiting and in personal communication with my parishioners of humble life, either in my own person or by assistant curates, scripture readers, or ladies acting under me or in concert with me during about 12 years, in a town population, and as one who has always been an active promoter of elementary education, I have found, that—

The dames who have schools are generally widows,* under the necessity of earning a livelihood, sometimes for their younger children as well as themselves; or women with one or more illegitimate children, who have been brought to a sense of the sin and folly of their past life; or wives of handicraftsmen, seamen, naval or military pensioners, or labourers; or respectable spinsters of middle or more advanced age; and sometimes younger unmarried women, who are dependent on their own exertions.

Without exception, so far as my experience goes, when not having a husband at home and in work, or at sea and allowing them half-pay, they occupy themselves with the needle, as shirt-makers, stay-stitchers, boot-makers, shoe-binders, or the like, during the time their children are with them.

As to their qualifications, they generally can read with fluency and ease the Gospels, or the lessons in the Universal Spelling Book, or in Mavor's Spelling Book, or the like. A few can write a fair hand, and do write letters for the neighbours at 2*d.*, or for a long letter 3*d.*, or for an Admiralty letter 6*d.* Some can work sums which involve compound division of small numbers. Almost all are good plain sewers and plain knitters. They generally attend some place of worship on Sunday, but some with great irregularity, and some very rarely; some few, as far as I can learn, never.

2. What are the subjects of instruction in dame schools?

2. Generally only reading and spelling, and plain sewing and knitting for girls. The plan on which they teach reading and spelling is this: each child in turn comes up to the mistress's side, and, if in the alphabet, is taught the names of some of the letters, and to refer them to their respective signs, or, with her help, gives the names, as the teacher points to the several signs; after which the child returns to its seat on a form or on the floor, and sits there till its turn comes again, with its little book or card of letters in its hands, being supposed to be practising itself in what it has been taught. If able to read words of one or more syllables as the case may be, each child in its turn reads, spelling letter by letter, a list of some six or more words over and over again, and then returns to its seat to commit them to memory. If reading, lessons of similar easy words are printed among the columns of words for spelling; these are read as they occur. A few of the more intelligent dames early begin to exercise the children in naming the letters as they point to them in the page of an ordinary book, and in naming the smaller words in the same way. As soon as the children can with the help of the dame read a verse of a hymn, or a portion of the Church Catechism, or any of the questions and answers that occur in the usual cheap spelling-books, some of the dames require them to commit each day to memory the portion thus mastered as a reading lesson. I never met with a dame who catechized the children on what they read or learnt, until I or my visitors had shown her how to do so, and rarely any of them who could go beyond the most superficial catechizing. A majority of the dames teach the Church Catechism to all the children under their care, some doing so orally. Very few indeed have prayers with the children, even at commencing or closing school. They say the attendance and punctuality are too irregular; but I have prevailed on several to change in this respect.

A few of those within my knowledge teach the arithmetical tables as a memory lesson, and I hear that several others do so. A few teach

* As of men who were small shopkeepers, warrant officers in H. M. navy, artisans in H. M. dockyard, seamen, pensioners, labourers.

writing on slates to a few of the children, and a very few writing on paper to one or two children, who pay extra for it.

Plain sewing and knitting are taught very successfully, judging by results, by some of the dames. Hence their popularity with thrifty mothers. As soon as the girls can work, so as to be at all useful with the needle, they practise on the hemming, stitching, &c., which their mothers require for the family use; or in some cases, when the dames have much needlework on hand, the girls are employed by them on this, and are paid some small sum for their aid, from 1*d.* to as much, I have heard from parents, as 6*d.* a week.

3. What is the quality of the instruction given by the dames as regards reading and spelling?

I have generally found that children who come to my boys' or girls' school, from a dame's school, can read readily as far as they go. A child of seven years of age can generally read a chapter in the gospels with a little help, if he has been for three or four years under a dame. The spelling, when tested by dictation, is not very satisfactory.

4. What is the quality of the instruction in arithmetic and writing?

4. Judging by results, it would be better if they had left these alone altogether. Their success is limited to reading and exercising the memory.

5. What as to discipline?

5. Children from dame schools are often very restless, and at first very troublesome, in a well-ordered school.

6. What payment is demanded by the dames in the schools of which you speak?

6. Generally 2*d.* a week for each child, or 3*d.* for very young infants, say under two years of age, or unable to walk alone. Those dames who teach arithmetic or writing generally get an extra 1*d.* a week for each of these subjects.

7. What are the callings of the parents who send their children to these dame schools?

7. Handicraftsmen, seamen, labourers, boatmen, fishwomen. The more successful dames have some scholars whose parents are small shopkeepers, warrant officers in Her Majesty's navy, or leading men in Her Majesty's dockyard.

8. How do you account for the fact that in neighbourhoods where there are good infant schools under inspection, many parents still prefer to send their young children to a dame's school?

8. *a.* Some, because the dame's school is nearer their own home.

b. Some, because the dames receive the children without any remark at whatever hour the parent sends them, and make no remarks about irregularity of attendance, or upon curl-papers, or showy dress, or necklaces, and the like.

c. Some, because the dames will receive the children if a parent is busy, as on a washing day, or is out charing or the like, as early as eight o'clock, or sometimes seven o'clock in the morning, and take care of it until seven or eight in the evening for an extra penny and its food.

d. Some, because the dames do not require the payments to be made in advance every Monday morning, but will allow them to stand over for three or four weeks or more, which gives them, they think, a hold on the child.

e. Some, because the parents prefer their young children to be under the care of a motherly woman.

f. Some, because they prefer a school in which there are not more than twenty or thirty children. They say they receive more individual care, and that diseases are less likely to be propagated.

g. Some, because they prefer their children should not have any play during school hours, and especially should not be sent out into the playground.

h. Some, because they object to their children being drilled and exercised physically. They say it makes them eat too much and grow too fast, and so cost too much for food and raiment.

i. Some, because they think that sufficient time is not given to reading and spelling or needlework.

k. Some, because they think that the infant school attempts to teach them too much, and requires too much mental exercise.

l. Some, because they would rather pay 2*d.* or 3*d.* a week, where they can dictate to the teacher what they would have done or have left undone.

m. Some, because they would not receive aid from anyone in the education of their children.

n. Some, because they do not understand Government inspection, and have been moved by political leaders or by dissenting ministers or other dissenting agents, as by interested parties, to regard it as a scheme for interfering, sooner or later, some way or other, with the liberty of the subject.

o. Some think pupil-teachers are too uppish and take too much upon themselves, and that the public infant schoolmistress does not sympathize with them, and is too independent of them.

9. In what buildings do the dames hold their schools?

9. In dwelling houses; in the same rooms generally as those in which they and their families live and do their household work by day and sleep by night. This is the case with every dame school that I am acquainted with. The dames most commonly have only one room for every purpose, and their scholars may often be seen sitting round the sides of a four-post bed, on low forms, the sides of the bed forming a back to the seat, sometimes on the sides of the bed. When the children are present the atmosphere is always oppressive to me, and often, if I stay in it for ten minutes or so without opening the windows, makes me sick.

10. What may be said in favour of dame schools?

10. (See answers to questions 2 and 3.) Further, they are, in fact, self-supporting public nurseries for the poor, in which the younger children are out of danger and out of mischief while the mother is engaged in household duties or in earning money towards the support of the family. As such nurseries, they are valuable institutions, if in separate rooms and properly ventilated. They supply a want as regards very young children which cannot be supplied by a public infant school.

G. W. PROCTER.

EVIDENCE OF THE REV. ÆNEAS BARKLY HUTCHISON, Bachelor of Divinity in the Universities of Cambridge and Oxford, Incumbent of the new Parish of St. James, and Chaplain to Her Majesty's Dockyard and Factory, Keyham, Devonport; Surrogate for the Chancellor of the Diocese of Exeter, and for the Archdeacon of Totnes; a Commissioner for the Town of Devonport, under Act 54 Geo. III. cap. 172.

1. What have been your opportunities of acquiring experience respecting popular education and elementary instruction? To what district does your experience apply?

I. My interest in the work of elementary education has existed from my very boyhood, at which period, through my maternal grandfather, (who was one of Joseph Lancaster's trustees, and also his biographer,) I became familiar with the objects and work of the British and Foreign School Society. Both my parents took for many years an active and personal interest in the work of educating the poor. At the age of 18, I became teacher, and afterwards superintendent in a large Sunday school attached to the Church of St. Peter, Stepney. Six years later I filled, for four years, the office of bursar in the National Society's Training College for Schoolmasters, at Battersea. On my appointment to the curacy of the new parish of St. James, Devonport, in 1848, I immediately established a boys' school, and subsequently schools for girls and infants; for the maintenance of these, in which about 350 children receive daily instruction, I have since been solely responsible. In 1850, I was elected Secretary to the Plymouth Committee of the Exeter Diocesan Board of Education; and in 1850, a diocesan inspector of schools, which honorary offices I continue to hold.

2. What effect has the introduction of public or parochial schools in your new parish had upon the private ones?
2. It has either improved or extinguished them.
3. Is there any preference shown by the poor for private schools over public on the ground of superiority of manners in the children?
3. No; the manners of the children attending my parochial schools are superior to those of children in the ordinary private ones.
4. What is the general character of dames' schools in your parish with regard to health and situation?
4. Most inefficient, being conducted chiefly by utterly incompetent persons, as a last resource to obtain a maintenance. The situation of many is unsuitable, but being easily accessible they obtain numbers of young children, whose health, as well as that of the teachers, suffers from the confinement in crowded and ill-ventilated rooms. A female teacher lately came before me whose health had been much impaired, if not ruined, from this cause, and who was obliged to relinquish her occupation.
5. What is the general effect of Sunday schools?
5. Where the day school is efficiently and religiously conducted, a Sunday school is in a great measure unnecessary, especially in parishes where, as in mine, the children are publicly catechised every Sunday

in the church. They effect but little good unless conducted by person who possess high Christian character, combined with aptitude to teach; and such persons, having also leisure and inclination for the work, it is very difficult to find.

6. What is the rule in your parish as to the week-day school children attending Sunday school?

6. The rule is, that *all* shall attend, but it is not strictly enforced.

7. Is there any evening school in your parish; if not, how would you propose to supply the want?

7. I have none at present. I formerly had one for boys, which was tolerably successful; but my friend who conducted it has lately died. A substantial capitation grant, from the Committee of Council on Education, and for a smaller number of days than that fixed for day schools, would be the best way to secure its re-establishment.

8. Is there any half-time system at work in your parish; and are there any occupations carried on therein into which it might be advantageously introduced?

8. No. I think it might well be introduced amongst the boys in Her Majesty's factory in the dockyard at Keyham, in this parish.

8*. Is there any want of school-room in your parish for children whose parents desire that they should be educated?

8*. Yes, I have been lately obliged to refuse admission to boys, owing to the crowded state of my present school-room; of course, if the parents ardently wished it, they could obtain admission for their sons in the schools of some neighbouring parishes. I have plenty of room for girls and infants.

9. Do you know any moderately respectable man, making 12s. a week or upwards, who does not send his children to school?

9. No, nor have I, after some inquiry, been able to find one; though I believe some exceptional cases to exist.

10. Are parents unwilling or unable to send their children to school?

10. Except in the case of widows, who may be *unable*, I should say that indifference, rather than unwillingness or inability, was the cause of children not being sent to school.

11. What sort of education does the poor man desire for his children; is it "book learning" or industrial?

11. I have generally found that "book learning" is what he prefers. Proficiency in industrial occupations being secured during apprenticeship.

12. At what age does the children's labour become profitable in your district?

12. From 10 to 12 years, according to the physical condition of the child.

13. Why do parents educate their boys? Has an uneducated boy the same chance of getting on as an educated boy?

13. Chiefly to secure their worldly advancement by a good apprenticeship or otherwise. An uneducated boy has not nearly so good a chance of getting on as an educated. I could illustrate this from examples which have occurred in my own school.

14. How is this with girls?

14. Parents here do not seem to care so much for the education of their girls. Few of them amongst the labouring classes are instructed beyond the simplest elements of education.

15. Do you know any mode of inducing parents to keep their children at school for a longer time? Will prize schemes have any effect?
15. Throwing entirely open all dockyard and Government apprenticeships would have this effect with the boys. I have no faith in the ordinary prize schemes.
16. Has the goodness of schools any influence in stimulating the parents' desire for education? Is it the fact that a school falls off when the teaching falls off, and *vice versâ*?
16. Yes, most certainly. They are keen observers on this point. Yes, I have had clear proof of the latter position in my boys' school, where the attendance has been doubled during the tenure of office by the present efficient master.
17. Does the character of the labour required in Devonport have any effect on the character of the education demanded by the parents?
17. The requirements for examination for dockyard apprenticeships may be taken as a standard of what is required, and if this is reached, or nearly so, all parents would be satisfied. This arbitrary standard has this disadvantage, that it offers an encouragement to the study, amongst the more advanced pupils, of algebra, Euclid, and other mathematical subjects, to the partial exclusion of what would be more generally useful to boys not intended for the dockyard.
18. What has been the effect of the competitions for entrance into the dockyard?
18. To keep promising boys longer at school, say to 14 or 14½ years of age, in cases where a nomination could be secured; and generally to improve the extent and quality of education given in those schools from whence successful candidates have proceeded.
19. Do the poor people know anything of the system of Government inspection?
19. Generally very little. Some of Her Majesty's Inspectors (improperly as I conceive) discountenance the attendance of parents at their annual examination, when they might obtain some insight into the advantages of the system.
20. Is education for which payments are made more popular than gratuitous education? How is this to be accounted for?
20. Yes, most unquestionably. It may be traced to a natural feeling of pride and honest independence inherent in the breasts of Englishmen who have not sunk to the level of paupers. It is not surprising that education should follow the same rule which is observable in the ordinary affairs of life, where that which is obtained with more or less difficulty, and with some self-denial, is more appreciated than that which is more easily attainable.
21. Is there any reluctance amongst dissenters to send their children to church schools, and *vice versâ*? Suppose a National school with bad reading, writing, and arithmetic, and a British school with good reading, writing, and arithmetic; to which does the poor church-going man send his child?
21. I have never found any reluctance on the part of dissenters to send their children to my schools on the score of religious differences. I have had the children of Roman Catholics, Methodists, Independents, Baptists, Socinians, and Mormonites, in my schools; those of them who had not been baptized, though taught in classes with the other scholars, were not required to repeat the Catechism. They all attended

Divine Service in my church on festival or fast days, as part of the discipline of the school, without a murmur. Dissenters have no day schools in my parish, and therefore I have no experience on the second point.

I should imagine that if in the case proposed, the National and British schools were equally accessible, the poor churchman would send his child to that which gave the best secular instruction, hoping to be able to supply religious deficiencies by home education, or in the Church Sunday school.

22. What is your opinion of the Government system of aid and inspection?

22. It has done much to improve the education of the country. Inspection should be extended to embrace all schools, whether or not assisted by building grants or pupil-teachers, who are willing to receive it. Facilities for the purchase of books and school apparatus at a cheap rate should be afforded to *all* elementary schools.

23. Are there many persons who entertain conscientious objections to accepting Government aid, or to allow Government inspection?

23. Comparatively few. The compulsory enforcement of the management clauses, and the evils which, as a churchman, I anticipate therefrom, is to my mind the main, if not the only objection.

24. Does the prospect of receiving Government aid operate as a check or the reverse on voluntary contributions?

24. I think in most cases it has operated to *increase* them. People would much rather subscribe to promote or maintain an efficient school, and efficiency is for the most part best secured by Government aid.

25. Can you give any proof of this?

25. Yes, the voluntary subscriptions, collections, and donations to my schools have increased as follows:—

Year.	£
1849 - - - - -	30
1850 - - - - -	36
1851 - - - - -	50
1852 - - - - -	71
1853 - - - - -	86
1854 - - - - -	85
1855 - - - - -	107
1856 - - - - -	96
1857 - - - - -	100

26. What is your opinion of the desirableness or otherwise of a school rate?

26. I think that a rate would be desirable if it could be raised in the same way as a poor-rate, and form a fund from which all schools complying with Government regulations, as to inspection and efficiency, might receive aid, without further interference from local or other educational boards; just as those boroughs which maintain their police force in full efficiency are now entitled to receive a subsidy from the Treasury, whilst enjoying entire freedom of action in all details.

27. Can you give any evidence to show the ratio in which voluntary contributions have increased or diminished since 1846?

27. In my answer to a previous question, I have shown that in my parish the voluntary contributions have increased more than threefold during the last ten years.

28. Have private adventure schools suffered in consequence of the interference of Government ?

28. One in my parish has been given up. There are still four for boys, which are very inefficiently conducted, though in some respects stimulated to improvement by being forced into competition with my school.

29. Which are the most efficient, the inspected or uninspected schools ?

29. As a diocesan inspector, I visit three or four schools which are not under Government inspection. They are inferior (with perhaps the exception of one small school for girls) in every respect to those in my district which are also visited by Her Majesty's Inspectors, and receive Government aid.

30. Is the number of days required for the capitation grant too great or not ?

30. The present requirement of 176 days is not perhaps too great to ensure satisfactory progress in the majority of children ; but I should like to see a graduated scale of payment introduced, commencing, say at 150 days, for which two shillings might be granted, and giving an additional shilling for every ten days, or portion thereof up to 200. The minimum should be fixed with regard to the number of holidays found to be necessary and given in each school.

31. How are finances of the school usually supplied ?

31. In Church of England schools, by the children's pence, small collections in church, with a very few voluntary contributions ; the deficiency being made good by the clergyman, in all cases where there is no school committee, and this is the case in about eight parishes which I visit as inspector. In British schools there is always a committee to bear the responsibility. The British school at Devonport has received (improperly as I believe) large assistance from the "*Patriotic Fund*,"* and more recently from the lately dissolved "*Association for the relief of the wives and families of sailors and marines*"† killed or disabled in the late war. With the title of the "*Naval and Military Free School*," and under the plea of providing exclusively education for the children of sailors and soldiers, (which is equally given by the church schools of the town) this school, which requires a weekly payment from all its scholars, and is only nominally "free," or only so in the sense of admitting children of all religious denominations, and excluding all creeds and catechisms, receives large aid from persons interested in the naval and military services, and considerable sums from the crews of ships paid off at this port.

32. What is your opinion of ragged schools ; that is, gratuitous schools, in which the children of the most destitute of the people are offered education ?

32. I have had no experience of their working, but have no doubt they would do much good in destitute localities if carried on by persons conscientiously devoted to such a work.

33. Are trained schoolmasters and mistresses better than untrained ?

33. Undoubtedly, as a rule. But I know of some very successful teachers, who have not had the advantages of being trained.

* The sum of 900*l.*, I believe.

† The sum of 200*l.*, I believe.

34. Are they disposed to neglect the elementary part of education, such as reading, writing, and plain needlework ?

34. The teachers who hold the higher class certificates are perhaps inclined to do so ; whilst there is a tendency in too many to neglect the lower classes of the school.

35. What is your opinion of the system of *pupil-teachers* ?

35. I think it has worked well. Besides benefiting the schools, a large body of respectable well-informed young people has been educated, taken often from the lower ranks of society, and who cannot fail to influence those classes for good. In church schools, where the clergy have done their duty, most of them have become pious and intelligent communicants, and so have strengthened the church.

36. Do many of them abandon their profession ?

36. No, not so many as has been asserted ; only one has done so from my school, and we have had eight pupil-teachers. Much will depend on the character and influence of the master and managers ; whether the pupil-teachers are treated as mere drudges or as interested fellow-workers. The first Minutes contemplated the entry of pupil-teachers into Government employ, and thus many were apprenticed at first who had no intention of pursuing the scholastic profession ; this fact will account for many defalcations. I believe that the proportion of those who abandon their profession is much greater amongst those apprenticed in British than in National schools.

37. Is there any difficulty in obtaining trained teachers, masters, or mistresses ?

37. There is no difficulty in obtaining trained masters, but with mistresses it is otherwise, marriage and other causes tending to limit the supply.

38. What is the character of the private schoolmasters in your district ?

38. Several, during the eleven years I have been here, have been drunkards. One, whilst in a state of intoxication, has grossly insulted me in the public street. Beyond their respective school-rooms, which are very small, inconvenient, and badly ventilated, they exercise no influence whatever.

39. State generally the results of the introduction of the national system of education on the working people of your parish ?

39. My parishioners dwelling in an isolated and long-neglected part of the borough, and not being accustomed to schools of the kind, my efforts at first were viewed with some distrust and suspicion. A feeling of greater confidence has now been more generally established, from which I augur the happiest results. A letter which lately appeared in a local newspaper (and which I have appended under letter "A."), though signed "*A Mechanic*," was evidently written by some private schoolmaster, and exhibits the jealous feeling of which I have spoken.

40. Has any improvement taken place in the general condition of these people, or the reverse ?

40. Yes ; the improvement has been general, and I can also point with satisfaction to very many individual cases of young men, now occupying respectable and responsible positions, who have been educated in my schools, and who have attained those positions mainly in consequence of the education they received therein. I am induced to

annex a letter (see Appendix B.) written by one of my former scholars, "*The Son of a Mechanic*," in answer to the foregoing, the tone of which, especially the postscript, is admirable, and is a fair illustration (as is also another, on the same sheet, and signed "*Another Mechanic*,") of the improvement which has taken place. Another young man, the son of a shipwright, and himself filling the office of a clerk, recently sent me ten shillings (part of a sum awarded to him by his employer in addition to his salary, in token of satisfaction at his care and assiduity,) towards the expenses of my schools, as a mark of gratitude for benefits which he had received therein.

41. Are educated workmen more or less civil, more or less prudent, more or less drunken, more or less physically comfortable, more or less contented, in consequence of education?

41. I consider educated workmen to be better men generally in every respect than the uneducated, or I should not have laboured so hard as I have done for many years, amidst considerable embarrassments and discouragements, to advance the cause of education amongst them. Educated men have many more sources of enjoyment than uneducated, and that alone is sufficient to promote contentment, increase physical comfort, diminish drunkenness, and render them more prudent and polite.

42. Does the effect of education on a boy who leaves school at ten years old gradually continue in after-life?

42. So much depends upon the child's parents, or the influences to which he is exposed, that I find it difficult to answer this question. However bad these might be, I should think that some trace of the benefits of education would appear in after-life, even in a child who left school at the early age of ten years.

43. Has the number of children under instruction in the schools within your district, as a diocesan inspector, increased or diminished during the last ten years, and to what circumstance do you attribute that result?

43. It has very much increased. Confining myself to the church schools within this borough, I find the numbers stand as follows:—

	1847.	1857.
Children in Church of England day schools	259*	1,370†
Children in Church of England Sunday schools - - - - -	254	511
Total - - - - -	<u>513</u>	<u>1,881</u>

These figures may be verified by a reference to the answers given to the inquiry instituted by the National Society and published. I give the details in a schedule (Appendix C.) I unhesitatingly ascribe these results to the creation of four new parishes in this borough in the year 1846, under the provisions of Sir Robert Peel's Act (6 & 7 Vict. c. 37.) and to the great exertions made by their respective incumbents.

* One school containing 200 children, only established six months.

† About two-thirds of these children attend on Sunday also.

APPENDIX A.—Question 39.

ANSWERS BY REV. Æ. B. HUTCHISON, B.D.

SIR,—I believe the Rev. Æ. B. Hutchison has had a grant of 200*l.* from Government for the purpose of building a new school abreast of his church for educating the poor of this parish.

I would ask, sir, why the rev. gentleman should have so much sway in this parish as he has during the time he has been here, by monopolizing the place with so many schools. It may appear to him that he is doing a deal of good to this class by offering them such education for so small a sum. I think he is doing more harm than good to the schoolmasters here, by taking what is generally termed “another man’s living away.” It seems very strange to me and to everyone else why respectable persons should place their children at such a school, where they are mixed up with the lowest of the low, and then not receive a good education.

I have known several boys who have been at this school for many months, not able to go through the fundamental rules of arithmetic, and yet it is praised by some as being a good school for bringing on children. I am really surprised at people who are able to place their children at different schools, that they do not do it. Those who can pay for a good education ought to do so, I think, in a different way from a parish school. I have heard it remarked what a number of boys there are at this school—I wonder what sort of a number it would have if the charges were the same as other schools in the parish. The reason why there are so many is plain from the fact of it being a small charge and of boys being enticed (as is commonly the case) by those belonging to it. This latter reason I know to be true, as many instances have come under my own observation.

It is often the case for a boy to run down his master to his parents just for the sake of persuading them to place him at some other school where, probably, he fancies he can have his own way. If they should happen to have a master who is willing to strive to bring them forward, depend upon it they turn against him at once for no other reason than that which I have stated.

I leave these few remarks for the public to consider, with the hope that they will for the future use their own discretion in placing their children at such a place instead of at good schools where it is likely they will make the best progress in their education.

Your obedient servant,

A MECHANIC.

January 12, 1859.

APPENDIX B.—Question 40.

ANSWERS BY REV. Æ. B. HUTCHISON, B.D.

St. James' Parish School.

SIR,—On looking over your last week’s edition, I was much surprised to find a letter inserted there so contrary, I am convinced, to the general feeling of the inhabitants of Morice Town and its neighbourhood, and casting a slur on the school attached to St. James’ parish. The writer thereof must certainly be an Othello, who had “lost his occupation,”

from want of capacity or some other cause, and assumed the name of "A Mechanic," to give greater effect to his unfounded slanders.

I shall endeavour, sir, to bring before the readers of your paper, if you will give me space, in as brief a manner as possible, the advantage this school is to the working classes, who have the opportunity of placing their children where they can be instructed in sound English education. Some time since my children went to what is generally termed a "classical school;" I found they made no progress, and on naming it to a neighbour, he replied, "Why don't you send them to St. James' school, I am sure that they would get on very well there, for mine have progressed in no small degree." I applied to the Rev. Æ. B. Hutchison, who, with his usual liberality, entered them on the school books; and it would be an act of injustice to the schoolmaster, were I to pass the sentence alluded to unnoticed; suffice it to say, I would gladly bring forward two of my children, for public examination, with any two of similar age, educated at any one of the private schools of Morice Town; this is not an exception, but one out of numbers.

It is a well-known fact that Mr. Hutchison has been a warm supporter of education for many years, at no small expense to his private purse. Then if poverty is a crime, as the writer ("A Mechanic") would make out, it is for the poor that the doors of St. James' school are open, and the principles inculcated are truth, honesty, and their duty to God and man.

In conclusion, I would merely say the supporters of this useful school can have no other aim than to elevate the children of the poor, so that they may become moral, social, and intelligent,—good boys, better men, and useful members of society.

ANOTHER MECHANIC.

Devonport, January 18, 1859.

Another.

SIR,—In your impression of last week I noticed a letter attacking St. James' school and its respected manager, the Rev. Æ. B. Hutchison. The writer styles himself "A Mechanic," though from the general tenor of his remarks one is inclined to think "a disappointed preceptor" would have been a more appropriate signature. But as in "days gone by," many a "jack of all trades" set up a private academy when everything else had failed, it is probable that your correspondent can assume either title with truth. I venture to say that had his mechanical genius been exerted in boring a few holes in his shutters to admit the light of truth and impartiality, he never would have penned such an epistle.

Now, sir, I received my education at this school, and having attended it for six years may be supposed to know something of its work and worth. It was opened in Moon Street, about ten years ago. At that time there were several flourishing private establishments in the town and neighbourhood, but not one where a mechanic's son, like myself, could get a good education at a little cost—or in fact at any price. I need not mention the gross ignorance then prevailing amongst the working classes—the "fragments that remain" are enough to tell the tale. The commencement of this school was therefore hailed with much joy by many an anxious parent. I had then been for two years at a private school in Morice Town, where I had "worked through

Walkingame" and had brought the answer somehow or other; but when I left I knew as much about the first principles of arithmetic as Topsy knew of "auricular confession." The master was never guilty of giving us any religious instruction, geography, grammar, English history, &c. Perhaps he thought such subjects were only fit for "parish schools"—for the "lowest of the low!" Well, sir, for the next six years I was under tuition at this said parish school, and I owe my present position—which is far from a menial one—entirely, under God, to the good education I there received. I could mention many other mechanics' sons—not a few of whom are in H.M.'s dockyard, some in Keyham Yard, others filling still higher and more lucrative situations—who were my school-mates, and are living witnesses to the truth of the statement that a really sound and useful education is imparted at St. James' school.

I am not surprised to hear the private pedagogues complaining of their loss of scholars; particularly when the sober character and mental acquirements of some of them are taken into account, together with the different scales of payment—in the inverse ratio of "what is got for the money" adopted at the two kinds of school. On the other hand it is a matter of much astonishment to hear "A Mechanic" endeavouring to cry down cheap education. Why, it is one of the greatest blessings a nation can enjoy! We cannot be too thankful for it. How many mechanics, yes, and tradesmen too, have I heard make use of such expressions as, "Ah! there was no such thing in my bringing up! What advantages the children of the working classes have now! Nothing of the kind when I was a boy!"

In conclusion, may I ask, has Mr. Hutchison used his "sway in the parish" to his own aggrandisement? Has he reaped any personal benefit by the establishment and management of the schools? On the contrary, a reference to the parish accounts will show the enormous balances due to him, especially for the first five or six years, and which balances have never been, and most probably never will be, made up. Up to the present moment these schools have been the source of much expense and increasing anxious toil to him. I know the character and philanthropical pursuits of Mr. Hutchison, as well as the nature and objects of the instruction given at the school, are too well known for any "growl in the dark" to affect, any more than the fall of a flake of snow affects the stability of Mont Blanc; but still I felt it my duty to show the public "the other side of the picture."

I have the honor to be, sir,

Yours very respectfully,

THE SON OF A MECHANIC.

January 18, 1859.

P.S.—I may be allowed to add that I have been away from the town and county for years, and am connected with St. James' school only by the tie of earnest sympathy and the deepest gratitude.

APPENDIX C.—Question No. 43.

EXTRACT from Returns to the General Inquiry of the National Society into the State and Progress of Schools for the Education for the Poor in the principles of the Church of England.

	Popula- tion in 1851, much increased since.	1847.—Scholars.			1857.—Scholars.		
		Day and Sunday.	Sunday only.	Total.	Day and Sunday.	Sunday only.	Total.
DEVONPORT.							
<i>Stoke Damerel:</i>							
Parish Church	- - -	- - -	- - -	- - -	93	59	152
St. Aubyn's Chapel	- - -	- - -	- - -	- - -	- - -	- - -	- - -
St. John's Chapel, Sunday School	- - -	- - -	160 say	160 say	- - -	154	154
Devonport National School, Boys	- - -	Not at this time con- nected with Church.			58	- - -	58
Devonport Public School for Girls	- - -	- - -	- - -	- - -	52	- - -	52
St. Michael's Chapel, Stoke, Public Sch. for Girls	14,700	- - -	- - -	- - -	- - -	- - -	- - -
St. Michael's Chapel, Stoke, Public Sch. for Boys	- - -	59	42	101	96	54	130
Garrison Chapel School	- - -	Not at this time con- nected with Church.			100	38	138
<i>New Parishes:*</i>							
St. James the Great	5,597	- - -	52	52	287	23	310
St. Mary	5,617	†200	- - -	200	170	52	222
St. Paul	8,569	- - -	- - -	- - -	175	30	205
St. Stephen	3,055	- - -	- - -	- - -	339	66	405
Total	37,338	259	254	513	†1,370	511	§1,881

* Created in May and September 1846.

† Established only six months.

‡ About two-thirds of these children attend on Sunday also.

§ Increase of Church of England scholars in ten years 1,368.

Extracted and arranged by

ÆNEAS B. HUTCHISON, B.D.,

Devonport, March 4, 1859.

Incumbent of St. James'.

REV. H. A. GREAVES, CHARLES, PLYMOUTH.

What has been your experience on the subject of education?

I have had the charge of large parishes and large schools during the last twenty-three years.

1. What is your opinion of the comparative value of a public or private school education?
1. There is not a doubt in my mind that public school education is *very greatly* preferable.
2. What is your opinion of infant schools? Have they any effect upon the children?
2. Decidedly favourable. They develop the faculties of little children, have a good moral effect on their tempers and habits, and prepare them for the boys' and girls' schools.
3. What is your opinion of Sunday schools?
3. They are valuable, but might be made much so were there more discipline enforced, and the *bribing* system, in order to obtain numbers, given up. The best Sunday school is that, the scholars in which attend the same school under the same teachers in the week. This ensures discipline.
4. What is your rule as to week-day scholars attending Sunday schools?
4. We have no positive rule, but we urge them to attend a Sunday school, and prefer their attending our own.
5. What is your opinion of evening schools?
5. I have had no experience of them, but should think them desirable, if well managed, for such boys as *cannot* attend a day school.
6. Do you know any person, not being an habitual drunkard, or in the receipt of parish relief, who does not send, or has not sent, his children to a day school?
6. No.
7. What is the sort of education desired by the poor and working class for their children?
7. Good reading, writing, arithmetic, and spelling, for both sexes, and good sewing for the girls.
9. At what age do children leave school who obtain situations as errand boys? What wages can they earn?
9. From 9 to 12. From 1s. 6d. to 2s. 6d.
10. Is the desire for education in Plymouth greater or less now than it was twenty years ago?
10. Certainly greater.
11. What are the causes of this increased desire?
11. The opening of good schools, the discovery that their children succeed better in after-life when educated, and the improvement in the conduct of the children.
12. Would the opening of the dockyard to competition be a stimulus to education?
12. Decidedly; and a great advantage to the schools.
13. What is your opinion of the system of Government aid and inspection?
13. Highly favourable.
14. Has this system stimulated or checked voluntary contributions?
 - (1.) Towards the annual support of schools?
 - (1.) I have not found that it has done either; but neither has the absence of the system.

(2.) Towards the building of schools?

(2.) It has stimulated voluntary contributions towards the building of schools.

15. What is your opinion of the number of days entitling to capitation grant?

15. I think the number fixed a fair number. It ought not, I consider, to be less.

16. Is the payments of fees popular with parents? Does raising the fees exclude the lowest class of children? Give the history of raising the fees in Charles schools?

16. Certainly popular. The very poorest, but comparatively few in Plymouth. Some time ago I gave notice that every boy and girl of a certain standing in the schools would be required *after a fortnight* from that notice to pay 2*d.* per week instead of 1*d.* which they had hitherto paid. The parents readily acquiesced, only four being taken away in consequence. And the children always desire to get into the classes which pay 2*d.*

17. Is it true that good schools in Plymouth are so full as to enable the masters and mistresses to accept the more promising boys and girls, and to reject the less promising?

17. I understand it is so in some degree. We have not at Charles done so, though our schools are sufficiently full to enable us to do so.

17*a.* Could an evening school be organized here?

17*a.* I should be unwilling to have one held in my school-room. I think the tax on the master's time and strength would be too great, as no assistant master could adequately supply his place in the afternoon. An evening school might be organized in a separate building and with a separate master, if funds could be raised; but this would be difficult.

18. What is your opinion of ragged schools?

18. I think them valuable for the lowest class, but care should be taken to receive *no others*.

19. What is your opinion of schoolmasters and mistresses trained at normal schools?

19. Very good on the whole. As far as my experience has gone, they are almost invariably good *teachers*.

20. What is your opinion of the pupil-teacher system?

20. I think most favourably of it.

21. Do many pupil teachers abandon their profession?

21. Only two out of seventeen in our school have done so.

22. What is the condition of endowed schools and schoolmasters in Plymouth?

22. Grey school (boys) very good—under Government inspection, Grey school (girls) has been unsatisfactory, but is now placed under Government inspection, and will, I doubt not, improve greatly. It has now a trained mistress. Lady Rogers' school, I understand, very good. Household of Faith given above, No. 8.

23. What is the peculiar religious teaching given in your school?

23. The principles of the Church of England.

24. Is there any reluctance on the part of dissenting parents to send their children to Church schools, and upon what terms (if any) do they send them to such schools?

24. None. They make no stipulation for the omission of any part of the religious teaching. There may have been one or two exceptions. Of course I am speaking of the schools with which I am connected.

25. Have you observed any effect produced upon the workpeople as a class, by the diffusion of education?
25. Certainly a good effect—intellectual and moral; but the moral effect would be very much greater if the number of public-houses and beer shops were very greatly diminished and the dwellings of the poor improved.
26. Has drinking among the operatives increased or diminished?
26. I fear it has increased: how should it be otherwise, when the temptation to it meets them at every step, through the frightful multiplication of public-houses and beer and spirit shops?
26. What is your opinion of an education rate?
26. Bad. I am persuaded it would not work well.
27. Of a system of compulsory education?
27. Bad also. The compulsion must be indirect: *e.g.*, that boys could not be apprenticed or obtain certain situations unless educated.

H. A. GREAVES,

Vicar of Charles, Plymouth, President
of the Charles National and Infant
Schools.

February 22, 1859.

CANON GIRDLESTONE.

My experience applies to Lancashire for 25 years, and also for the last six years as one of the chief founders and promoters of the Church of England Education Society, and to Bristol for four years. A rate in aid is in the present state of party feeling practically hopeless.

Sunday schools are necessary evils; *necessary*, because in the present state of things without them many children would get no education at all; *evils* because the very imperfect education given in the Sunday school often stands in the way of the parents sending their children to the day school, where they would receive a better religious as well as a good secular education.

I know no Sunday school disconnected from some sect.

In Lancashire, Sunday schools are more useful than in Bristol, because there are large numbers in them up to the age of 25, whose religious education is carried on, in most cases, by very efficient teachers.

In Bristol, the Sunday school is filled chiefly by children, and there is great difficulty in getting efficient teachers.

Infant schools, whether in towns or rural districts, are more important. Children are removed so early from school that it is necessary to make the most use of their infant years. It is impossible to over-estimate the value of good education from four to seven.

The refinement of manners, habits of obedience, cleanliness, decency, the power of reading fluently, are some of the very important effects of this early education. I think that more attention should be paid to the training of infant school mistresses for their peculiar functions. The Home and Colonial Training School sends out the best specimens in all places for males, and in towns and populous districts for females also.

Evening Schools.—I think that these, in all places for males, and in towns and populous districts for females also, are most important, for the same reason as infant schools. The reason why Sunday schools, both in Bristol and elsewhere, do comparatively so little good, is want of funds for employing first-rate teachers. In order to remedy this, we must divide parishes into town and country. In towns, and manufacturing

and mining districts, persons such as clerks and head men, perfectly competent to teach may be found, if funds were at hand to remunerate them liberally. In Lancashire this scheme was successfully carried into effect (*vide* Appendix). In country districts I think a combination of parishes for the same master, who might give two nights to each parish, might be organized, if the Government would grant the needful aid to secure certificated teachers of real ability and fresh for their work. At present evening schools are popular when they are well-taught, but generally the teachers are so very inefficient, the common feeling being that any one, no matter how tired with the occupations of the day, is good enough to teach a night school.

Factory Schools.—In Lancashire, great numbers of children did not attend school until they were compelled by the Factory Act.

The value which the labouring classes have for education has increased in proportion as they have seen that education promoted the advancement of their children in life.

The school room is in advance of the demand.

School Attendance.—One great reason of the schools being empty is the inefficiency of the teachers and apparatus owing to want of funds. Parents do not object to the education of their children on the ground of a difference in religious belief.

They neglect it because, in some cases, they cannot really spare, and in others will not forego, the wages earned by their children or their own.

Book-learning is the sort of education most appreciated by parents.

The best prize is a good education, which, in many cases, the poor do value, and in all ought to be led to value for its *own* sake.

Industrial Schools.—I think that industrial training for boys is both unnecessary and impracticable. But if girls could be trained to do household *cottage* work, and especially to make good savory dishes out of the poor man's small materials, and with the poor man's small apparatus in lieu of the expensive patent apparatus often used in such schools, but which they will never have in after-life, it would be a very good thing, and tend much to keep husbands at home and sober. With respect to industrial work there is a good deal of dislike among the lower classes to their children being employed in such work, in place of book learning.

In Lancashire, I found that the half-time boys were as well educated as the whole-time boys. The reason is this, the half-time boys are obliged to be punctual to their half-time; the whole-time boys do as their parents please, and are very irregular.

Feelings of the Poor as to Education.—The poor care very little about the system of education, secular or religious, which is pursued. All they care about is that their children be so educated as to be capable of advancement in life. The poor have a thorough appreciation of a good school.

School Fees.—Part payment by the poor in every case enhances the value of the thing purchased. In no case should education be gratuitous, except the parents are in receipt of parochial relief. There are always kind friends to be found who in casual cases of poverty are ready to help in the payment of the school wages, which is a much better system than gratuitous education. There is no reluctance on the part of dissenters to send their children to Church day schools, provided they are not forced to learn the Church formularies.

I think that if the permissive clause in the Poor Law Act were made compulsory for the education of pauper children receiving out-door relief it would be of great value.

School Management.—I think the quality of teachers is improved. the pupil-teacher system is admirable, because a school cannot be worked without efficient monitors, such as pupil-teachers. The Government inspection is invaluable and efficient. The diocesan inspectors are not much accounted of, for they come without authority.

In all cases with which I am acquainted the prospect of receiving Government aid has stimulated voluntary efforts.

I do not think that Government legislate differently (as they ought) for town and country districts.

I should be sorry to see the terms of the capitation grant in any way altered. Almost all schools are in debt; they are made up generally out of the clergyman's pocket.

In towns the burden of supporting the school is fairly shared amongst those who ought to bear it; in the country a few willing horses, specially the clergy, have to bear the whole weight. Therefore an educational rate is much more wanted for country districts than for towns.

As to the Increase or Decrease of Annual Subscriptions.—In St. Nicholas, which has a population of 2,200, the prospect, since realized, of Government aid, induced the people to subscribe for the erection of new schools 1,350*l.*, and 100*l.* a year for their maintenance; and there appeared at the time to be no reluctance to continue the same rate of subscription as long as it was required, which, in consequence of the Act passed last session, for endowing them with the money doles, it will no longer be. In Lancashire I found the subscriptions to the daily schools increasing every year since 1846; and although the subscriptions had increased previous to 1846, the rate of increase since that period was more rapid.

Pupil-teachers.—There is no doubt that in some cases pupil-teachers abandon the teaching profession and adopt others. There is more difficulty in obtaining male than in obtaining female pupil-teachers. This difficulty is augmented in districts where skilled labour is at a high premium. I should recommend different salaries for different districts.

The chief advantage in getting under Government is to get pupil teachers, capitation grant, grants of books, and certificated teachers.

Schoolmistresses are more difficult to get than schoolmasters.

Ventilation is often very bad in schools.

One of the most important questions which can occupy the attention of the Commission is the appropriation of parochial bequests, at present pauperizing and demoralizing in their application, to the endowment of schools. The printed paper hereto appended* explains what I effected in this respect for St. Nicholas, Bristol, with the cordial approval of all classes in the parish except the vicious. The poor feel that the whole of the money is still applied to their use, and in a beneficial instead of a demoralizing way. As more parochial schools are brought, as all ought to be brought, under Government, the expense to the Exchequer will become intolerable. A school rate is for many reasons, at least for the present, impracticable. In this emergency, if the thing were well looked after, in many parishes bequests to a considerable amount, such as those in St. Nicholas, Bristol, might be turned to good account.

E. GIRDLESTONE.

* This paper has already been printed, p. 78.

The enclosed letter, No. 1, is from the Rev. St. Vincent Beechey, brother of the late Admiral Beechey, and incumbent of Worsley. No. 2 is from Rev. F. H. Caldwell, my successor as vicar of Deane, the parish adjoining to Worsley. In these two parishes Lord Ellesmere's immense collieries are situated. These letters report the present condition of the night schools, which the late Lord Ellesmere set up about six years ago in various centres amongst these collieries, with first-rate masters and apparatus. Lord Ellesmere supplies all the funds for the support of these schools, but compels every collier boy in his employ to attend them, and deducts, I think, twopence per week, or some such sum, from their wages. I will get more accurate particulars, if they would be useful. These schools support my opinion that night schools, under efficient teachers, are sure to answer.

(No. 1.)

DEAR GIRDLESTONE,

Worsley Parsonage, Dec. 17, 1858.

THE collier schools continue to work admirably. One great addition to the scheme has been lately made. A regular paid lecturer goes round to each school once a fortnight, and lectures on the gases, geology, &c. I think this will do much good. No other alteration has taken place, except that Lord Ellesmere is giving the best attendants plum pudding and roast beef at Christmas.

Ever yours sincerely,

J. VINCENT BEECHEY,
Incumbent of Worsley.

(No. 2.)

MY DEAR SIR,

Deane, December 16, 1858.

I SHOULD say that Lord Ellesmere's night schools have answered admirably, and I judge so from the general statements made at the annual meeting of the masters held at Worsley, as well as from my closer experience of the schools in Middle Hulton, which is now flourishing very well indeed under the superintendence of Peter Mason. I think everything depends upon the master, and upon his tact and judgment more than his capacity. I mean, under the peculiar circumstances of the *compulsory* system. Indeed, when I say that I consider the thing has answered, I mean that I think it has answered *wonderfully*, taking both the compulsion and the Lancashire character of independence into account. But the great point in which it has *not* answered is the *attendance*. You may do a great deal with those who come regularly; but there are, I believe, in all the schools, a certain number who come very irregularly from *contumacy*. And this has long ago convinced me that the compulsory system made general in the country would be a failure. The best stroke that has ever been thought of is about to be made this Christmas, in giving all the schools roast beef and plum pudding. I am convinced this will make the boys take a different view of being *obliged* to do Lord Ellesmere's pleasure.

Excuse my saying so much, and with our united kind regards, believe me,

Yours very faithfully,

FRANCIS H. CALDWELL.

THE VERY REV. THE DEAN OF BRISTOL.

—
PART I.

1. You have taken some part, I believe, in public discussions as to the means by which the education of the labouring classes may be best promoted?
 1. I have.
 2. What has been your experience in respect of schools, such as now exist?
 2. It is an experience which covers more than 30 years. During that time I have had charge of parishes in Shropshire, Kent, and Essex, where there were schools little better, if at all, than dames' schools; of a parish in Westmoreland, with its "parochial" school, differing much in its constitution and method of teaching from the ordinary National school; of parishes in the northern suburbs and in the west of London, in which existed thoroughly well-taught and systematic infant and National schools. I am at present a member of various committees of associations for extending education, such as the Trade School at Bristol, the Reformatory School at Ringwood, the School of Design at Bristol, the Gloucestershire Prize Association.
 3. You are aware of the objects which this Commission has in view?
 3. I think so. In round terms, this; to gather materials for forming a judgment whether a local rate would secure a greater extension of education (I mean in reference to numbers) among the poorer classes than has been attained under the present system.
 4. Do you adopt the view that some rate is necessary in order to secure the education of the people?
 4. Undoubtedly. I do not think that it is in the power of the poorer classes to secure to their children anything like an efficient education. I do not believe that any merely eleemosynary aid can be evoked in sufficient amount to supply the funds which would be necessary to do so. But as I hold it to be amongst the highest duties of a community, in every possible aspect of the term, to see that the means of education are placed within the reach of all its members, I necessarily must also hold that as their means cannot, in their whole extent, be otherwise adequately provided, they ought, in the degree needed, to be provided by the community.
 5. Which would you prefer, a local rate, or one levied on the community at large, under its general taxation?
 5. If I had had to create a system, I should, in all probability, have preferred a power in localities to rate themselves. But having seen the present system in action, I should very much hesitate before I ventured to displace it for the local rate.
 6. Can you give me some of your reasons for this hesitation?
 6. If I could compel the raising of a local rate, or readjust the districts in which rates were to be levied, I should have no hesitation whatever in the matter. But if no power to compel a rate be granted, or if the districts in which rates are leviable be left unaltered in limits or circumstances, I very much doubt whether the local rate could be made to carry education so far in its amount, or so low in its extent, as the present system, if judiciously worked, would do.

The local rating system would, I conceive, be attended with disadvantages such as these. It would not, if left to itself, provide by previous training for a supply of well instructed and competent teachers. It would not, probably, in the great majority of cases, afford teachers subordinate aid in the management of their schools, as probably it would not afford inducements to any of the scholars to continue at school beyond the period at which they could earn wages. I think it might tend to lessen the interest of the upper classes of the neighbourhood in the school. It would also, I fear, tend to fasten on us some stereotyped form of education without elasticity or life.

A general rate system administered by a central body, responsible to Parliament alone, may be accompanied by many disadvantages, but not necessarily so.

Its great advantage to my mind is, that it can readily accommodate itself to results which its own action, either designedly or unexpectedly, may have evoked.

In fact, I think the whole subject of popular education ought, as yet, to be treated but empirically; and I think it more than good fortune that a system has grown up under which public aid can be immediately withdrawn from any course which may have proved itself profitless, and bestowed with greater freedom on any other which may have proved itself fruitful in good results.

7. I infer that you do not mean that a rate, in either case, should confer a gratuitous education?

7. Most certainly not, as a general principle. Undoubtedly, there are classes, such as pauper children, who, if they are educated at all, must be educated gratuitously; and wherever a gratuitous education is necessary I would throw the cost upon the community. But wherever necessity does not compel a gratuitous education, I think it ought to be discountenanced, and that the labouring classes should be taught to yield a just proportion of the expenses incurred in their education.

8. Do you think that those expenses should be defrayed by the fees of scholars and public aid, to the exclusion of voluntary contributions?

8. I do not think that the education of the people should be made to depend, either for its existence or in its degree, on voluntary contributions being given, or in the degree in which they are given; but I should be sorry to see eleemosynary aid altogether set on one side as one of the sources from which the expenses of education are to be met.

Indeed, I think one advantage of the present system is, that it is calculated to evoke eleemosynary aid. I think it, however, to be a defect in its application or management that it does not more readily step in, where the voluntary contribution cannot be otherwise than small in amount.

9. What are the advantages you see in this admission of eleemosynary aid?

9. The necessity of making from time to time an appeal for local aid maintains the wholesome recollection how great a duty is involved in the fitting education of all classes.

The gift of the local aid encourages in the givers a watchful and kindly interest in what they thus help to support, and warrants some share on their parts in its control and management.

Knowing the careless, lifeless, often perfunctory, often dishonest

still more often insolent temper into which a merely official management is apt to degenerate, I confess I shrink from the contemplation of surrendering our schools to the unshared control of official teachers and official inspectors.

10. What are the principal characteristics which you would attribute to the present system?

10. Before I answer, let me premise, that when I speak of the Government, I do not allude to one department only, such as the Privy Council, but to several; so also when I speak of the character of the aid Government affords, I mean the principles on which it appears to go, and not the details through which it carries them out.

When, therefore, I refer in general terms to Government aid, I mean all that varied aid which it affords either directly through its departments or by means of statutes which have, through its influence, been enacted.

I mean, therefore, the provision for the education of pauper children within poor houses, of the children of paupers receiving out-of-door relief, and of the vagrant neglected children of indifferent or profligate parents not paupers.

I mean the provision it makes for the elementary education of the poor, such as assistance in building school-houses, direct contributions to the funds for the payment of the current expenses of schools, by a capitation grant, the care to train up a supply of competent teachers, the inducements it offers to the ablest pupils to continue as assistants in schools.

Next, the aid which it affords to supplemental or secondary schools, such as night schools, trade schools, schools of design, reformatory schools, &c.

11. Are you content with the character of the aid which Government offers?

11. With its character, for the most part, yes. I fully believe that as wider experience dictates, the same admirable sagacity which has, bit by bit, built up the present system, will enlarge and modify it, but I think no one can doubt that there is scarce a channel through which the Government either directly or indirectly acts, but through which more effective aid could and ought to be given. Thus, to take elementary education as an instance:

The fact that there are many districts within which no schools exist at all, and that a greater number of districts, where schools are, in which nothing deserving the name of education exists, I take to be proof that the Government has not overtaken the task which it has prescribed to itself.

12. Can you account for the existence of districts to which the Government aid has not extended?

12. One obvious reason is, that the Government has not thought it advisable to assist those districts. Another obvious reason is, that the greater portion of the districts in which either unaided or no schools exist are unable to fulfil the conditions on which Government proffers help. I account in some measure for this inability thus:—Hitherto daily schools for poor children have been established in connexion with some parish or other ecclesiastical division. Where the parishes are large enough to afford an adequate supply of scholars, and rich enough to give supplemental aid by way of contributions, there is no difficulty in founding schools, and in these cases, the conditions on which Government aid is bestowed are easily met.

But this principle, so to call it, of having only parochial schools, fails altogether in providing them where the parish is so small as not to supply an adequate number of scholars, or so poor as not to command the supplemental aid of voluntary contributions, or so large and thinly populated as to render it difficult to fix on a site which should suit the whole district, or attract a competent number of scholars. In cases such as these, and they are very numerous, the conditions cannot be met on which Government aid can be procured, and the result is, that there is no school at all, or schools which at a very disproportionate expense yield a very indifferent education.

13. Your inference is, that in respect of the extension of elementary schools the Government conditions should be modified?

13. In some degree. I think in all probability a scale of assistance, graduated according to the necessary condition of each school, might be with advantage adopted, under which less might be given to schools calculated by their circumstances to be prosperous, and more to the feeble schools at the other end of the scale. But, at the same time, I have no desire to see the public money prodigally bestowed on schools which are kept poor and feeble simply because of their adoption of, or adherence to, the parochial system.

14. Have you any specific suggestion to make as to any remedy or change?

14. None. I would state, however, that I have often thought that in every district, but especially in those in which it is difficult to maintain or establish schools, the poor-house or union school might be made available for purposes of general education.

15. Do you think that the labouring classes would send their children to a poor-house school?

15. I have not the least doubt they would, and would be glad to do so, if the poor-house schools were made what they could and ought to be made.

16. You think, then, the system of pauper education could be improved?

16. I think the practice, as to pauper schools, could be much improved.

17. In what way?

17. By in every case separating the school from the poor-house; by peremptorily prohibiting the employment of paupers as servants in the school; by carefully and jealously regulating any intercourse between the children and adult paupers; by providing competent teachers. I believe that under the law, as it exists, all this can be done; but I fear it never will be done universally so long as it has to depend on the decision of the Boards of Guardians.

I should therefore take the matter of education out of their discretion, and would above all else, by stringent act, enforce that competent teachers should be provided.

18. Why this special insistence?

18. Because I have understood that ordinarily unions do not offer such salaries as are sufficient to secure the services of the best-trained or even well-trained teachers; and I should fear that from the too general indifference to the condition of the pauper child, and the jealousy in many districts of a good education being bestowed upon them, sufficient salaries would with difficulty be extracted from any poor-law administration.

But if sufficient salaries were secured, and the Government would extend to these schools the indulgent aid they afford to others, by way of rewarding or encouraging the pupils, I fully believe that the schools for the paupers would be amongst the best in the country. Seeing that the education of these children can be begun, ordinarily, at a very early age; that they live under the same roof with their teachers; that they can be retained at school, for the most part, until it be judged that they are fit to be sent out; seeing that there are advantages with reference to being properly educated which no other class of the poor possess, it can only be the fault of the teachers, or of those in authority to whom the management of these schools is confided, if the pauper children be not as well educated as the best educated of other children of the poor. If these schools were made what they could be made, I repeat that I am convinced, not only the parents of children where education is otherwise difficult to be obtained would gladly send them there, but that parents in more populous places would also be sometimes induced by the excellence of those schools to send their children to them.

19. Do you see any advantage in that?

19. To my mind, much. I trust that the mingling of the free child (so to call it) with the hitherto forlorn, almost outcast pauper child, would go far to break down that terrible prejudice and proscription which consigns it uncared for to any course which accident may present or to which crime may tempt.

I feel sure to absolute conviction that such companionship, if made possible and encouraged, would go far to remove that unhappy, dull, unelastic temperament which I have heard many observers attribute to union children.

20. Have you anything to say as to the law affecting the children of outdoor paupers?

20. Very little. I think the principle of the statute (18 & 19 Vict. c. 34) which provides for the payment of their schooling out of the rates excellent, but I should not leave it permissive to the guardians to pay, I should make it compulsory on them to pay the fees (at the ordinary rate) when demanded by the accredited managers of any inspected school within the union to which the pauper parent may have sent their children.

I cannot, however, refrain from expressing my extreme astonishment that the managers of our schools seem almost universally to have neglected to avail themselves of this most wise provision, by which, at a positive gain to the funds of their school, they might afford education to those least able to help themselves.

21. You next mentioned (answer 10) some action of the Government by way of aiding the neglected children of parents, not being paupers; have you any remark to offer with respect to that?

21. The Act 20 & 21 Vict. c. 48, which permits the committal of children adjudged to be vagrants to a school of industry, seems to me to be a step in the right direction. I fear, however, that it will be a long time (if ever) before schools of industry exist in sufficient number for the reception of those who could be committed as vagrants under the Act. And I fear, moreover, that the vagrancy, as defined in the Act, will not help us to touch the mass of children neglected by careless or dissolute parents.

22. You mean that of a mass of children neglected in matter of education by their parents, existing between the children of paupers and vagrant children on one side and the children of parents who pay for their education on the other. Do you think that "mass" a large one?
22. I do not know that any large mass of such children can be aggregated in any very limited locality, but I presume that there can be no doubt that the number of such children throughout the country is a very large one.
23. Do you think that these children of non-paying parents receive no education at all?
23. By no means. The non-paying class is extremely small as compared to the paying class, and I have no doubt that a very considerable number of the children of non-paying parents, not paupers, receive some kind of education.
24. How?
24. Say, by the kindness and consideration of the managers of parochial schools, who will not permit the sins of the parent to be visited on the helpless child; by the direct payment, from charitable individuals, for cases of hardship which come within their knowledge; and by ragged schools.
25. Do you think that ragged schools are necessary as supplemental to the ordinary schools?
25. Not for the pauper, for the law provides a remedy in the case of the pauper child; nor yet, in one sense, for any other child, for I presume the money spent on the ragged school in rent, salaries, and all other incidental expenses, would pay "the pence" for the schooling of all the children who attend it at some ordinary school. But in another sense I can conceive a school, something of the nature of a ragged school, being useful.
26. In what sense?
26. In no case do I mean gratuitous schools. But I believe in all densely populated places there are labourers, some honest enough, some painstaking enough, but others careless, others dissolute, who cannot afford to pay many pence for education, cannot afford to well clothe their children, cannot afford to lose all the time of their children, are willing to send them to school, but are unwilling to send them among better-clad children, or to send them when their attendance must be systematic and almost continuous. On the other hand, I fear that the ordinary schools are becoming raised in the scale of children they only educate, that the teachers daily become more prone to exclude the very poor from the schools, and more adverse to have the regularity of their system entrenched upon by the necessary irregularity of the children of the most struggling and heaviest-weighted of our poor. Unless very great care be taken to maintain an impartial system of general education in our parochial and analogous schools, and unless these schools can be made, without impairing their usefulness to the general body of the labouring classes, to accommodate themselves to the condition, habits, and necessities of the lowest rank of that class, I do not see how we are to provide for the universal education of our people without providing some school of the nature of the present ragged school.

27. You speak of a fear of the scale of the ordinary school in respect of the position or condition of its scholars, being raised. What leads you to entertain it?

27. The tendency to raise the fees. I have heard of schools in which the fees have been gradually raised from a sum merely nominal to *2d.*, to *3d.*, to *4d.*, and I believe in one instance *6d.*, the larger sum being paid for extra lessons. I grant that I have been assured that the whole amount of fees under the larger scale has always been greater than under the less; that this has not been obtained through a fewer number paying more, but that the number of scholars has not decreased; that, on the contrary, it has increased; that it has not increased by the accession of scholars of a higher class, while those of a poorer class have been forced to leave the school. Yet, nevertheless, I confess myself unconvinced that a high rate of fees, or one ungraduated to the varied and shifting condition of the poor, will not exclude many of the poor from our schools. I as yet believe that very many cannot afford to pay more than a light fee, and would, by its being raised, be forced to take their child from school or hurry it still more than is already too much done into any remunerative work that presents itself. I as yet believe that there are very many, far too many, utterly careless of what their children acquire at school, and sending them there simply to get rid of them from home, or as a refuge from the streets, who would without hesitation subject their children to any dangers rather than pay the additional pence. If there would result such withdrawal of the poorest or of the most depraved from our schools, it appears to me that we should be exactly overlooking and missing the very chiefest end, to obtain which the community should be called on to interfere at all. Either, therefore, we must not allow the doors of the present schools to be shut on the poor, or else we must provide others.

28. You have said in no case would you have the schools gratuitous; but how is the neglected child of the dissolute parent to be educated?

28. The gratuitous education of a neglected child would no doubt be a premium on negligence; but unless the Government can with, to me almost inconceivable, ingenuity devise the definition and the statute which shall enable the law to distinguish the criminally negligent and to attach their earnings, I do not see how these neglected children of parents not being paupers can be educated except gratuitously.

PART 2.

29. You next adverted in the answer (10), to which I have already requested your attention, to elementary schools; do you wish to say anything with respect to them?

29. You will have heard from others, both managers and school-masters, many suggestions as to the modification of the details of the present action of the Government system (such, for instance, as to the number of hours required to receive a capitation grant); and on such details I will not dwell. I will simply repeat that I think greater efforts ought to be made on the part of Government to strengthen such feeble schools as could, by a little help, be made to go by themselves; to substitute some better principle on which schools may be founded, where the present parochial principle only serves to bring into languid existence schools hopelessly feeble, and positively to cause schools to be established in districts (if there be any such), where schools cannot be established otherwise there by the direct

interference of the Government. But I must add my conviction, that the question how popular education may best be compassed can never be fitly discussed, or profitably answered, until attention has been less exclusively turned, than now it is, on purely elementary education, and has been given with equal if not greater earnestness to the subject of what I would call a supplemental or secondary education.

30. What is the distinction you mean to convey in these terms ?

30. I do not mean through them to advert to the quality of the knowledge given. By elementary education I mean those elementary schools through which instruction is first ordinarily given to children. By supplemental or secondary education I mean those schools in which instruction, either purely elementary or more advanced, is given to those who cannot attend, or who never have attended the ordinary schools, and to those who desire to carry further the instruction which they may there or elsewhere have previously obtained.

31. Why is it that you think that equal attention must be given to these two classes of schools ?

31. Because I believe that no fitting education of the country can be compassed only by means of the elementary schools.

32. Why not ?

32. I am not adverting to the paucity of such schools, nor do I mean that the existing schools of such a calibre as to be under inspection are not competent to afford a sound elementary education. But I allude to the tendency of parents to remove their children from school at the earliest possible age, after they think the child is sufficiently instructed, or at which they can earn wages ; in very many cases those wages being of a very small amount. If the children are to receive no other instruction than what they have been able to obtain at that tender age, I could scarce bring myself to call them educated at all. Hence I am anxious to see supplemental schools established, in which they may seek, if so minded, further instruction.

33. Do you think it impossible, by improvement in elementary schools, to give the children, before they are left to shift for themselves, such an education as might obviate any necessity for Government interfering to establish or aid the supplemental schools, which you seem to advocate ?

33. I think it very possible that by some modifications, both in the character of the elementary schools, and in their method of instruction, an education should be given which within the same period as now ordinarily occupied, shall more encourage and make easier the after self-education.

34. Can you mention any modifications which you think desirable ?

34. As to the methods of instruction I will say nothing. They are certain from time to time to accommodate themselves to what circumstances may prove to be either necessary or most profitable. But if we are to make up our minds that we shall only have the instruction of the children committed to us until they reach a certain age, I think it obvious that we should do our best to make the period as long as possible, by beginning it as early as possibly we can. I therefore should press upon Government that they should bestow the greatest measure of encouragement within their power to afford, on infant schools.

35. Are you satisfied that the infant-school child knows more at the average age of leaving school than the child who has passed only through, say, the national school ?

35. I am ; of course, the two children being in all other circumstances alike.

36. Is there any other modification you would wish to mention ?

36. Yes. At present very little encouragement is offered to children to come at broken times to school ; indeed I should say, in the generality of cases, it is rendered impossible for children to do so. The result is that when the parent is tempted by occasional wages to keep its child from school, it has no other alternative than to take it away altogether. Where night schools are possible, this may not so much signify to the boy ; but even where night schools are possible, it signifies a great deal to the girl. I should desire, therefore, that it should be made incumbent on every school receiving public aid to offer facilities for the resort to them at broken times of those who in the interval are engaged in some remunerative labour.

37. Do you think this could be done without seriously interfering with the order and regularity supposed to be necessary for rendering a school efficient ?

37. Indeed I do, if no fear of a little extra trouble be allowed to intervene, if only a hearty goodwill be lent to the work.

Half-time children cause no detriment whatever to the schools in which they mingle with full-time children, and I do not see why one-third or one-fourth-time children should do more harm than the others. Very possibly managers, and still more possibly teachers, may recoil from my notion of what is possible, and my desire to see it accomplished ; for I believe it to be thoroughly possible that scholars, under certain restrictions, should be allowed, without hurting the school, to come at the fixed hour ; and pay their penny or prescribed fee for the lesson of that hour ; and this is what I should rejoice to see enforced, where it would not freely be adopted.

38. You have mentioned half-time ; do you think it could be enforced compulsorily, or that it would be advantageous if it could ?

38. I do not think it could be enforced compulsorily throughout the country. I think that by individual benevolence and management exercised, here and there, something of the kind may be rendered possible, to a large amount as numbered by individual cases, but to a very small amount as compared with the vast field which would be left untouched. But I claim the fact of the universal desire to invent or afford some means for retaining children longer under instruction as indubitable evidence of a universal impression that the education which they are receiving under present circumstances is not a sufficient education.

39. You said that you are a member of a prize association for the county of Gloucester. I believe one of its objects is to endeavour to retain children longer at school. Do you think it will be a means of doing so ?

39. In scarcely an appreciable degree. But I think that if its future reports of its examinations continue to be as honest as its first, it will be of great use in giving to the county a test by which it may judge of the condition of the education in its schools.

40. Can you suggest any means of checking the tendency in parents to remove their children so early from school ?

40. None whatever. I speak of course of the bulk of the parents. The better the education, the longer will those parents who can afford it leave their children at school. But as to the bulk, I believe the more you expedite the bringing of the child to a certain point the more you increase the tendency to remove it from the school. This may appear to offer some argument against what I have said in favour of infant schools.

I would risk, however, the better education to be so secured, in the hope that a parent may not find it worth while, in the great majority of the cases, to remove the child at a younger age than at present.

I think we ought to deal with the case as we find it. I am persuaded it is only to attempt the task of Mrs. Partington over again, to set ourselves to stem back the demands of the labour market.

The sooner, therefore, we get rid of the idea that all the education of our people must necessarily be given before children go out to work, the better. The sooner that we give up trying to cram the child with all possible kinds of things, in all possible haste in proportion to the short time it remains at school, the better. The better every way, for our people and ourselves, as we the sooner make up our minds to follow our young even through life, wherever they go, into whatever trade or calling, the soldier, the sailor, the civilian, with the means of educating themselves.

41. But does education practically cease at the time children are taken from school?

41. In one sense, certainly not. I thank God most sincerely that the seed, however sparingly thrown, with however niggard or injudicious hand, or under whatever negligence or disvalue of the parent who should most cherish its growth, has not hitherto been altogether wasted.

Enough is generally attained in schools, under the most disadvantageous circumstances, to permit a future self-education. Many things combine to encourage that self-education, such as the demand for skilled labour, and the better wage for the most skilful labour where even little skill in labour is needed, such as, also, the extreme cheapness of written communications, the abundance and variety of cheap literature, &c. But I would fain not leave this effort to self-education unaided where it exists, and I would fain evoke it where it does not exist.

42. What chiefly is the character of the supplemental school, which you would wish to establish?

42. Chiefly the night-school, in some shape or other.

In this way you could afford education both to the youth and the adult, both elementary and more advanced knowledge.

43. You are aware that many such schools have existed and failed?

43. I am; and the cause most commonly attributed for such failure was the want either of permanent or of effective teachers.

I am also aware that the Government proffers some aid to such schools, but it is of a character which barely lifts it above a mockery.

But if, as I think, the uneducated are anxious to become educated, and the incompletely educated to become better instructed, and if night-schools are the readiest means of meeting this wish, I think the Government would be most unwisely halting in the course which they have undertaken, if it do not do its best to provide suitable teachers for these schools.

43. By secondary schools you mean those principally which afford a higher education either in general or specific subjects than what can be obtained in the elementary school?

43. Yes; such as the School of Design, in this city, to which Government gives assistance; the Trade School, to which it also gives assistance; the Mining School; the Maritime School.

44. You said you were a member of the Committee of the Trade School; what is its object?

44. Principally to offer to boys of a better class leaving National schools, or to younger boys of the same class, a higher education in subjects

bearing on their future callings than they can ordinarily obtain in National schools.

45. Do you think the experiment likely to succeed, so far as it bears on retaining boys longer under instruction?

45. If we can maintain the school I think it undoubtedly will; but the staff is necessarily expensive, and we cannot expect to be able to raise the fees so as to meet the expenses not borne by the Government. Its existence therefore depends on the amount of private subscriptions.

46. Are you content with what Government does for you?

46. I do not think we are entitled to expect more.

47. You are also a member of the Committee of the Reformatory School; do you wish to suggest anything with respect so it?

47. Here again I think Government acts not only with sufficient, but with great liberality. I despair, however, of making the reformatory schools as efficient as they ought to be, until the Government provides some more penal school, to which boys who continue refractory can be transferred from the ordinary reformatory school.

48. You have hitherto seemed to rely upon Parliament continuing to give increased funds to be dispensed through the present channels; do you think yourself justified in doing so?

48. I trust at least that Parliament will not withhold funds, to whatever extent asked, so long as it is convinced that they are wisely laid out in an attempt to plant education throughout the land, but especially in those districts which are least able to help themselves. But I feel convinced that Parliamentary aid never can be again entirely withheld, nor indeed in any degree which should be injurious to the cause of education. The governing classes have too well learnt its value to permit it, and so have the lower classes.

49. Have you any other suggestion to make?

49. None but this: that in town and in country, in places the most and places the least populated, I would, without hesitation, without parley, without compromise, peremptorily, absolutely, refuse to give, either directly or indirectly, one single farthing of public money to any school that attempted to exclude from its secular, those who could not accept its religious education, or those who could not on Sundays frequent the place of worship of its managers.

50. Under your long and varied experience, are you sensible of any change in the character of the people, which you can ascribe to education.

50. A change incalculable and inestimable. For a shy, surly, dogged demeanour, a frank, ready, loyal, free courtesy; for suspicion, confidence; for turbulence, docility. We owe to it that strengthening consciousness of common interests; of impartial sympathies between rank and rank; of a one brotherhood under God in Christ, which is giving to the English people its one mind, its one heart.

CHARITIES.

MR. MILLER, Secretary to the Charity Trustees, Bristol.

Whitson's Charity.

This charity was founded with two objects:—

1. For the education, clothing, and maintenance of the daughters of poor freemen of Bristol.
2. For money gifts to the poor, and these comprise—
 - 1st. An annual sum of 104*l.* in gifts of 1*l.* each to 104 poor housekeepers in the ancient city of Bristol.
 - 2d. An annual sum of 26*l.* in gifts of 10*s.* each to 52 poor widows, in the ancient city of Bristol.
 - 3d. An annual sum of 50*l.* in gifts of 1*l.* each, to 50 poor married lying-in women.

The income of this charity being derived from considerable landed and house property necessarily varies to some extent each year; but the receipts of any one year will give a fair idea of the usual annual income.

The selection of children is confined to the daughters of freemen, and as the number of freemen diminishes annually, many years cannot elapse before an arrangement will be necessary for the admission of children of non-freemen.

The children are admitted between the ages of eight and ten years, and leave at eighteen, or as soon after they have attained that age as situations are provided for them. They rarely, however, remain in the school after seventeen.

The number of properly qualified candidates is now so reduced that by carefully choosing the oldest at each election every applicant may eventually be admitted. Though by extending the privileges of this charity to children of non-freemen, a wider and more desirable selection would be afforded, it cannot be said that, as yet, the charity has been abused by the election of improper objects, that is, of other than the children of the needy.

The gifts of 1*l.* to poor housekeepers and to lying-in women, and of 10*s.* to poor widows, have, in my opinion, an evil tendency. And the remarks I purpose making on this class of charities, also apply to several gifts of a like nature, hereafter to be alluded to. It must be distinctly understood that I am giving merely my individual opinions and that I alone am responsible for them. I say that small money gifts have an evil tendency. It is true, I believe, that in almost every parish of our large city very many poor objects may be found to whom a small donation would be of the utmost utility, and by whom it would be properly expended; but to find them the greatest care is necessary, deceit, and even fraud in obtaining charity are so common and so cunningly practised. Poverty begotten of idleness, improvidence, and intemperance is so clamorous and shameless, whilst poverty from misfortune is generally so retiring and long-suffering, that the most wise and painful administrator of charity is often deceived. Innumerable instances of the utter throwing away of gifts have come before me, whilst I admit, on the other hand, I have often seen the beneficial results of alms in season.

But it is not because undeserving people obtain the gifts, or even because the gifts may be abused, that I principally object to small money doles. It is rather the ill effects which such charities produce on the recipients themselves. This *giving what is not earned* is the very root from which many evils spring.

1. It destroys the pride of independence and a proper reliance on one's own exertions. I have found that when once the objection to seeking charity (natural more or less to all) is overcome by success, shame is soon lost, and repeated applications follow. It is not long before the gift is looked upon almost as a right, and it often happens that a withholding of it for a few years is regarded as something like injustice.

2. It engenders habits of deceit; the strongest and most pitiable case must be made out; and the applicants seldom hesitate in making any statements that may suit their purpose. I have witnessed the very careful endeavours of the dispensers of public charities: two of those are particularly in my mind, who use extraordinary exertions to ascertain the truth of the statements made to them, and even they confess that at times they are deceived.

3. It produces a reliance on adventitious aid, which naturally begets idleness and all its attendant evils, and, indeed, it is very often the case that the gift bestowed does not anything like equal the value of the time lost in seeking it.

4. It tends to the increase of poverty, and such is the natural result of making (which is the real state of the case) a provision for idleness. I might name a parish which has been, to a great extent, pauperized by the very great abundance of its charities.

These observations are intended to apply with fullest force with regard to the young and middle aged. But it will comparatively rarely happen that one who has not sought this kind of charity in early life will do so in old age.

Queen Elizabeth's Hospital.

This hospital was founded for the education, clothing, and maintenance of 40 poor boys, born within the limits of the ancient city of Bristol. The increase in the value of the charity's property has enabled the trustees to more than quadruple the original number, and it will eventually reach 200.

It is believed the administration of this charity is in every way proper; an abundance of fit objects to partake of its benefits is not wanting.

Foster's Almshouse.

This charity gives residence and a weekly pay of 5s. each, besides some small gifts in clothes and coals, to seven poor men and seven poor women. Almshouses are, I think, one of the least objectionable forms of providing for poverty.

Bristol Grammar School.

This is an anciently endowed grammar school, founded in 1536, for the sons of citizens of Bristol. It was in abeyance for some years, but was reopened in 1847, under a new Chancery scheme. There are about 200 boys on the books. The class of boys admitted, is that contemplated by the scheme; and the education provided is excellent.

Dr. Owen's Charity.

This charity consists of landed and house property, and its proceeds are devoted by order of Court to aid the funds of the grammar school and Foster's almshouse, 5s. 6d. to the former and 1s. 6d. to the latter.

Reynold's Charity.

Reynold's bequest of 5,329*l.* was made for the purpose of increasing the weekly pay of the inmates of Trinity Hospital.

Bonville's Charity.

This charity consists of about 33,000*l.* invested in the funds, and interest from dock notes and shares (amounting to about 100*l.* a year).

The income is devoted to paying annuities to poor aged persons in Bristol, and 120*l.* per annum is bequeathed to augment the income of a parochial school in the city.

The annuities vary in amount from 2*l.* to 5*l.* 5s. It is believed that this is one of the least objectionable modes of bestowing charity, provided, of course, that proper objects are selected. The gifts are intended for "poor aged persons who have seen better days, and are going down the hill of life," and it is believed that such persons are now in receipt of this charity.

Trinity Hospital.

An almshouse for the reception of 36 women and 10 men. Their pay and gratuities are nearly the same as those in Foster's almshouse before mentioned.

Mrs. Peloquin's Charity.

This charity consists of 21,229*l.* 1s. invested in the funds, and was principally for the benefit of freemen, and widows or daughters of freemen of the city of Bristol, to be given them in sums of 6*l.* 6s. each.

The ill-effects of money gifts, as set forth in alluding to Whitson's Charity, apply with even greater force to this. The freemen assume a right to the gift, and this privilege aggravates all the evils before mentioned. The freemen, as a class, are, or rather have been, for they are happily gradually dying out, the most intemperate, improvident, and poverty stricken set in the city.

Holworthy's Charity.

A pound a year towards the assistance of poor prisoners in gaol, or to help them on release.

Road Money Charity.

Founded by the Rev. Dr. Thomas White, consists of lands in Essex, and is devoted to many objects:—

1. To repair the roads round about Bristol.
2. To provide marriage portions of 10*l.* each to four poor deserving maidens annually.
3. To the lecturer of St. Paul's, London, for sermons.
4. To the Corporation of Sion College, London.
5. To two loans of 30*l.* each annually, to tradesmen of Bristol.
6. To increase the pay of the poor inmates of Temple Hospital, Bristol.

There is nothing objectionable in the above appropriations.

Dr. White's Gray's Inn Lane Trusts.

Derived from the rents of three houses in Gray's Inn Lane, and is appropriated in several ways:—

1. To various churches in Bristol for sermons.
2. To assist poor prisoners in gaol.
3. To increase the pay of the inmates of Temple Hospital, Bristol.
4. The balance is left to the discretion of the trustees to distribute for "charitable uses."

Loan Money Charity.

Is formed of bequests made at different times by several benefactors for loans to the tradesmen of the city.

The loans vary from 50*l.* (though never more than 300*l.* have been advanced) to 50*l.* lent for six years; on sums below 100*l.* no interest is charged, above that amount, the charge is from 1*l.* to 2*l.* per cent. per annum. It is difficult to say whether the system of lending these loans is on the whole beneficial to the borrower or not. It is *very* often far otherwise to the sureties.

Bengough's Charity.

Consists of land and accumulations in the funds. The lands when bequeathed comprised life-held leaseholds, the rents of which, as each lease fell in, were to accumulate and be invested in the funds until such time as the whole were in hand, and then the accumulation was to be devoted to building a new almshouse, and the income of the lands to support the inmates. Some of the leases are not yet in hand.

Merlott's Charity.

For annuities of 10*l.* each to 40 poor blind people above 50 years of age, who have been blind more than 3 years, and have never received alms. A very good charity.

Kitchen's Charity.

Derived from a small house property and an annuity paid by the Corporation. It is partly for the benefit of the freemen (in gifts of 10*s.* each), and partly for apprentice fees of 50*s.* each, and partly for "charitable uses" in the discretion of the trustees.

There are several small bequests for certain parishes, for sermons, bread, &c.

Harrington's Charity and Jackson's Charity.

The same remarks apply to these as in the case of Kitchen's Charity, except that they have no fund for "charitable uses."

Mrs. Ludlow's Charity.

30*l.* a year, in gifts of 6*l.* each, for poor women, being widows or widowed daughters of freemen of Bristol.

Mrs. Thurston's Charity.

32*l.* 15*s.* 4*d.* in the funds, for 1*l.* each to nine lying-in women, being wives of freemen.

Thomas White's Charity.

About 12*l.* a year for sundry bequests, namely,

To repair parish conduits.

To assist poor prisoners, and for a gratuity to the poor in four almshouses.

H. Brown's Charity.

About 26*l.* a year, to provide sermons to be preached in certain churches.

Pearce's Charity.

1*l.* a year to the parish of St. James.

George White's Charity.

5*l.* a year to assist poor prisoners in gaol.

*George White's 5*l.* and Ann Snigg's 12*l.* Exhibition Fund.*

For boys proceeding to the Universities from the Bristol Grammar School. These two funds have been amalgamated with other funds under a scheme recently obtained.

Gisl's Charity.

Consists of 10,000*l.* in the funds. It provides annuities to six aged people of about 20*l.* each, and also assists Queen Elizabeth's Hospital, and the Red Maid's School.

Hughes' Charity.

Consists of 4,575*l.* in the funds, and the income is divided among five charities, four of the schools for the poor, and the other a society for the relief of "poor strangers."

Haviland's Charity.

4*l.* a year to the chaplain of the gaol, for preaching sermons to the prisoners.

Dr. Sloper's Charity.

About 14*l.* a year to purchase Bibles for the poor.

Cox's Charity.

10*l.* a year in small gifts to the poor.

T. Hollyn's Charity.

5*l.* a year in small gifts to the poor.

Chester's Charity.

8*l.* a year in small gifts to the poor.

Elton's Charity.

4*l.* a year in small gifts to the poor.

Fuller's Charity.

11*l.* a year in small gifts to the poor.

The remarks in the case of Whitson's Charity apply to the above five.

REV. THOMAS C. PRICE, M.A., Vicar of St. Augustine the Less, Bristol.

With respect to the money gifts, which have been left for periodical distribution amidst a variety of persons, the disposal of which is either in the power of the charity trustees, or the vestries of particular parishes, there can be no question but that there has been much abuse. This has arisen partly from the altered circumstances of some parishes in the city, for whose poor they were originally appropriated, part 1

from want of proper care in the selection of the recipients. The population of some parishes in the centre of the city has materially diminished, by the conversion of dwelling-houses into warehouses, offices, and other places of business; and the number and value of the gifts are beyond all proportion to their real requirements. In the parish of St. Nicholas, lodgings were at a premium, on account of the money doles, and the people were thereby both demoralized and pauperized. This, the most gross case, has already been corrected by the diversion of the funds, under special parliamentary enactment, into educational channels.

In some parishes the gifts are apportioned out among the members of the select vestries, as in St. Augustine's; and as many of them do not reside in the parishes in which they bear office, nor mingle with the poor, they are disqualified from a due discharge of the office of almoners.

The vestrymen of All Saints' parish have the distribution of a sum of money amounting to about 30*l.* per annum, in doles of 1*l.* or 10*s.*, chiefly the latter, to poor housekeepers in my parish of St. Augustine, and that of St. George, Brandon Hill, and they are manifestly incompetent to know the circumstances of the poor in a distant part of the city.

There are numbers among the poor who have made themselves acquainted with the terms, acquirements, &c., of the various gifts in the hands of the charity trustees and vestries; and these, though not always the most deserving, by dint of canvassing, importunity, and other contrivances, are wonderfully successful.

But whilst some parishes are thus injuriously affected, there are others in which a dense mass of poverty exists. In these, as a matter of course, the alms received at the communion are trifling, and the incumbents are so oppressed by demands for temporary relief, notwithstanding the gifts distributed, that they are annually compelled to advertize in the local papers for assistance from the more wealthy part of the community, to enable them to mitigate the destitution around them.

Of the gifts, some are distributed at one fixed time of the year, at or about Christmas; others have no such limitation. These latter I consider the most beneficial. I have had constant cause for thankfulness for the means hereby afforded me, and which I could not otherwise have obtained, for relieving urgent cases of distress.

I do not therefore advise an indiscriminate confiscation of these funds from the objects appointed by the donors to educational purposes, but I think some of them might advantageously be so appropriated.

Each case requires examination, and should be dealt with upon its merits.

I think the introduction of a general Act, similar in its provisions to the particular one referred to in reference to St. Nicholas' parish, Bristol, facilitating, with the approval of the Charity Commissioners, the conversion of the bequests to the support of schools by the present trustees, whether the charity trustees or vestries, would be desirable.

In any such Act it would be only just to stipulate that where the money had been left by members of the Church of England, and especially where the distribution is in the hands of the clergy and churchwardens or vestries, the income, if appropriated to educational objects, should be restricted to schools belonging to the Established Church.

THOMAS C. PRICE, M.A.,
Vicar of St. Augustine the Less, Bristol.

JOHN COUSINS was formerly vestryman of St. Paul's, and has an experience of forty years in Bristol.

Small Charities of from 1*l.* to 6*l.* pauperise the people. They destroy the sense of shame. And the deserving people do not get them. This applies to the *money and bread doles*.

The poor people spend more time in looking after such gifts than would suffice to gain the same sums by industry.

I am in favour of converting them into an educational fund.

In all my experience I have known only of one case in which the gifts have worked well—the widow of an artist; but the gift was given without her asking.

No one is in favour of these Charities. It is impossible even with the utmost care to be certain that you are right in the application of them. I do not believe it prevents a single person from going into the work-house. Rather it increases the poor rates, for it encourages the poor to flock to Bristol.

Papers of application are signed without any due consideration.

One woman used to take apartments in two or three parishes, in order to entitle herself to these gifts.

Mr. Terrell, the churchwarden, who took an active part in passing the Act of Parliament which converted the various gifts into a fund for educational purposes, gave the same evidence.

SCHOOLMASTERS.

MR. ROBT. H. RAE, DEVONPORT.

1. What have been your opportunities of acquiring experience respecting popular education and elementary instruction? To what district does your experience apply?
Schoolmaster for the Dockyard School for fourteen years, Devonport.
2. Apprentices are admitted into the dockyard at the age of fourteen to fifteen, I believe. How does an apprentice obtain admission?
 2. By his friends applying by petition or memorial to the Admiralty superintendent for a nomination; and after examination one half the number to be entered are selected by competition, the other half by claims.
3. What is the number of vacancies each year?
About twenty.
4. Are the candidates usually from private schools or from public schools?
I believe the majority are from private schools.
5. Which class is superior in ability, and which has received the better education—the boys admitted by competition or by claim?
 5. Those admitted by competition.
6. Which class makes most progress in school under you?
 6. As above.
7. Which class makes the best workmen in the yard? Have you any facts to prove your case?
 7. I leave this question to the mechanical department to answer.
8. Is it true that any of the better educated apprentices abandon their places in the dockyard? If so, what is the cause of this?
 8. Yes, some of them, for various reasons; but the strongest, I believe, is the distant prospect of advancement in the yard, which induces them to leave it to better their condition.
9. What is the ground of the complaints (if any) which are made against the apprentices?
 9. I know of no just cause of complaint against the apprentices.
10. Are you in favour of opening the election of apprentices to general competition, so that a boy shall obtain an entrance into the dockyard according to his place on the examiner's list?
 10. My answer to this question might seem to imply a censure on existing practices, and therefore I decline to answer it.
All appointments ought to be made on probation, to produce the greatest benefit to the service.
11. Is there any feeling amongst dockyard men that they have a claim to admission into the yard superior to any other person?
Yes.

12. If the competition were open, are you of opinion that the number of candidates would render the examination unmanageable?
12. I do not consider the additional trouble in examination would amount to an insuperable difficulty.
13. Whatever may be the effect on private interests, which would be the best system for the State, open competition or nomination?
13. See answer to No. 10 above.
14. If the competition were absolutely open, what effect would be produced on education in the town of Devonport and its neighbourhood?
14. The effect of the partial competition has been a great stimulus to education in this neighbourhood, and the effect of open competition may be inferred.
15. Comparing the present apprentices with those of times past, is there any change for the better?
15. There is a very material change for the better admitted by all candid observers.

ROBERT H. RAE,
Head-master Devonport Dockyard School.

MR. JAGO, FREE SCHOOL, PLYMOUTH.

1. What have been your opportunities of acquiring experience respecting popular education and elementary instruction? To what district does your experience apply?
1. My occupation has been, during 25 years, that of a trained teacher of public schools on the British system, during which time 3,187 children have passed through my schools, and consequently I have been brought in contact with a very large proportion of the working population. For 30 years I have been a teacher and superintendent of Sunday schools; and have occasionally read papers at the Plymouth Athenæum on the subject of popular instruction and education of the poor, which necessarily involved minute inquiry into educational matters generally. Evening adult schools have for the last five years occupied my leisure hours, and with a fair measure of success.
2. What effect has the introduction of public or parochial schools in your district had upon the private ones?
2. The result of establishing good public schools has been the expelling from the profession many private teachers who were unfit for their office, and invariably supplying more efficient instruction in such schools as maintained their position.
3. Is there any preference shown by the poor for private schools over public schools on the ground of superiority of manners in the children?
3. This feeling did exist to a certain extent before the establishment of ragged schools in this neighbourhood, but since the existence of these institutions the very indigent and disreputable part of the children have been taken from the day schools, the more respectable appearing to pride themselves on being educated at a public school, and frequent applications are made by tradesmen of considerable standing for the admission of their children, but the committee invariably refuse them.

4. What is the general character of dames' schools in your district with regard to health, situation, and the feeling of parents ?
4. Dames' schools in this neighbourhood are usually kept by needy women, who have seldom more than one room, and that badly ventilated in some overcrowded court or alley. The feeling of parents respecting the education derived from these schools will be best understood by what we frequently hear when children are presented to us for admission, "He has been four years at a woman's school, and I think it is " now time that he should learn something."
- Every "day school" should have its infant school.
5. What is the general effect of Sunday schools ?
5. Well-conducted Sunday schools, independent of their original intention to give religious instruction, have produced a beneficial effect upon the morals of the labouring classes, by bringing their children into contact with those of a higher grade, whose superior education and decorous behaviour render them objects of imitation.
6. What is the rule in your district as to the week-day school children attending Sunday school ?
6. All the children that attend the day school must also attend some Sunday school; but the choice of the Sabbath school lies with the parent.
7. Is there any evening school in your district? What means would you propose for their extension and improvement ?
7. There is an evening school consisting of 60 members, in connexion with my day school. (See sheet appended.)
8. Is there any want of school-room in your district for children whose parents desire that they should be educated ?
8. There is a want of school-room, especially for infants.
9. Is there any half-time system at work in your district; and are there any occupations carried on therein into which it might be advantageously introduced ?
9. There is no half-time system at work, there being very few factories here. Two years ago I called the attention of our leading men to this subject, and a meeting was held, but without effect. The establishment of evening schools supersedes the necessity.
10. Do you know any moderately respectable man making 12s. per week or upwards who does not send his children to school ?
10. No.
11. Are parents unwilling or unable to send their children to school ?
11. None are unwilling to send their children; but hundreds of children from 9 to 13 are kept away from school for the sake of getting, it may be, not more than a shilling per week.
12. What sort of education does the poor man desire for his children, is it "book learning" or industrial ?
12. We often hear from parents, "I want him to learn *his book* that he may get his bread."
13. At what age does the children's labour become profitable in your district ?
13. There is a great demand for "errand boys," who get on an average 2s. 6d. per week; these leave from 9 to 13. Those who go to trades or other occupations remain longer.
14. Why do parents educate their boys? Has an uneducated boy the same chance of getting on as an educated boy ?
14. As a general rule parents educate their children to supply the demand for them, and in this district a totally uneducated boy has little

or no chance of being employed, unless it be in the most menial capacity; errand boys cannot get places unless they can read writing, and are able to direct parcels. And the introduction of competition by Government examination in our dockyards has been the means of a much higher standard of instruction being sought after by the fathers of candidates for apprenticeship.

15. How is this with girls?

15. Precisely the same.

16. Do you know any mode of inducing parents to keep their children at school for a longer time? Will prize schemes have any effect?

16. The pecuniary condition of the parent will generally regulate or determine the age at which the child leaves school, and the "leaving register" of a large public school is the best criterion of the working man's condition that I know. Of the 201 which left my school during the past year (1858), thirteen have gone as clerks and pupil-teachers, thirty-eight to trades and dockyard, sixty-one errand boys and assisting parents, eleven to farm work, fifty-six removed from the town and emigrated, and the remainder to sea and other occupations. The clerks and trades remain till thirteen or fourteen, the errand boys from ten to thirteen, and the poorer children from eight to twelve. My experience in prize schemes will not allow me to say much in their favour. We have discontinued them, and should rewards be again introduced, I shall recommend that they be only awarded for punctual attendance. In drawing or any of the higher branches of education the giving of a few valuable prizes has been attended with success, but a large number of inconsiderable or trifling rewards has always produced discontent.

17. Has the goodness of schools any influence in stimulating the parent's desire for education? Is it the fact that a school falls off when the teaching falls off, and *vice versa*?

17. Yes; parents are beginning to appreciate education, and will not send their children where they cannot be taught. See Question 4.

18. Does the character of the labour required in the district have any effect on the character of the education demanded by the parents?

18. Certainly. And this is one reason why our young teachers who are sent from agricultural to manufacturing districts frequently fail.

19. What has been the effect of the competitions for entrance into the dockyard?

19. Increased demand for mathematical instruction, especially in the evening schools.

20. Do the poor people know anything of the system of Government inspection?

20. Yes; and are often heard to express their sorrow that they had not the same advantages in their day which the children now derive from it.

21. Is education, for which payments are made, more popular than gratuitous education? How is this to be accounted for?

21. An advanced rate of payment always meets with approbation, provided the parents' means are equal to it. Free schools, as they are called, are in this district known only by name. There are, of course, endowed schools and ragged schools. The education of the latter is not much valued.

22. Is there any reluctance amongst Dissenters to send their children to Church schools, and *vice versa*? Suppose a National school, with bad reading, writing, and arithmetic, and a British school, with good reading, writing, and arithmetic; to which does the poor Church-going man send his children?

22. There appears to be but one feeling on this head, as may be seen by a page of the entry book, where no less than eight different sects send their children to the same British school, and more than a half of them belong to the Established Church.

The Church-going man sends his children where he can get them best educated.

23. What is your opinion of the Government system of aid and inspection?

23. There is not a school in the neighbourhood which does not owe its increased usefulness to Government aid and inspection. Schools on the voluntary principle cannot compete with privileged Government schools, and in a very short time must of necessity cease to exist. The scheme as a whole is good, but there are many of the minutes which require modification.

24. Are there many persons who entertain conscientious objections to accepting Government aid, or to allow Government inspections?

24. There are some, but that number is continually becoming less. I know of but one gentleman who withdrew from our institution, when the school received Government aid.

25. Does the prospect of receiving Government aid operate as a check, or the reverse, on voluntary contributions?

25. It is difficult to say whether the decrease in voluntary subscriptions is owing to parties withdrawing their aid from conscientious scruples, or whether the improved state of the school funds, arising from increased numbers and fees, does not justify their transferring their subscriptions to ragged schools and other more needy institutions. I am, from my own experience, inclined to believe the latter.

26. Can you give any proof of this?

26. With the exception of one gentleman, all those who were at first opposed to Government interference continue their subscriptions, or where, in a solitary case, any part has been withdrawn, it has been to aid some other school in more depressed circumstances?

27. What is your opinion of the desirableness, or otherwise, of a school rate?

27. A school rate would work well, provided the present local committees had the general management of the school and appropriation of funds; but to transfer this power to town councils or municipal authorities would, in my opinion, soon bring back the old-endowed school system, with all its abuses.

28. Can you give any evidence to show the ratio in which voluntary contributions have increased or diminished since 1846?

28. In 1846, I find the subscriptions

To my school	-	-	-	-	£108
In 1858	-	-	-	-	88

I do not hear of much complaint from other schools similarly circumstanced.

29. Have private adventure schools suffered, in consequence of the interference of Government ?
29. Not that I am aware of.
30. Which are the most efficient, the inspected or the uninspected schools ?
30. The inspected, undoubtedly.
31. Is the number of days required for the capitation grant too great or not ?
31. I believe, for *this district*, the number demanded by the "Committee of Council" to be very just.
32. How are the finances of the schools usually supplied ?
32. From, children's pence, donations, subscriptions, and capitation grant.
33. What is your opinion of ragged schools ; that is, gratuitous schools, in which the children of the most destitute of the people are offered education ?
33. The establishment of ragged schools, has, no doubt conferred a very important benefit on the ordinary day school, by separating the vicious and incorrigible few from the mass of the more respectable and working men's children ; but as to the amount of education these children receive at such schools, I am not prepared to answer.
34. Are trained schoolmasters and mistresses better than untrained ?
34. Certainly.
35. Are they disposed to neglect the most elementary part of education, such as reading, writing, and plain needlework ?
35. I believe reading and writing to be well taught in most schools under trained teachers, notwithstanding which, there are facts which prove that our best schools are not conducted by "first-class men."
- I think that good plain needlework may likely be superseded by work of a more pleasing character without great care on the part of school managers.
36. What is your opinion of the system of pupil-teachers ?
36. Having practically known the difficulties attendant on the old monitorial system, I can better appreciate the pupil-teacher system, and am prepared to state, not only for myself, but for all those who work with me, that it is the greatest boon that the school or schoolmaster has ever received. There might, however, be a decided improvement in the term of apprenticeship, which would mutually confer a benefit, both on master and apprentice, that is, if the lad entered his apprenticeship at 17 instead of 13, and served three years instead of five.
37. Do many of them abandon their profession ?
37. Some abandon their profession for a more lucrative employment.
38. Is there any difficulty in obtaining trained teachers, masters, or mistresses ?
38. No difficulty exists in procuring masters, but the difficulty of procuring mistresses has been felt by more schools than one in this district.
40. State generally the results of the introduction of the National system of education on the working people of your district ?
40. The general result of Government schools is twofold. First, its direct effect on the poor child, enabling him to fulfill his duties better as

a servant in whatever capacity he may move. Secondly, the indirect effect on the higher classes who are obliged to move forward to keep their relative position.

41. Has any improvement taken place in the general condition of these people, or the reverse ?

41. That an improvement has taken place in the general condition of these people, is allowed by every sensible man in my district.

42. Are educated workmen more or less civil, more or less prudent, more or less drunken, more or less physically comfortable, more or less contented, in consequence of education ?

42. Our every day experience shows us that the educated workman is more civil because he mixes with better society than the uneducated man. He is more prudent and less drunken, because he sees it necessary to become so, that he may maintain his position ; and as to physical comforts, his improved state of morals is sure to secure them.

43. Does the effect of education on a boy who leaves school at ten years old, continue in after life ?

43. He retains very little. The adult's evening school, it is hoped, is doing much for that class.

44. Has the number of children under instruction in the schools within your district, increased or diminished during the last ten years, and to what circumstance do you attribute that result ?

44. Increased in a very large proportion.

There is, without doubt, a desire on the part of every working man not to be outdone by his neighbour, and this praiseworthy emulation has in a great measure tended to increase the number of children in our schools.

MR. JAGO (ORAL EVIDENCE).

I have been 24 years a schoolmaster; 17 years in Plymouth. My experience applies to Devonshire and Cornwall, to the working men's children and labourers.

I consider that the usual age of taking children from school is 12. Since the ragged schools were established, the children under my care have stayed longer at school. This is caused by the poorer sort going to the ragged school. It is true that the number of the children applying for admittance to this school is so large that the master can exercise an option as to whether he will take a boy or not. At present there are 12 boys waiting to be admitted ; that is, they are in the school on probation, but are not yet on any class list. They are admitted once a month, if the master approves of the child's conduct, whatever may be the position or character of the parent.

The errand boys get 2s. 6d. or 3s. a week. The boy who leaves at 12 retains much of what he has learnt. The moral effect of the discipline and the necessity of neatness is very great. Every morning the pupil-teacher in charge sees that the boy is clean. The rule of the school is distinct : to have their hair and hands clean. Hair combed (which is to be kept short) and shoes brushed. I knew the case of a boy, whose father was a great drunkard. The father was a waterman ; the boy was a monitor. Some time after the boy was here I saw his

father. The boy was lying on a bundle of rags ill; he was taken to his sister's, and afterwards became a pupil-teacher. He went to the Borough Road, and is now one of our first masters. The father died of delirium tremens. Another boy at the school, the son of a poor man, once a baker, living at Orestan, has become a pupil-teacher. The father, to accommodate him, at great inconvenience to himself, has taken a room near this school. It is surprising to observe the improvement in the appearance of the father and the son.

As to pupil-teachers.

Boys.—There is no difficulty in getting candidates. The candidates are from the lower class. I am allowed to take 12 boys, whose fathers are of a higher standard. I have found that the boys taken from a lower grade do not do so well. The home education counterbalances what is received at school. There is no pupil-teacher out of this school list yet, but it is hoped that a superior class of schoolmasters will be the result of this new system. The superior rank of a boy makes him a better monitor. I have had 37 pupil-teachers, including 18 at present. Six out of 19 abandoned the profession, having had better situations offered to them.

Girls.—There is no difficulty in getting candidates. I think the class from which the candidates come is too low. The evil of this is greater in the girls than in the boys. The higher the standard of the mother the better is the pupil-teacher. We have begun to have a select list of girl pupil-teachers, in order to improve the class. Those who marry cease to be schoolmistresses. With respect to the pupil-teachers who have abandoned their profession, it should be observed that they have won the stipend paid by the Government, through their teaching during five years' apprenticeship. Several of these boys are in Her Majesty's service in the dockyard. One of the boys has entered the Sappers.

I approve of Government aid and inspection. I think the inspection efficient, and the aid necessary. The history of this school proves this. In 1842, this school was in a very declining state; the buildings were dilapidated; no fund existed out of which to repair. Voluntary subscriptions to meet the wants were demanded in vain. The school began to improve the moment the Government stepped in. Of the committee only one left. He was a Baptist. The others, amongst whom are some of the most eminent voluntaries, are still our supporters and subscribers.

There is no doubt that the voluntary annual subscriptions have decreased; but, on the other hand, the school pence have increased. This increase is caused by the improved character of the school, the superior teaching, and the consequent willingness to pay more for the education of their children. I have no doubt if voluntary subscriptions were now wanted, they could easily be procured. But we could not obtain sufficient voluntary subscriptions to replace the whole of the Government aid. Amongst the 150 subscribers to this school, composed of all denominations, we lost only one subscriber of 10s.

The public schools are compelling the private schools to give a better education. A boy goes from my school as an errand boy. One day the boy makes an entry in the book; the master comes in and finds the entry. The master asks "Who made this entry?" "The errand boy," says his wife. The next day the master comes to me and asks for admission to the free school. The private schoolmasters are obliged to improve their schools.

I think that unless a boy attends 176 days out of the 365, he cannot be considered a scholar. If the number is reduced the standard of education is lower.

I think that the dockyard ought to be absolutely open to competition. A boy in the evening school, who had been educated at the free day school, went in as a candidate for the dockyard, and succeeded in being placed at the top of the list. This is a great encouragement to education.

I do not believe that one person is excluded by the payment of fees.

We have discontinued the prize system. It has no effect in prolonging the attendance. I believe that the high class masters neglect the elementary.

There is a greater demand for educated boys, as I find, here.

PLYMOUTH PUBLIC FREE SCHOOL (EVENING).

There is an evening school, consisting of sixty members, in connexion with my day school, and I believe the only *permanent* adults school in the district. There are many others of a very limited character, some attached to private schools, and one lately established in connexion with the Mill Bay soap works and lime quarries, but is now closed for the summer season.

I am fully convinced, from five years' experience, that although the mechanics' institutes have failed throughout the land, the fault does not rest with the mechanic; and that there now exists a great desire on the part of the working man to improve himself in every kind of useful knowledge. Young men from seventeen to twenty years of age, of different trades and occupations, find the means to attend three evenings in the week after their day's labour is closed, and this too at considerable pecuniary expense and privation of what, by others, would be deemed necessary recreation; but the very limited number of evening scholars is chiefly owing to the tax upon their earnings. If the Government would assist the evening schools in the same proportion as they aid the day schools, we should then supply the desideratum which is so earnestly sought after by all who consider the early removal of children to be the great obstacle to education.

Forty-five of the 60 who attend my evening school received their early education in our day school; and being compelled to leave at the average age of thirteen for want of means, have, as soon as circumstances permitted, returned to continue that course of instruction which they consider necessary to fulfil their respective occupations with propriety.

Might not an extra assistant master from ex-pupil teachers be appointed to every day school which has an evening school containing 50 scholars in connexion with it. This teacher should work during the morning in the day school, and complete his day from 7 to 9 p.m. instead of 2 to 5 p.m., as he usually does according to the present Minutes; and as a compensation for such duties, let him be paid 35*l.* per annum instead of the usual stipend 25*l.*

This, together with grants of books and apparatus, according to the Minutes of Council, I am convinced, would establish and support a night school with little difficulty in every populous district.

HENRY EVERS (CHARLES NATIONAL SCHOOL, PLYMOUTH).

I was trained at Cheltenham for two years, when I undertook the charge of St. Sepulchre's schools, Northampton, for two years, where I found the children intelligent, but constantly sent to work at the tender years of seven and upwards to twelve, very few, not four per cent. staying after that age. I next took Charles National school, Plymouth, with about 320 on the books, and 270 or 280 in attendance, with six pupil-teachers. This school has increased to 421 on the books (this day, March 12th) with 345 in attendance, eleven pupil-teachers and one assistant master. For these boys very excellent new buildings have lately been erected, to accommodate nearly 400. I have been here seven years.

Sunday Schools.—Only about 80 or 90 of the above number (421) attend the Sunday school; one reason why so few attend is, that there would not be accommodation in the church for the whole, and therefore we do not make a point of endeavouring to persuade the whole to attend. If we did so, there is no doubt that we should have the majority.

Evening Schools.—I think them exceedingly good if they can be properly organized; many who would attend evening schools in Plymouth would be those studying to pass the dockyard school. In a large parish like Charles a good school could be raised, but the difficulty would be in raising funds. A first-rate man is wanted, not a young assistant master, rather a man with a staid character and a good certificate. Mensuration, particularly with mechanics, &c., is demanded.

Dockyards.—Were all the places for apprenticeship open to competition, it would work very favourably on the state of education in these three towns. I have questioned several dockyard men, who reply, "It would be most desirable, supposing the examinations were conducted in a fair and open manner, and then abided by."

Why do parents send their children to school?

People have often come to me, saying, "Get on my son; he has an uncle, or relative, who will put him into a situation, if he gets on well with his learning."

The fact of having just left the National school is a sufficient character with the tradespeople of Plymouth for an errand boy, and seems to be a guarantee that he is a good child. Boys have often come to school to get a character; *i. e.*, having been turned out of a situation, they have come for a few days, simply in order that they may say they have just left, or are leaving, the National school.

I do not find that the class of people who sent their children to us has altered. We have still the same class, but more of them; some of them are the lowest class of people in Plymouth.

Mothers in a most filthy state personally, and evidently dram drinkers, have brought their children to me; in the same persons I have seen a visible improvement in their dress and physical condition, through insisting, and pointing out, the necessity of personal cleanliness, &c.

Many do not send their children to school from apathy. Where parents are willing, it is but seldom that they keep them from school for a time, except to send them to work, or in a few instances, want of shoes.

I have never had any question put, or objection made, by parents entering their children, concerning the catechism or religious teaching of the school, except in the cases of three Jews and one Baptist; the latter did not insist upon his objection.

Our religious teaching consists of the Bible, Catechism, and the meaning of the different terms in the Prayer Book, especially the order of the Ecclesiastical year.

I think parents require good reading, writing, and arithmetic, with the reading of the Bible. The universal test of ability to read is the Testament amongst the working classes. When I first took charge of Charles school, I did not let the boys *read* the Bible, but gave a Scripture lesson *every morning* on its history, doctrines, precepts, &c. But of this parents complained to my clergyman, so that now reading the Bible is part of our routine.

I do not think prize schemes, as at present constituted, adapted to extend the period of school education.

The increased attendance at Charles, is through the people understanding that they can depend upon their children receiving a good education; they know the standard is *high*, which has increased with the number of pupil-teachers.

Since the increase of numbers began, the average number of days attended by each child has also augmented; this is due not alone to capitation grant, but from the fact, that when parents find a child progressing, they make an effort to send him regularly, whilst the child himself is more willing to attend.

It would be perfectly impossible, both as regards funds and material, to carry on our school with the same efficiency as now done, without pupil-teachers.

Funds enough to pay pupil-teachers could not, in my opinion, be raised by voluntary subscriptions.

No doubt a considerable number of pupil-teachers have abandoned their profession, though at Charles there have been only two out of seventeen; still, admitting this, it is impossible to obtain equally efficient teachers by any other method. All they obtain from Government is 10*l.* the first year, 12*l.* 10*s.* the second, 15*l.* the third, 17*l.* 10*s.* the fourth, and 20*l.* the fifth.

There has not been any difficulty in our case in obtaining pupil-teachers; we have been able to supply applications made from smaller schools, but not near all.

The capitation grant implies that a child has attended 44 weeks four days a week, with a more irregular attendance a child cannot be educated. So if any change be made in the system of capitation grants, it should be by increase of the sum per head, not by any means a diminution of the number of days.

I have been in the Catte Street ragged schools three or four times, and have discussed the subject with the master and others, but cannot say that I should refuse to receive the ragged school children into the Charles school, from their dress and personal appearance.

From my experience as a schoolmaster I should not think it possible to *educate* the numbers I have seen there with the ordinary ragged school staff.

We have lost boys from Charles school to the ragged school. Some have alleged they could not afford to pay; but the majority left from caprice or the distance of Charles from their homes. One boy, —, has left this very week after paying 2*d.* a week for two years.

In discussions in the Schoolmasters' Association the master of the ragged school has been constantly told that the boys admitted by him are the sons of parents perfectly able to pay. I never knew any instance in which a boy who presented himself for admittance into the ragged school has been rejected. This, however, the master alleges to be the

fact. I think that if no ragged school existed the most of the children who attend that school would be absorbed by the other schools. In many cases in which a child cannot afford to pay the school-pence in Charles school some charitable person pays for him or her.

I think the building arrangements as sanctioned by the Committee of Council are excellent.

MR. TURNER (MASTER OF BRITISH REDCROSS SCHOOL).

It is a common opinion that at the National and British Schools, though the teaching is superior, the moral effects upon the better class are bad. This common opinion is acted upon by the better class of mechanics, labourers, and shopkeepers. This supposed defect might be partly remedied by inspection without aid.

Sunday Schools.—Usually filled by the day scholars.

Evening School.—The scholar must be over fourteen, pay 1s. a month. Attendance smaller when work is brisk. Very few comparatively attend. The work is rudimentary, but carpenters only learn mensuration.

Where boys are about the age of eleven to thirteen, parents frequently threaten to take their children from the day school, in order to set them to work; but finding that they cannot get them as penny pupils, in consequence of the regulations, they allow them to remain at the day school. The evening school is used to carry on the day school education.

Parents, Roman Catholics and Jews, are in the habit of leaving their children with masters of a different persuasion. Between twelve and thirteen children are profitable to parents. The arithmetical test is the most common with parents. The bill is checked by the boy. The reading test and the writing test are less common.

I think it practicable, so far as the masters are concerned, to have the half-time system, provided it is carried out upon a regular plan.

Medium demand for labour improves attendance at school. When wages are very high, children's labour becomes very valuable.

When wages are very low parents cannot afford to allow their children schooling. At the same time adult labour is replaced by juvenile labour.

Parents in some cases cannot send their children, because of their poverty, want of funds, want of proper clothes; parents indifferent to the education of their children are a large class.

CHARLES SERJEANT (MASTER OF THE ST. JAMES BARTON SCHOOL).

I have been master 42 years.

I think adult private schools have diminished.

Grammar schools have caused this diminution among the superior pupils.

I do not think I have so poor a class in my school as I had 40 years ago.

One effect of the improved education is to induce the parents to keep their children a short time at school.

With respect to the lowest class, viz., the quay lumpers, the labourers at 12s. or 14s. a week, &c., all they want is to read the Bible and to write their names, in order to obtain admission into the free schools. But even though the free admissions were taken away, there would still be a desire on the part of the parents to educate their children, in order to get situations. I think a great many people who are now at my school would be paying 6d. a week at the private academies.

I think infant schools are good things. The children so educated are more tractable, obedient, and more cleanly. Moreover, they have the habit of attention. The common opinion is, that running about the streets is ruin. The children from infant schools are better than those from dame schools.

Sunday Schools.—I think writing would be a good thing.

Evening Schools.—I have the highest opinion of them. For twenty years I had an evening school. The numbers were between 100 and 150 or 200. The ages were above 12 to 50. Labourers, smiths, carpenters, &c. Their object was to learn. They paid 1s. a week. They knew perfectly the difference between a good school and a bad school, and now that there are few good masters the evening school has ceased. There were lots of errand boys.

In Mr. Serjeant's school the following regulations are important :—

“At a General Meeting of the Subscribers to this Institution, held on the 7th day of September 1812, at the New School House, St. James's Barton, Mr. ALDERMAN DANIEL in the Chair, the following Resolutions were adopted for the future government of the schools.

“XII. That all children of parents who are members of the Established Church shall be instructed in the Liturgy and Catechism of the Church of England; but that the children of Dissenters be instructed only in the Ten Commandments, the Lord's Prayer, and the Holy Scriptures generally.

“XV. That the children shall assemble on the Lord's Day at the School-house, for the purpose of being conducted to Church; and that in case the whole number cannot be accommodated at their parish churches, the residue shall be taken to such others as the Committee may appoint. But this attendance on the Lord's Day *shall not be required from such children as may belong to Sunday Schools, nor from the children of Dissenters, who shall signify their wish of taking them to their own places of worship; provided the parents, or some respectable person in the congregation to which they belong, shall make themselves responsible to the Visitors for their regular attendance.*”

ARMY SCHOOLS.

(No. 686.)

§ GENERAL ORDER.

Horse Guards, S.W.

June 19, 1857.

His Royal Highness the General commanding in chief calls the attention of officers commanding regiments, depôts, and depôt battalions to the condition of the regimental schools. It is scarcely less essential to the soldier to be able to read and write and keep his own accounts than to be acquainted with his drill. Without these elementary acquirements no soldier is capable of profiting by the instruction given him in the use of the rifled musket, his promotion is rendered less probable, and he is deprived of the interest and improvement derivable from the excellent libraries now placed within his reach.

His Royal Highness is pleased to direct *that for the future every soldier, after being dismissed from drill, shall attend school as a duty*, until he is reported upon as sufficiently advanced in reading, writing, and arithmetic.

With the concurrence of the Secretary of State for War no fees are to be required for this attendance at school. It will be desirable that commanding officers should so arrange the duties of the men as to give, if possible, at least four hours' attendance, each week, to all men of the above class. For promotion to the rank of serjeant, higher qualifications may be expected. It is not intended, at present, to lay down an absolute rule on the subject; but the attention of commanding officers is particularly called by His Royal Highness the General commanding in chief to the importance of carrying the education of non-commissioned officers to a higher point than the mere acquaintance of the art of reading and writing. With this view it must be well understood that those men who avail themselves most intelligently of the means of improvement within their reach will be generally preferred for promotion where in respect to conduct and soldierlike behaviour they are eligible for it; and that neglect so to do will be regarded as a disqualification. It is not, however, intended hereby to fetter the discretion of commanding officers in the promotion of men who display conspicuous courage, or show the tact and moral influence which give non-commissioned officers weight with their comrades.

By command of His Royal Highness

The General commanding in chief.

(Signed) G. A. WETHERALL, A.G.

MR. RICHARDSON, ARMY SCHOOLMASTER.

1. What opportunities have you had of acquiring a knowledge of military education?

1. I had six years' experience teaching in a regimental school previous to entering the military training school, Chelsea. I was one year and nine months in the training school, and have since served for three years and seven months as a trained army schoolmaster. I have been altogether seventeen years and three months in the army.

How many times a week does an adult attend school?

The regimental school is open for adult instruction,—

Winter months, $7\frac{1}{2}$ hours per week.

Summer do. $12\frac{1}{3}$ do.

It is possible for an adult (in this garrison) to attend school at least 4 hours per week. The attendance (being voluntary) is very irregular; some men attending once, others 13 times a month ($1\frac{1}{2}$ hours each).

How many hours a week does a boy or girl attend a regimental school?

The grown children attend the master's school, and the infant children the mistress's, for 15 hours per week. In addition to the above, an industrial school is open 10 hours per week for the instruction of the girls and infant boys in needlework, knitting, &c., which is superintended by the schoolmistress. All the children are obliged to attend their respective schools.

How might the attendance of the adults be improved?

1st. By having teachers more efficient and of higher rank?

2nd. Giving more encouragement to the adults to attend the regimental school, or putting in force General Order 686, Horse Guards, S.W., June 19, 1857.

Does the rule that no soldier shall obtain promotion, unless he can read and write, have any effect in promoting education?

It does. No soldier can perform the duties of a non-commissioned officer unless he can read and write; it is, therefore, of the greatest importance that he should attend the regimental school until he has acquired these necessary qualifications, otherwise he forfeits all claim to promotion.

Remarks on Answer as to Attendance.

When I require an assistant I select one of the best educated privates of good character in the regiment, and submit his name to the commanding officer for approval. This man, a young soldier, unaccustomed to teaching, has little or no control over a class of adults who, for the greater part, are his seniors in age, service, and probably rank.

The schoolmaster is therefore obliged to attend most assiduously to this class, until such time as his assistant becomes tolerably proficient in his duties; but most likely before this is attained (if not shortly afterwards) this man is promoted to corporal, taken from the school, and re-placed by another. I have had fourteen assistants since July 1855, and not one of that number was sufficiently educated to take charge of a first class. Such being the case, it is impossible to have efficient teachers in a regimental school. The efficiency of the teachers, to a great extent, might easily be improved by allowing them to remain as such until promoted to serjeants.

Non-commissioned officers will not voluntarily attend school to be taught by men of inferior rank, who are subject to them at all other times, and the abilities of these men will not admit of their being all placed in one class to be taught by the schoolmaster.

I would therefore suggest that all the assistants be non-commissioned officers, and one at least be of the rank of serjeant.

WM. RICHARDSON,

2nd Class Army Schoolmaster.

ARMY SCHOOLS, PLYMOUTH CITADEL.

17th (2nd Bat.)—There were eight in 1st class above fourteen years of age; four of them from ragged schools.

I saw eleven learning letters. Only three had never been to any school.

Warwick Militia.—I myself found only two out of forty who had never been to school.

Out of 700 W. M.	unable to read	-	-	-	54
"	read imperfectly	-	-	-	56
"	read well	-	-	-	44
"	read excellently	-	-	-	70
Out of 700	{ Line regiment, 17 Regt. 2nd Bat. }	{ able to read and write well	-	-	{ 84
"	"	able to do so tolerably	-	-	80
"	"	"	indifferently	-	95
"	"	unable to do either	-	-	90

Library.—Books taken out of library by 17th (2nd Bat.), 700 strong,
117 in six weeks.
" " " by Warwick Militia (500),
61 in six weeks.

Artillery have a library of 1,502 volumes; 188 are subscribers out of 300 men; 4 volumes are taken out for each member in six weeks.

I dictated this to the Warwick Militia:

"*Regimental Orders.*—Citadel, Feb. 1859.—Serjeant Turner will proceed by the 12 o'clock noon train to-morrow to Sheffield in charge of the volunteers to the 24th regiment."

This was written fairly by about six out of seventeen in the first class.

I afterwards examined the school of the 96th (one of the best regiments in the service), Hants Artillery, and Royal Artillery.

There were only eight present of the 96th and Hants Artillery, first class, all privates. I dictated the same sentence as before, and only one was right.

Condition of
the soldier.

I found the opinion universal that the soldier had improved of late years. The punishments were much milder and the offences had not increased. The warden of the military prison (an old artilleryman) told me that the men were not drawn from a higher class, but that the class itself was more civilized and educated.

At the same time it is clear that the attendance of the adults at school is very small. A soldier looks upon everything as a matter of drill and order. He will attend school if he is ordered, but not otherwise. In this respect the opinion seems to be that a soldier must be treated differently from any other man. Moreover, when a soldier enters the army he is little more than a mere boy, and ought to be treated as such. No doubt a man above twenty-five need not be compelled to go to school. At that age he must be left to himself.

At one time there was an order of the Horse Guards compelling the men to attend school. That has been rescinded, and the order now is that the colonels shall encourage the men to attend school. The consequence is that the whole matter of schooling depends upon the commanding officer. Thus in one line regiment the recruits are compelled to go to school, and they do so willingly. This in a young regiment is almost necessary, as the commanding officers say that they

cannot obtain men sufficiently educated for non-commissioned officers. Again, some officers excuse from parade or fatigue duty on condition that the men go to school. This has some effect in inducing men to go to school. Again, no soldier is said to be promoted unless he can read and write ; but I believe that men imperfectly instructed are, in fact, promoted on the understanding that they will come up to the required standard within a certain time.

The mere chance of promotion does not seem to have sufficient effect upon the men to induce a reasonable attendance at school, and attendance in the evening is found to be impossible. The soldier must have his liberty at that time.

With respect to the children, the time devoted to them is only three hours a day, and the soldier complains that that is not enough. They are probably right. Many of them send their children to National and British schools, and pay for them.

The local inspectors, who are quondam schoolmasters educated at Chelsea, have not that influence with commanding officers which the committee-men of a British school or the clergymen in National schools have. Their places ought to be filled by the officers of the regiment. The soldier ought not to be compelled to pay anything for his schooling, but he ought to be compelled to go ; his children ought to be paid for, but the soldier ought to be compelled to send them to school. They might very well go to the British or National schools in the neighbourhood of the station.

The trained army schoolmasters seem very good. Many of the assistants taken from the regiments are not good.

COLLIERS.

The EDUCATION of COLLIERS for the PLACES of OVERMEN, BAILIFFS,
and other underground AGENTS.

FROM MARK FRYAR, SCHOOL OF MINES, BRISTOL.

January 1859.

THE imperative necessity now existing for some efficient and facile means of giving to colliers such an education as will enable them to exercise greater caution and economy in their perilous underground occupations, is now admitted by both the Government and the country. An acquaintance with many of the principles of physical and mechanical sciences, and with the best systems of working and ventilating coal mines, ought to be made compulsory on all underground colliery agents who are in any degree responsible for the safe working of the mine. Certificates of qualification for places of trust and responsibility in coal mines ought to be obtained from competent examiners by colliers before they are permitted to occupy those places. Certificates in this case are as necessary as they are in the case of captains and mates of vessels.

Mining schools are now being established in some of the principal colliery districts in the kingdom; but these schools, notwithstanding the very low class fees charged by their committees, can only be taken advantage of by those in the immediate localities of the schools or by individuals who can afford to maintain themselves, or who can obtain assistance from their relations or friends during their one or two years' stay at the mining school, consequently the majority of the classes for whom the schools have been established cannot take advantage of them. Subjects pertaining to mining may with advantage be taught to the advanced classes of boys in the schools, National, British, and others, which are now numerous dispersed throughout mining districts, but the masters of these schools know little or nothing about coal-mining, or at any rate about the kind of education which colliers ought to receive in addition to the ordinary elementary branches taught in all schools; the masters themselves must therefore be taught in the first place. I would suggest that itinerant teachers or lecturers be appointed to the respective colliery districts of the country to organize classes for instruction in mining subjects in the local schools, and to bring before the masters of those schools the subjects to be taught to the classes, and suitable books, instruments, diagrams, &c., to be used by both masters and pupils. The itinerant lecturer in mining could be instructed to stay one, two, or three months in each district, his length of stay to be proportioned to the importance of the district or to the amount of subscription given by the coal masters thereof towards his salary and expenses. He would also be able to meet the adult colliers three or four nights per week, to instruct them in subjects pertaining to their safe and economical working in the mine. Those lecturers ought to be appointed and *partially* supported by Government.

I would also suggest that coal masters and colliery managers appoint a time and suitable place for the examination annually of such young men in their employment as may wish to compete for money prizes, say 20*l.* or from that to 50*l.*, the prize to be awarded to the competitor who shows the highest attainments in a knowledge of the safe and economic working of coal mines, and in reading, writing, arithmetic,

and mensuration. The prizes may be subscribed by gentlemen in the respective colliery districts immediately interested in coal-works, who, I have no doubt, would in most cases be assisted by benevolent neighbours not so directly concerned. The workmen themselves may also subscribe.

The attendance of at least twelve months to the classes of one of the mining schools of the country to be made imperative on the successful competitor. I am persuaded that such a scheme would very materially improve the attendance of boys at the British and other schools now in operation in colliery districts, and raise the average age at which they leave school to commence work in the pit, as their parents will be anxious to prepare them for taking the "Mining school prize." It will also be a great incentive to home study with the youths who have finished their school days and are now at work in the pits, and to others after they have left school to commence work.

MARK FRYAR.

Mr. Fryar considers the Bedminster miners inferior as a class to those in other parts of the country. This chiefly arises from the men being neglected. The masters have not taken so much trouble with the men as in the North.

He should say that the more educated man makes the better workman.

I saw a man—a common collier—who had come down from the North to study mining. He had done so more from a desire to learn than from any pecuniary prospects. As to compulsory education he was clear that it was a good thing. Night schools would be of immense advantage. The men would willingly give 6*d.*

I visited the colliers with Mr. Bennett, the manager. There were twelve,—hewers and carters; six of each. Every single child they had was at school; and they were unanimously of opinion that the education of the children, up to ten, ought to be compulsory. Very few of the fathers or mothers of the men I saw could read or write. Seven of the men themselves could not read or write. Scarcely any of their wives could. The leader of the late strike had taught his to write. This gradual progress from grandfather—father to child, is very remarkable.

The men were against compulsory education after ten, though they thought their children would and might go to school till thirteen. Boys work from 6 A.M. to 4 P.M., or from 10 P.M. to 6 A.M. The half-time system is not applicable.

The Rev. Mr. Randall and others told me that the improvement in civility and intelligence of the colliers was very great. Till late years they had been neglected.

ROYAL AND MERCANTILE NAVY.

WILLIAM WALKER, Commander, R.N., Plymouth.

Plymouth, March 21, 1859

1. What means have you had of acquiring a knowledge of the condition of the marine population—boys and men? To what district and to what class of sailors does your experience apply?
1. My experience extends over *ten* years of service in mercantile navy, thirty years' service in Her Majesty's naval service, and about thirteen years as an examiner on navigation and seamanship of masters and mates for the mercantile marine from 1846 to 1859 inclusive. My experience applies to boys, seamen, petty officers, officers, and commanders in both services.
2. At what age does the sailor boy usually go on board men-of-war or merchantmen?
2. Boys are generally admitted in the royal navy at fourteen years of age, and also as apprentices in merchant ships?
3. Is the boy generally educated or uneducated? if educated, to what extent?
3. Young sailor boys are seldom educated at all, being generally the sons of very poor parents. Education in boys for the mercantile marine is not much looked for; but for the royal navy a preference is given to boys who can read and write and who are of promising appearance.
4. In what way has the time been employed before going to sea?
4. That depends very much upon the parents' employment, as well as upon their places of abode; whether in town or country or sea coast. Boys from fishing towns make better practical seamen than boys from the plough tail, all other things being equal.
5. What is the usual wage of a boy when he first goes to sea, and how do the wages increase?
5. Boys are frequently bound to merchant ships at fourteen years of age (say for five or six years) at an average annual sum of 8*l.*; the first year at 5*l.* and the last probably at 10*l.* per annum,—sums insufficient to clothe the boy! In the royal navy—
- | | £ | s. | d. | |
|--|----|----|----|------------|
| The 2nd class boy, aged 14, receives | 9 | 2 | 0 | per annum. |
| 1st " " 16 " | 10 | 12 | 11 | " " |
| At 18 years of age he may be rated 2nd class ordinary seaman | 18 | 5 | 0 | " " |
6. Is there any schooling for a boy on board a merchant ship? is there any on board a man-of-war? How many hours a week are devoted to education in either service, and what is the character of the education afforded?
6. There is no schooling in a merchant ship; and I have seen, with much regret, a system creep into practice of boys being bound apprentice to the *owners* of merchant ships, who (by the terms of indenture) bind themselves to teach the boy what they themselves are ignorant of, namely, practical seamanship. The ship-master should be the master of the apprentice; but he has no interest in the matter when another (an

absentee) engages as the instructor. In the royal navy the boys are strictly cared for and carefully instructed in their official duties. A seaman's schoolmaster is allowed, whose pay per annum is 41*l.* 1*s.* 3*d.*, but much must always depend upon the captain of the ship in carrying out the Government views.

7. If a boy in himself or if his friends intend him to rise to be a mate or captain, how does he find time or opportunity to obtain the knowledge necessary for the purpose?

7. I have known instances of boys joining the mercantile marine without knowing how to read or write, who yet have picked up, through the kindness of their messmates, the means of learning to read and write, and then, by dint of *reading* and *writing*, have taught themselves enough of practical navigation to pass as second mates. Natural talent and perseverance will do this, and kindly inclined men are always willing to instruct good-tempered boys ambitious to rise in their profession.

8. What is the class of boy who enters the mercantile service with the view of rising in his profession?

8. The consolidation of the Mercantile Marine Laws into our Mercantile Marine Act (1851) has, I think, opened a door for talented youngsters of slender money means to join the merchant service to *qualify* themselves as *officers* for examination. Such young men have sense enough to avoid being bound (see No. 6 and remarks). They go to sea as boys to learn a profession and to acquire a knowledge of the management of all kinds of ships, and if they had previously known how to read, write, and calculate correctly, they would soon learn the art of navigation on the water, a better place even than in a school ashore.

9. What chances of promotion are open to the boy in the navy?

9. Every boy of decent natural abilities on entering the navy may learn the elementary groundwork of a fair nautical education. He may, if smart in the execution of his duties, rise through the file of pretty officers, and become a warrant officer, namely,—

	£	s.	d.	
A gunner, per annum,	120	2	11	1st class.
Boatswain „	120	2	11	„
Carpenter „	120	2	11	„

with other advantages.

10. Comparing the condition and conduct of boys and men in the royal or mercantile navy, have they in any respect altered within the last 14 or 20 years? if they have, what is the cause of the change? what has been the effect of the marine board examination?

10. The condition of seamen and boys in the royal navy since I first entered it has been greatly improved by better ships, better wages, better provisions, slops, pensions, and kinder personal usage. In the merchant service, when I first joined it, there were fewer floating docks; ships' companies lived on board, and did all the work of rigging, loading, unloading, moving, transporting ships in rivers, &c. &c. The men and officers had an interest in keeping everything in good order; they were longer together, and knew each other better than ships' companies of the present day, of crimpage, lumper labour in docks, and the beerhouse lodging system. Seamanship in the mercantile marine has greatly deteriorated of late years. The steam-engine does many things the sailor used to do.

11. In what way would you propose to improve the condition of boys who go to sea ?
11. I can only recommend that boys intended for the sea service should be taught to read and write, and have a good knowledge of arithmetic. The education given in our national schools, I think, is very good for general purposes ; but I am decidedly of opinion that in all large seaport towns one school at least should not only be national, but also nautical, and having *one class* for navigation.
12. Do you approve of the rule which requires that boys before being entered on board Her Majesty's ships shall be able to read and write ?
12. I would prefer entering a boy who could read and write rather than one who could do neither.
13. What is the state of sailors' wives at this port ? How do they support themselves ? What sum of money is left by the husband as half-pay when he is at sea ?
13. Sailors of the present day at large seaports but too frequently pick up indifferent partners. Men paid off the moment their ship arrives into a dock are coaxed into beershops and lodging-houses not remarkable for their purity of morals. The sum a seaman allots to his wife may be the half of his wages, say, at the present moment, *1l. 5s.* per month.
14. Does the same evidence apply to the wives of man-of-war's men ?
14. A man-of-war's man may allot a part (half) of his pay to mother, sister, child, or wife, or to a woman who *may not be his wife* ; and here, I presume, we go rather too far on the free-trade principle. It is, however, difficult to deal with this matter.

WILLIAM WALKER, Commander, R.N.,
Examiner to Mercantile Marine Board, Plymouth.

To P. Cumin, Esq.

HENRY H. PETERS, SHIPPING-MASTER.

Local Marine Board, Bristol,
December 11, 1858.

SIR,

IN accordance with your request I beg to send you my opinion in writing as to the present state and condition (chiefly as regards their special education) of masters and seamen engaged in our mercantile marine, premising that my opinion is founded upon observations made at this port only.

As to masters and mates, they are much better educated, and as a class are far superior to what they were, which no doubt may be attributed to the examination they have to undergo ; and as those holding certificates of service retire or become extinct, this improvement will no doubt be more and more apparent, many who would otherwise be enabled to act as such are continually failing at the examinations. I can suggest nothing further as likely to improve them, except as bearing upon those they have to command ; and this brings me to the seamen, who are decidedly altered for the worse in every respect. It is rather difficult to account for this, and the following statement must be looked upon rather as opinions than facts.

In the first place, since the law compelling vessels to carry a certain number of apprentices has been repealed, they rarely carry any, and now "boys" who have been perhaps only two or three short voyages will rate themselves as able seamen when only competent for ordinary

duty. In consequence of the old rule most seamen served an apprenticeship, and an apprentice is, while a vessel is in port, engaged in loading and unloading her, assisting about the rigging and repairs, and generally under the eye and care of her officers, and, to a certain extent, is educated and has his character formed. Those who are not apprentices are immediately discharged on the vessel's arrival, and for the most part are inveigled by "runners" to lodge at most infamous houses, and where a young man's character and constitution are often ruined. Secondly, I think, as regards this port at least, the great steamship companies and others who are able to continuously employ their men may secure all the best. And no doubt the great gold discoveries and other causes have to a certain extent unsettled the mercantile marine.

Now, as to suggestions for the improvement of seamen, I think, for the reasons before stated, no man should be allowed to become a master or mate unless he had served his apprenticeship; this would be an inducement for all to do so. Now even those apprenticed rarely serve their term out, but get them cancelled to get higher wages, or desert; and the shipowner does not think it worth his while to look after them. It would, no doubt, be more effectual to compel a man to serve his time before he could rate as an able seaman; but with the competition there is with foreign shipping, I hardly think it would be advisable to extend the rule to them.

But some steps should be taken to regulate the sailors' lodging and boarding houses, which are chiefly also beer-houses, having only the excise licence, and not the magistrate's licence. All beer-houses taking lodgers should, I think, be required to have a magistrate's licence; and the laws as to common lodging-houses should be extended to touch those nests of infamy and brothels that are now the usual abode of sailors when on shore. The evil effects of prostitution upon sailors I presume you are well acquainted with, and upon that point I will not say more than that I believe prostitution to be a greater evil as regards its effects upon sailors than upon any other class; and I must leave it to older and wiser heads than mine to suggest a remedy for prostitution generally.

Again, I think the masters are greatly to blame for the manner in which they give their mates and men discharges and characters, giving men A.B.'s discharges when they have found them not better than "boys," and good characters when not entitled to them. I often overhear the masters using expressions when filling up the characters and discharges, showing that they are giving them what they ought not to have, but that they have been taken in by the character they received with the man, and will repeat the compliment. Others do it from pity, occasionally from fear. I would suggest heavy penalties for giving incorrect discharges and characters; that they should be more summarily recovered than at present; and a caution put at the head of the character page in the official log book. I think the men would then endeavour to improve themselves, for a known bad or incompetent man, or one without a character, cannot get employment, or only at commensurate wages.

Nothing further occurs to me upon the subject of your inquiries at present, but should you wish any further information from me, if you will favour me with questions on the points required, I will endeavour to answer them.

I am, &c.

H. H. PETERS,

Shipping-Master.

J. PEAKE, MASTER SHIPWRIGHT AT DEVONPORT YARD.

1. Has the system of open competition for the entrance of apprentices into the dockyard improved that class or the reverse ?
1. Improved the class ; but I would not invariably take the lad of apparently best attainments ; he may be crammed for the task.
 2. In the examinations for leading men and inspectors, have the apprentices entered by competition proved themselves superior or inferior to those entered by claims ?
 2. The present education of the working class enables them to convey and express their ideas better than those of the uneducated ; the matter may be the same in both, but, as a general rule, the school has made better men.
 3. Before an apprentice can be examined, for the promotion he must, I believe, have a character as a working shipwright. Do you know any instance in which that character has been refused by the superior officer of the apprentices ?
 3. The examination is open to all, under certain limits as to time of service in the present position (three years). If a man is refused a test of examination, it must be from the certain knowledge of the superior officer that he is not equal to the supervision of workmen.
 4. According to your experience, do you consider the apprentices entered by competition superior or inferior to the apprentices entered by claims ?
 4. In most cases superior. Claims do not always carry stupidity with them.
 5. Which of the two classes is superior as apprentices, the apprentices of 1830 or the apprentices of 1858 ? why is this ?
 5. At the expiration of their apprenticeship the apprentices of 1858 not the best workmen, but in general knowledge superior, and after five years' practice are then superior to the men of 1830.
 6. According to your experience, which makes the best working shipwright,—the educated or the uneducated boy ?
 5. Without reserve the educated ; for if an uneducated boy becomes a superior workman, it only arises from his educating himself in his own way, viz., practical observation.

J. PEAKE.

P. Cumin, Esq.
Education Commission,
17, Great Queen Street, Westminster, London.

EVIDENCE OF Mr. RADFORD and Mr. Alderman RYDER, DEVONPORT.

At Devonport the Government examinations for the dockyard have stimulated education ; but the Government might do more, for at present only a half of the apprentices enter the dockyard entirely by merit. The other half are pure nominees.

We are of opinion that the Act of Parliament which now enables the guardians of this place to pay for the schooling of the outdoor pauper children out of the rates ought to be made compulsory. The money should be paid to the schoolmasters directly, and the parent should be deprived of relief unless he sends his children to school.

PLYMOUTH RAGGED SCHOOLS.

Mr. BENNETT'S ANSWERS TO Mr. CUMIN'S QUESTIONS.

What have been your opportunities of acquiring experience respecting popular and elementary instruction ?

I have been intimately connected with the ragged schools in Plymouth since their formation. I conduct the morning Sunday school of the chief branch of the institution in Catte Street, and frequently visit the school at other times, whilst the children are in attendance. I am also acquainted with many of their parents and connexions, and their mode, condition, and circumstances of life.

To what district does your experience apply ?

My observations apply especially to this school, and the neighbourhood in which it is situate.

What is your opinion of ragged schools ? What is the object of their existence ?

My opinion of ragged schools is, that they are a necessity of society in the present state of popular education, and will continue to be so, so long as there shall be wanting a provision, legal or otherwise, whereby all the deserted, uncared for, vagrant, and incipient criminal class of children, as well as the children of parents who receive parish relief, shall be certainly and permanently instructed in the principles of religious and moral duty (at least so far as to ensure their capacity for an intelligent obedience to the laws) and in habits of practical industry.

What is the class of children for whom they are intended ?

I mean by the above enumeration to include all the children of the poor who would be destitute of education if schools or other means of supplying it gratuitously did not exist.

How many are there in Plymouth, and when were they first instituted ?

There are four ragged schools in Plymouth, two for boys and two for girls, giving instruction to from 800 to 1,000 children. They were established in 1850, by the society called the Ragged School Association.

What means are taken to confine the class of children in ragged schools to that for which they are intended ?

The means taken to insure this object are personal inquiries by the masters and mistresses, and by the members of the committees, into the actual condition of the families to which the children applying for admission belong, keeping attention alive to any improvement which may from time to time occur in the circumstances of the parents, whose children are already entered on the books.

Suppose a man earns 30s. a week, and has two children, but gets drunk every week, ought the child of such a man to be admitted into a ragged school ?

This question is already answered in my reply to the second question.

The managers do not think it is the capability of the parent to pay for his children's instruction, but the fact (be the cause of it whatever it may) that his children are not sent to school, and are uncared for at home ; that constitutes a valid claim on the part of the child to the benefit of this charity. It is immaterial, therefore, in this view of the case whether a parent gets 30s. a week, or more or less, if, get what

he may, he spends it all at the pothouse. The question is, "Are the man's children growing up in ignorance, vice, and vagrancy?" If they are, let the parents' circumstances be what they may, such children must not be rejected by the ragged school. It may be said that, acting thus, we give encouragement to drunkenness. We reply, "Just as the poorhouse, which is intended to relieve, may be found in a measure to encourage pauperism; no further." There may be a *tendency* in both cases in that direction, but if the half-famished and half-naked child of the drunken parent be rejected by the ragged school, and let alone, that will not punish the parent, whilst it will do much to ensure that the child shall grow up as bad as himself. The ragged school, by opening its doors to such a child, affords him a first, often a last, chance to escape from ruin, by teaching him the evil of vice and sin, and pointing out to him a better way. It is a melancholy fact, that full one-half of the children at our ragged schools are there in consequence of the drunkenness of their parents. Yet we deny that the ragged school makes the drunkard. We assert that it is the public house which beguiles the working man as he goes home from his work with his wages in his pocket on Saturday night. There are nearly 400 licensed public-houses in Plymouth, scores of them houses of ill fame; and their number is rapidly increasing. These fill our ragged schools to repletion, and without them would supply still larger numbers to fill our gaols, and swell the poor-rates.

Can you produce any facts to show the good effects of the ragged school?

I wish here to state what I mean by a ragged school. It is not simply a means for giving elementary instruction to a number of children. It is an institution for bringing a moral influence, educational, domestic, and personal, to bear on the character of a neighbourhood.

The Plymouth Ragged Schools support the following diversified agencies:—

1. Four day schools, two for boys and two for girls; at which elementary instruction is given to 630 children.
2. Two infant day schools, with an attendance of 220.
3. Industrial classes, superintended by paid agents; at which boys are taught the rudiments of shoe-making, tailoring, weaving, mat-making, and several other handicrafts. The working class opens at six in the morning in summer, and seven in the winter, and closes at half-past eight at night.
4. Shoeblocks distributed over the town, and visited at intervals throughout the day.
5. Evening classes for lads and adults, conducted by educated persons.
6. Evening classes for girls (elementary and industrial), conducted by ladies.
7. Mothers' meetings, held once a week, and conducted by ladies.
8. Sunday schools for boys, girls, and infants, held in the mornings and afternoons; average attendance, 160.
9. A school church, held every Sunday evening; average attendance, 170 children.
10. A penny bank.
11. A sick club.
12. An occasional home for a very few destitute boys, one only being at present in the institution.

The above machinery is worked by two salaried masters and two mistresses, and other paid agents, with the aid of no less than 150

voluntary assistants and teachers, principally of the middle class, many of whom visit the homes of the poor families connected with the institution, and make themselves acquainted with their wants and circumstances.

The following good results may be noted :—

1. Within the last three years upwards of 100 boys have left the society's schools, where they have learnt to read, write, and cipher tolerably, have thence gone to work, and are now gaining their living honestly.
2. 317 boys have been taught to make or mend their own garments, or to work roughly at some handicraft.
3. A very large number of girls have been taught to sew and knit, and to read and write tolerably. Many of these are in places as domestic servants, often through the recommendation of the ladies connected with the institution.
4. Upwards of 200 infants are now under instruction at the schools.
5. It is believed that but for the ragged schools a large number of the above children would be now on the streets, ignorant and helpless, vagrants or criminals. We have had cases where boys belonging to families of the lowest criminal class have been saved by the ragged school, and are now among the most respectable of the labouring class. In these cases the boys have only casually received food or clothing from the society, and have always lived at home with their parents.

The boy now in the Home has been reclaimed from a state of sheer vagrancy, his parents being unknown. He is now very well conducted, and gains his living as an occasional day servant in a respectable family,—sleeping in the institution.

There have been three similar cases, but none so fully satisfactory as the present.

6. A very large number of educated and benevolent persons are, through the institution, brought into direct and friendly contact with a considerable mass of the poorest, most ignorant, unthinking, and often most vicious of the population. The effect of this association is that great numbers of these families have been seasonably helped in Christian knowledge, in improved personal habits, and in being taught better methods of household management, whilst they have been impressed with kindly feelings towards their benefactors, so many of whom have interested themselves in their behalf.

Do you know any cases in which boys have been turned from vagrancy to industry by the mere influence of the teaching of the masters, without their being fed or clothed, or withdrawn from contaminating influences? If so, state them.

I know of no such cases except those to which I have before generally adverted.

The schools appear to me rather calculated to save the children from falling than to recover them after they have become thieves or vagrants. Nothing short of a reformatory, which shall detach them from their bad habits and companions, will, I believe, be found effectual to reform the children who have been once addicted to crime.

J. H. BENNETT.

Plymouth, April 13th, 1859.

John Shearman, Domestic Missionary for seven years in Bristol.

Clothing for Wales and the colonies, making shoes and boots, hatting and furniture, sugar, soap, chandlery, glass, chemicals, iron, and machinery are the chief occupations. Wages, 2*l.* 2*s.* per week; 7*s.* to 8*s.*

There are slop trade manufactures, Eugene street. Half cannot read. They admit the desirableness of their education, but it would not work. I do not believe that all the sempstresses in the most abject poverty are bad workers. I think the evil arises from over population. A large number of these persons live in concubinage. If affairs decline or quarrels arise the husband and the wife will abandon the family.

The diet consists of tea and bread.

I agree with the police as to the necessity of a new law.

7*s.* to 16*s.* upper shop people. The children of these people go to the British schools.

From 16*s.* upwards. The parents appreciate education, like to pay for their children; use chiefly the public schools, and are of opinion that education is necessary in order to get on.

The first occupation is that of errand boy, at 2*s.* a week, about ten years old. The girls are used as nurses, 6*d.* a week and their tea.

It is well understood that running about the streets is ruin.

I find that the children are the oracles of the family. They tell their parents what they have learned at school, and read for their parents. The parents are filled with admiration at the knowledge of their children, and are proud of their progress. I find that very soon the children will attain a power over the parent in consequence of intellectual superiority. In consequence of this, the children abandon their parents and provide for themselves; it is a common thing for the poor to correspond with their friends.

Amongst the lowest class there is no political excitement. The common publications circulate pretty well among them.

In some schools the custom is to charge 2*d.* a week; but in certain cases to give at the end of the week a loaf (price 3*d.*) This I disapprove of, because it demoralizes the people. Many persons who might pay, and would pay if obliged, now take the loaf and get their children educated for nothing. It destroys independence and self-respect.

If the guardians were to pay for the schooling of the children receiving out-door relief, and if some law were enacted to compel the education of children wandering about the streets, either out of some public fund or by compelling the parent to pay, I think ragged schools ought to be closed.

Sunday Schools are very imperfectly conducted. Hours are too limited. I teach them to write.

Evening School. Shortly after I came here (about six months) I saw the necessity of evening schools. The only time they had to spare was in the evening. I think that there is a class of young men in Bristol who would be glad to become regular evening school teachers. I think there ought to be a separation between the old and the young. The old will not stand being taught in the presence of children.

The following shows the opinions of the working classes about evening schools.

Friends' Sunday School. Here the room was quite full of boys, writing. The fact of learning writing is said to fill the room. They were most orderly and diligent. A second room was filled with other boys from all quarters. The teachers are all voluntary, and of a superior class. The adult class of young men consisted of 19, and was very well conducted. A lecture on the Flood was going on; the explanation was very sensible, and much like a college lecture in divinity. After the lecture was finished I put some questions about evening schools. The 19 were unanimous in their favour; time, 7 to 10. The masters must be good and sufficient in number. The reason why some night schools had failed was because the teaching power was not great enough. There must be a separation between old and young. I afterwards went into a room where 40 or 50 men were assembled; they were not all Quakers; they were unanimous in favour of night schools. The fee should be 3*d.*, the others said 4*d.* Besides reading, writing, and arithmetic, there ought to be a chapter of the Bible read. I observed that every man had his Bible under his arm. I may remark here, that with respect to religion, the workman insists upon having the text of the Bible; but he will have that any one may expound who pleases. They will speak of the doctrine deduced as they please.

In making these inquiries I found no diffidence in the workman in expressing his opinion. He stated openly what he thought, listened attentively and respectfully to what was said, and gave very good reasons for his views.

The following is the account of one of the worst inspected schools I saw during my tour:—

The — School, of boys, girls, and infants, was very bad in discipline. The reading was very imperfect. The boys' first class were unable to work a simple sum in proportion or to write an ordinary sentence from dictation. The master was quite unequal to his duties. There was a total want of teaching power, for there was only one pupil-teacher, and the parish had been neglected for many years. The school had been formed by an amalgamation with the dissenters, and any dissenter who would write down his objection might have his child excused from the catechism. The British inspector inspects. The infant schoolmistress (Home and Colonial) seemed very good, but was about to leave. The girls in the first class read fairly. The second class could not write 340,000, and some of them could not write 320 correctly.

The infant schoolmistress told me, that many of the parents cannot read, and don't care about the education of their children. However, she had known men who could not read, learn in order to become pilots. The pilots make a large sum.

It was the opinion of the clergyman, that if the people were properly attended to they would be an industrious and well-behaved set of men.

—, at present, is one instance of what people will become who are neglected. Even to me it was evident that the girls were already initiated in low ideas, and I was told that at home they did nothing until they married or became prostitutes.

At — school there were the children of parents receiving out-door relief. The school pence are generally paid by charity, not out of the poor-rates.

MR. SKRINE.

The following evidence expresses the opinions of many intelligent persons as to rural schools :—

In country parishes I think evening schools for adults might be made popular and efficient. I have tried an evening school of my own men—from 13 to 60. The plan was this. They came once a week. We read together a volume of the instructor, sentence by sentence, each having a copy. I asked questions and explained the meaning of the words. I was master myself. The class amounted to twelve. I then read an interesting and instructive book for half an hour. I finish by reading a chapter in the Bible, verse by verse, and I made explanatory remarks. During the intervals I looked over sums and copybooks which were done during the week. The education was gratuitous. They did not pay for their own copybooks, but I think they ought to pay for them.

At present the master of the national school keeps an evening school, which is attended at present by about 12 lads, who pay 2*d.* a week each. He teaches them two hours, much in the same way as in the morning, but they prepare the sums for him. The morning school consists of 35 in attendance. His evening school is twice a week. I do not think he has too much work, but if he had pupil-teachers he could not do it.

I think that Government should grant to schools under 40 aid by way of capitation grant, even if the master were not certificated or registered, provided the school is reported efficient by the inspectors. I think some system of assistant inspection must be organized for this purpose. A capitation grant to an inspected school should extend to the infant and adult school in the same parish conducted by the same managers, if found efficient by the inspector.

There is a hamlet near Warleigh, called Conkwell, containing about 70 inhabitants, in which there is no school nearer than a mile and a half, and that a dame's school. It has been proposed by one of the inhabitants, who has been educated herself at Buckingham, to start a school in her own cottage, it being very much her own desire and that of her neighbours. I proposed to do it on my own responsibility, feeling that it would be considered a great boon by the inhabitants.

Labourers earning not more than 9*s.* to 12*s.* a week are ready to pay 2*d.* a week for each of their children. I think that the parent ought to pay something.

The unions give 5*l.* to 10*l.* to the hospitals, but to my knowledge do not give anything for schooling.

I think the best plan of organizing evening schools in country parishes would be by having one master to three parishes, who should attend two nights a week in each parish, teaching in the village school of the parish.

POLICE.

JOHN SIMS HANDCOCK.

Superintendent of police at Bristol. Two years' experience. I was first in the E division of police, situate in the heart of St. Giles'.

Within the last two years there has been a gradual diminution of juvenile crime. This diminution extends over the whole of Bristol, especially on the quays. I think that the chief cause has been the short terms of imprisonment, and then the being sent to reformatories. I do not know any fact which should induce me to say that ragged schools have diminished juvenile crime; but I believe that they must have diminished crime.

The children of Irish parents, labourers, quay-lumpers, hodmen (gaining from 12s. to 18s. a week), inhabit the neighbourhood of St. James' Back and Lewins' Mead. These children form portions of the class attending the ragged schools. From my experience in London, I have no doubt that the parents if they chose could afford 1d. a week for each child capable of going to school. McCallum, another constable, said he knew that a majority of Irish labourers and lumpers on the quay spend a third of their wages in drink. The wives and daughters of Irish labourers obtain a living by selling fruit in the streets.

I think it probable that children of very poor parents are not sent to school in consequence of their ragged clothing.

I think that those children who now pay nothing to the ragged school would not go if they had to pay a penny.

I think a good plan would be, to impound all the stray children found wandering about the streets in some public establishment, and to compel the parents to pay for them. Inspector Bell agreed in this.

ALFRED PASLEY BELL, INSPECTOR.

I have been now 22 years in the Bristol police force and upwards. I know the district in which St. James' Back ragged school is established. It has existed 10 years. I know the class of children who attend that school. The parents are labourers, quay-lumpers, widows, laundresses, and the lowest class. The wages range between 10s. and 12s. a week.

The state of things before these schools were established was very bad. The children running and constantly pilfering. Since their establishment we have not seen so many children about the streets, and the class of juvenile crime has much decreased. During my experience at this office, I have known children come here in order to get my influence for the purpose of their obtaining an entrance into the reformatory. I have always been an advocate for these schools. Miss Carpenter generally applied to me for any child who had absconded. The diminution of juvenile crime has been general throughout the city. The greater portion of the poor live in St. Philip's, and the juvenile offenders must have diminished there, otherwise we should have had them in custody. St. Philip's division is about ten minutes walk from St. James' Back. I think the children attending the school are from different parts of the town. Formerly there were children employed and fed by women for the purpose of thieving; these children have been taken from these places and sent to reformatory schools.

This has broken up the means of subsistence of these female thieves. Formerly the thieves used to go back after their terms of imprisonment; when they got out their characters were gone, and they were therefore obliged to join the gang.

With regard to the St. James' Back ragged schools, I have observed the children going to this school; they are the same, and constant in their attendance; some of these children were quay-rangers. I have not been in the school so as to trace the history of any individual child, but I have no doubt that several children, from attending the ragged school, have obtained situations through the influence of the manager. I am not able to point out any individual case of reformation.

I am clearly of opinion, that if the parents chose they could pay 1*d.* a week for each of their children sent to the school. I make no doubt, from the manner in which the children are dressed, the parents could afford to pay for their children's education.

In my opinion there is not classification enough in the national schools; children of respectable but poor parents are thrown in with children of disreputable people. This is felt by parents, and they do not like to send their children to such schools, where they get contaminated. In the —— school there are a number of boys and girls go to that school. It is a very good school, but the children are not classified. One woman named D——, who is now convicted for receiving stolen goods, and whose husband now carries on a brothel in Deep Street, St. James', employing his daughter, a girl of twelve years of age, to manage the brothel, sent one or two of his children to —— school; this has damaged the character of that school, and I would not send my children to it.

The class of parents whose children attend these schools are of the lowest. Some of the mothers have been brought up before me with the frock in their hands which they were going to pawn. If a halfpenny were required the parents would not pay it.

REPORT

OF

JOHN MIDDLETON HARE, ESQ.

REPORT of ASSISTANT COMMISSIONER JOHN MIDDLETON HARE,
Esq., on the STATE of POPULAR EDUCATION in the MARITIME
DISTRICTS of HULL, YARMOUTH, and IPSWICH.

London, June 22, 1859.

MY LORD DUKE AND GENTLEMEN,

I HAVE visited the parishes and unions of parishes included in the district allotted me, and have completed in each those inquiries which I was instructed to institute; I now, therefore, proceed to make my report.

It has been my constant endeavour to confine myself to the collection of facts, and to avoid with equal care eliciting and expressing mere opinions. From the manner in which I have conducted my investigations, it has not been discoverable, I believe, that I favoured a particular theory; and I trust that the tone and contents of my report will bear satisfactory marks of impartiality and dispassionateness. The question of popular education branches out in many directions, respecting which full information cannot be obtained by putting interrogatories on simple matters of fact. It is indispensable to ascertain the impressions which intelligent minds have derived through experience and observation. I have been studious, however, to limit the opinions which I have received, and now record, to practical points, to the exclusion of purely theoretical ideas. In the form which I give to this report and the appended matter, I shall bear in remembrance the instruction to "report the result to the Commissioners with the utmost fulness and accuracy;" digesting in my own statement the most salient facts, with many fragments of evidence procured from a variety of sources, but reciting separately and in detail the experiences and testimonies of principal witnesses.

You assigned to me one of the maritime districts, embracing three ports on the eastern coast, Hull, Yarmouth, and Ipswich. The towns visited. From the first of these, a very extensive trade is carried on with foreign parts, there being no fewer than 25 resident consuls of foreign states. The shipping, with the numerous docks and warehouses, shipyards, foundries, factories, and commercial establishments, to which it gives rise, affords remunerative occupation to the majority of the inhabitants. Yarmouth sends forth a considerable tonnage of ships outward-bound, besides others engaged in the home carrying trade; but it owes its importance and prosperity chiefly to its herring and mackerel fisheries, the former of which is the principal source of employment in the town. Ipswich maintains its connexion with foreign trade; but most of the vessels which use its capacious dock, the largest in England, are employed either in bringing coals from the north or in conveying the produce of local industry

to other ports. A considerable amount of employment for the poor is the result of this commerce; one house alone (Messrs. Ransomes and Sims, the celebrated agricultural implement makers) having in their service a number of hands equal, or nearly equal, to one-thirtieth of the whole population of the town.

Method of
inquiry

In ascertaining the statistics of schools, the only difficulties which presented themselves were such as related to private schools. Although there existed no authentic list even of public schools, yet they were easily discoverable; but to find out every private school, from the most respectable seminary to the obscurest dame school or the merest nursery, required assiduous search and consumed much time. In this labour I received willing and essential aid from the postmasters, the public schoolmasters, and the parochial officers; and I have the satisfaction of believing that the returns which have been procured from every part of my district, contain a complete, or nearly complete, account of the schools of different descriptions. The managers and teachers of the Roman Catholic schools courteously but peremptorily declined to give me any information concerning them,* and, at Yarmouth and Ipswich, the Primitive Methodists followed their example.† With these exceptions, the returns contain the fullest information on all the points required that the respective managers and teachers of public schools had the means of furnishing. Scarcely any impediment arose from the reluctance of private school-keepers. It was distinctly intimated to them all, that the information sought was asked for by way of courteous request and not of authoritative demand; and, although much soreness was exhibited on account of the alleged injury done to them through Government-aided schools, with many misgivings as to the possible result of the present inquiry, yet, with very few and unimportant exceptions, the facts requisite to fill in Circulars L and N were supplied with obliging promptitude. In the exercise of the discretion allowed, I drew the line of separation between private schools of the superior class and those which might be considered as designed for popular and elementary instruction, at the charge of a guinea a quarter. If, in any instance, the tabulated returns show a deviation from this rule, it must be imputed to some exceptional circumstance. In general, no private teacher whose charge for instruction was less than the rate stated, could justly resent comparison with the public schools for the working classes. On the

* I received some information as to the number of Roman Catholic schools, the attendance, and other circumstances, but not in a form sufficiently authentic to be reported. In Hull and Sculcoates, there are two boys' and two girls' day schools of the elementary class assisted and inspected, a school of a superior class for girls, and two evening schools free, besides two sets of Sunday schools. In Yarmouth there are a day school and a mixed Sunday school. In Ipswich, I did not hear of any school at all.

† The refusal of the Primitive Methodists in Ipswich to fill up the circular relating to Sunday schools was conveyed to me by the Rev. Ephraim Blake, their minister, who, in a courteous note, stated that he was "requested by the circuit authorities to inform me, that as they are independent of Government support, they respectfully decline to answer the questions of the Education Commissioners." A similar intimation was verbally communicated as the official decision of the Primitive Methodists of Yarmouth. At the latter place, this denomination have opened day schools, in which, I am informed, there are 120 scholars; 80 boys and 40 girls. The master and the mistress are both certificated.

contrary, it was sometimes quite clear that a higher price was no guarantee for a better article.

I.—STATISTICS.

The following table presents the results of my researches with respect to public* and private week-day schools, in each of the four parochial districts which I was instructed to investigate, as compared with the returns from the same parts in the education census of 1851; with the addition of columns showing the actual number of children in each of the four parts between three and fifteen years old in 1851, and the number of children of corresponding age in 1858, as estimated by the Registrar-General.

STATISTICS,
1851-1858-9.

	Number of Schools.		Number of Children belonging to them.						Number of School-age.	
	1858-9	1851	1858-9.			1851.			1858-9.	1851.
			Male.	Female.	Both.	Male.	Female.	Both.		
HULL:										
Total	136	131	4,059	3,390	7,419	3,405	2,867	6,292	14,657	12,096
Public	27	18	2,686	1,710	4,396	2,115	1,333	3,488		
Private	109	113	1,373	1,650	3,023	1,290	1,554	2,844		
SCULCOATES:										
Total	140	152	3,278	3,005	6,283	2,619	2,621	5,240	13,930	12,017
Public	35	20	2,207	1,462	3,669	1,404	921	2,325		
Private	105	132	1,071	1,543	2,614	1,215	1,700	2,915		
YARMOUTH:										
Total	134	71	2,310	2,050	4,360	1,706	1,437	3,143	7,533	6,961
Public	16	10	1,275	620	1,895	900	590	1,490		
Private	118	61	1,035	1,430	2,465	806	847	1,653		
IPSWICH:										
Total	149	82	3,443	3,109	6,552	2,205	1,842	4,047	9,991	8,339
Public	33	21	2,356	1,733	4,089	1,495	1,229	2,724		
Private	116	61	1,087	1,376	2,463	710	613	1,323		

The most interesting and important deductions to be obtained from the foregoing figures, relate to the centesimal rate of increase in school attendance, simply considered, and considered also with reference to the estimated increase in children of the school-age.

* It must be noted, in comparing the number of public schools returned in 1851 with those returned in 1858-9, that, while, in the former case, a boys' school and a girls' school are returned as one school, if held in one and the same building, every "distinct" group of scholars under the instruction of a head master or head mistress," though not in a separate school building is, in the latter case, reckoned as a school. Thus the very same schools are in

	1851.	1858-9.
Hull	8	18
Sculcoates	7	15
Yarmouth	5	12
Ipswich	9	20

But, though the mere numbers of schools thus become an uncertain criterion, the numbers of scholars remain a sure test of comparison.

We thus ascertain the real advance locally made by education during the intervening period of seven years.

	Number of Children belonging.		Rate of Increase per Cent.	Number of Children of School-age.		Rate of Increase per Cent.
	1858-9.	1851.		1858-9.	1851.	
Hull - -	7,419	6,292	17·911	14,687	12,626	15·682
Sculcoates -	6,283	5,240	19·905	13,930	12,017	15·919
Yarmouth -	4,360	3,143	38·720	7,538	6,981	7·797
Ipswich -	6,552	4,047	61·898	9,991	8,339	19·810

Actual attendance in 1851 and in 1858-9.

There is one other point on which the returns of 1851 and those of 1858 admit of comparison, the actual attendance on March 11, 1851, and on the day in 1858 or 59, when the present returns were severally made.

	Number of Schools.		Actual Attendance at inferior Schools, 1858-9.			Actual Attendance at all Schools, 1851.			Number of Children of School-age.	
	1858-9	1851	Males.	Females.	Both.	Males.	Females.	Both.	1858-9.	1851.
HULL:										
Total - -	136	131	3,326	2,730	6,560	2,868	2,364	5,232	14,687	12,696
Public - -	27	18	2,221	1,411	3,622	1,721	986	2,707		
Private - -	109	113	1,115	1,319	2,434	1,147	1,378	2,525		
SCULCOATES:										
Total - -	140	152	2,551	1,854	4,405	2,206	2,244	4,450	13,930	12,017
Public - -	35	20	1,714	904	2,618	1,089	675	1,764		
Private - -	105	132	837	950	1,787	1,117	1,569	2,686		
YARMOUTH:										
Total - -	134	71	1,905	1,553	3,458	1,563	1,323	2,886	7,538	6,981
Public - -	16	10	1,149	506	1,655	819	544	1,363		
Private - -	118	61	756	1,047	1,803	744	779	1,523		
IPSWICH:										
Total - -	149	82	2,620	2,306	4,926	1,987	1,594	3,581	9,991	8,339
Public - -	33	21	1,929	1,429	3,358	1,325	1,027	2,352		
Private - -	116	61	691	877	1,568	662	567	1,229		

But here it is to be observed, that, while the returns for 1851, showing the actual attendance, include all schools, from those for 1858-9, the superior class of private schools are excluded. To these alone there now belong in Hull 401, Sculcoates 471, Yarmouth 437, Ipswich 814; total 2,123. Adding these to the actual attendance in the schools making that return, the number found in school in the whole of my district would appear to be greater by 4,819 than in 1851.

School accommodation in relation to school age.

But the present inquiry has special relation to children of the school-age; that is, not younger than three nor older than fifteen

years. It is therefore necessary to distinguish between the gross number of children in school and those of them who are within the school-age, and, at the same time, to show for how many of these school accommodation has been provided. These facts are exhibited in the subjoined table.

—	No. of Schools.	Number of Children belonging to them.			Number of Children of the School-age in School.			Accommodation.		No. of Children School-age.
		Male.	Female.	Both.	Male.	Female.	Both.	Provided for.	Wanted for.	
HULL:										
Total -	136	4,059	3,360	7,419	3,900	3,221	7,121	8,487	6,200	14,687
Public -	27	2,686	1,710	4,396	2,623	1,577	4,300			
Private -	109	1,373	1,650	3,023	1,277	1,544	2,821			
SCULCOATES:										
Total -	140	3,278	3,005	6,283	3,202	2,864	6,066	7,107	6,823	13,930
Public -	35	2,207	1,462	3,669	2,192	1,447	3,639			
Private -	105	1,071	1,543	2,614	1,010	1,417	2,427			
YARMOUTH:										
Total -	134	2,310	2,050	4,360	2,233	1,937	4,170	4,638	2,900	7,538
Public -	16	1,275	620	1,895	1,263	617	1,880			
Private -	118	1,035	1,430	2,465	970	1,320	2,290			
IPSWICH:										
Total -	149	3,443	3,109	6,552	3,172	2,843	6,015	6,737	3,254	9,991
Public -	33	2,356	1,733	4,089	2,203	1,639	3,842			
Private -	116	1,087	1,376	2,463	969	1,204	2,173			

In every case the children of the school-age not in school exceed those for whom there exists no school accommodation; namely,—

—	Hull.	Sculcoates.	Yarmouth.	Ipswich.
Children of the school-age not in school -	7,566	7,864	3,368	3,976
Children of the school-age wanting accommodation -	6,200	6,823	2,900	3,254

But school room is occupied to a certain extent by children under three and over 15 years of age. In

Hull.	Sculcoates.	Yarmouth.	Ipswich.
298	217	190	537

Still, there is more or less of unused school room in each division; Unused school room.

Hull.	Sculcoates.	Yarmouth.	Ipswich.
1,068	824	278	185

On the point of average school attendance, the Education Census Average of 1851 affords no data for comparison; but the present returns attendance. show a wide difference between the numbers belonging to the schools and the average attendance, demonstrating that the unused school room is really much greater than otherwise it would appear

to be. From the following table, the superior class of private schools, which return no average of attendance, are excluded:—

1858-9.	Belonging to the Schools.			Average Attendance.		
	Public.	Private.	Total.	Public.	Private.	Total.
Hull - - -	4,202	2,662	6,864	3,402	2,359	5,761
Sculcoates - -	3,669	2,143	5,812	2,847	1,888	4,735
Yarmouth - -	1,969	2,028	3,997	1,641	1,800	3,441
Ipswich - -	3,959	1,779	5,738	3,188	1,554	4,742

It thus appears that, of the children belonging to the schools, the average attendance per cent. is, in Hull 83·930, in Sculcoates 81·297, in Yarmouth 86·089, and in Ipswich 82·642.

Proportion of public to private schools.

In the instructions which I received from the Commissioners, attention was called to the circumstance that, according to the census of 1851, two-thirds of the schools of England were private. The proportion of public to private schools both is and was much higher than this in every part of my district. In Hull they are as 4 to 1, in Sculcoates 3 to 1, in Yarmouth better than 7 to 1, in Ipswich 3·5 to 1; in the whole district 4 to 1. According to the census of 1851, the proportion of private to public schools was then, in Hull 6 to 1, in Sculcoates 6·5 to 1, in Yarmouth 6 to 1, in Ipswich 3 to 1; in the whole district 5·3 to 1. But in those returns two or more schools, if held under one roof, were counted as one. It is necessary, therefore, for just comparison, to reckon them on the principle adopted by the Education Commission. Thus viewed, the proportions in 1851 become, in Hull 4 to 1, in Sculcoates 5 to 1, in Yarmouth 4 to 1, in Ipswich 2 to 1; in the whole district 3·5 to 1,—Ipswich being the only portion of the district where the alleged proportion of two-thirds private schools to one-third public schools was really borne out. But this mode of comparison does not fairly bring out the state of the case, either as between public and private schools, or as between 1851 and 1858.

Average numbers in public and private schools.

The average numbers belonging to each of the public and private schools are in

	Public.	Private.
Hull - - -	162·8	27·723
Sculcoates - -	104·8	24·9
Yarmouth - -	118·43	20·89
Ipswich - -	123·94	11·232
In the whole district	126·567	23·582

The degree in which public and private schools respectively affect the question cannot therefore be accurately measured without bearing in mind the fact, that on the average one public school is equal to 5·367 private schools. Now, the private schools in the whole of my district are 81 more in number at present than they were stated to be in 1851. The public schools, in the absence

of the explanation given, would appear to have increased by 42 ; whereas the real increase is six, showing an addition of —

6 public school, with 759·402 scholars.

81 private schools, with 1910·142 scholars.

Rather less, then, than three-fourths of the progress made since 1851, is, on this showing, due to private schools. The question arises, therefore, whether the returns of 1851 included all the private schools then existing, particularly, perhaps, in Yarmouth and Ipswich.

But, on analysing the returns of the number of schools, public and private, different results are obtained. In two of the four portions of my district, there has been an increase of public schools ; in Sculcoates of seven, in Ipswich of one ; with a decrease of one in each of the other portions ; but, while private schools have decreased by four in Hull, and by 27 in Sculcoates, they seem to have nearly doubled in both Yarmouth and Ipswich. The falling off in the former unions was easily accounted for, as supposed, by the success or increase of the public schools, to which, indeed, nearly everybody was ready to attribute still greater effects in the diminution of private schools. But, while the public schools have been augmented in Ipswich by only one, and have been diminished to that extent at Yarmouth, the private schools have advanced from 61 to 118 in Yarmouth, and from 61 to 116 in Ipswich ; results which surprised the persons best acquainted with the subject in those towns respectively, and which, when the large increase of children in attendance at the public schools, enormous at Ipswich and considerable at Yarmouth, is remembered, can scarcely be accounted for without the supposition of some mistake. It appears, however, from the present returns, that nearly two-thirds of the existing private schools have been established since 1851 ; namely (excluding superior schools)—

	Established before 1851.	Established since 1851.
In Hull - - -	39	54
„ Sculcoates - - -	34	51
„ Yarmouth - - -	29	62
„ Ipswich - - -	26	51
	<u>128</u>	<u>218</u>

From both Yarmouth and Ipswich were obtained statistics, independent alike of the present inquiry and of the census of 1851. Those affecting Yarmouth were collected in 1845, and those affecting Ipswich in 1850. My authority for the figures concerning Yarmouth is the Rev. James Stuart Russell, of Edmonton. In 1843, this gentleman as pastor of the Independent congregation in that borough, took an active part in opposing the education clauses of the Factories Bill which Sir James Graham had introduced into the House of Commons. On the defeat of that measure, the Protestant Dissenters of Yarmouth

Comparative
increase or
decrease of
public and
private schools.

Intermediate
statistics
of Yarmouth
and Ipswich.

Yarmouth.

felt it incumbent on them to provide some other equally efficient, and, as they conceived, less objectionable system. They resolved, therefore, to establish Congregational British Schools, to be founded and supported by voluntary subscriptions; and it was while Mr. Russell and his friends were making preparations for this object that the statistics with a copy of which he has favoured me, were collected. In the succeeding Table, they are presented in comparison with the analogous returns of 1851 and 1858-9:—

	Schools.			Number of Children belonging to them.		
	1845.	1851.	1858-9.	1845.	1851.	1858-9.
YARMOUTH:						
Public - -	9	10	16	763	1,490	1,895
Private - -	141	61	118	2,361	1,653	2,465
	Total -			3,124	3,143	4,360

The great fall in private schools, from 141 in 1845 to 61 in 1851, may perhaps be explained by the fact, that, except the four endowed schools and the one British school, the public schools were established at dates subsequent to 1845; though, when it is considered that four of them were not founded till after 1851, it is not easy to understand why between that year and the present date the number of private schools should have increased.

Ipswich.

For the independent statistical information respecting Ipswich, I am indebted to an instructive volume entitled "The Moral, Social, and Religious Condition of Ipswich in the Middle of the Nineteenth Century," by John Glyde, junior, 1850. Several chapters are devoted to the subject of local education, on which the author, an inhabitant of the borough, was at great pains to collect accurate and complete information. The fruits of his inquiry in 1850 are here presented side by side with the corresponding statistics of 1851 and 1858-9:—

	Schools.			Number of Children belonging to them.		
	1850.	1851.	1858-9.	1850.	1851.	1858-9.
IPSWICH:						
Public - -	27	21	33	2,331	2,724	4,089
Private - -	77	61	116	1,649	1,323	2,463
	Total -			3,980	4,047	6,552

The decrease in public schools between 1850 and 1851 is only in appearance, arising from the circumstance that, in several

instances, Mr. Glyde counts two where the census records but one. For the disappearance in one year of 16 private schools there are no tangible means of accounting, except the establishment of St. Margaret's National Schools, which took place at this time. Though the great increase in private schools between 1851 and 1858-9 is a remarkable fact, it does but harmonize with the onward tendency of education in Ipswich, where, as will be observed, the private-school pupils have increased in fair proportion with the schools themselves.

To complete the statistical report from my district, three classes of schools remain to be enumerated,—Sunday schools, Evening schools, and Factory schools.

The present state of the Sunday schools, in comparison with the returns of 1851 and with the number of children of the school-age, then and now, will be seen in the following Table :—

—	Schools.		Number of Children belonging to them.						No. of Children of School-age.	
	1858-9.	1851.	In 1858-9.			In 1851.			1858-9.	1851.
			Males.	Fe- males.	Both.	Males.	Fe- males.	Both.		
Hull -	32	20	2,874	3,118	5,992	1,871	1,912	3,783	14,687	12,696
Sculcoates	47	39	3,408	3,186	6,594	2,685	2,785	5,470	13,330	12,017
Yarmouth	20	7	1,431	1,811	3,242	882	1,332	2,214	7,538	6,981
Ipswich -	29	15	1,918	2,192	4,110	854	755	1,609	9,991	8,339

The ratio in which the attendance at Sunday schools has increased comparatively with the increase of juvenile population, will be more exactly perceived from the subjoined calculation :—

—	Number of Children belonging to the Sunday Schools.		Rate per cent. of Increase.	Number of Children of School-age.		Rate per cent. of Increase.
	1858-9.	1851.		1858-9.	1851.	
Hull - - -	5,992	3,783	58·392	14,687	12,696	15·682
Sculcoates -	6,594	5,470	20·548	13,330	12,017	15·919
Yarmouth - -	3,242	2,214	46·431	7,538	6,981	·797
Ipswich - - -	4,110	1,609	155·436	9,991	8,339	19·810

From these figures it is evident, that the Sunday scholars have increased at 3·723 times the rate of the population in Hull, at 1·290 in Sculcoates, at 58·257 in Yarmouth, and at 7·846 in Ipswich.

The whole number now belonging to the schools is 20,232 ; the number in attendance when the return was made was 14,179 ; the average attendance is 14,418. According to each of these returns,

Sunday Schools, 1851 & 1858-9.

Increase of attendance.

Numbers on the books and in attendance.

The sexes.	the girls are somewhat more numerous than the boys (<i>e.g.</i> , 6,889 boys + 7,592 girls = 14,418). Of the whole number, less than a thousand never attended a week-day school, more than 4,500
At week-day schools.	have attended a week-day school five years or more, and upwards of 12,000 are now attending week-day schools. Of the 14,179
Ages.	found in school, only 77 are under 3 years of age; less than 3,000 are between 3 and 6; upwards of 4,000 between 6 and 9; less than 4,000 between 9 and 12; nearly 2,500 between 12 and 15, and about 800 above 15. In other words, half are under, and half over, 9. Lastly, these children are taught by 2,374 unpaid
Teachers.	teachers of both sexes, and one paid teacher, who is a female.
Sources of information.	Besides answers to a number of questions, with which answers I was favoured by nearly all the superintendents of Sunday schools in each part of my district, I obtained at Hull a quantity of information which had been previously collected. From authentic statistics relating to the Sunday schools connected with Albion Chapel, it results that, of 8,582 children, only 105 left in 9 years to go to other Sunday schools for the sake of week-day education, only 10 from poverty, and only 13 from dismissal. As many as 411 left through the indifference of their parents, 204 for reasons unassigned, and 1,807 altogether. Mr. W. K. Towers, who has paid great attention to Sunday schools in Hull, states that, though to estimate with precision the effects of an agency so purely moral is not easy, the great bulk of the teaching, it is certain, is scriptural and not sectarian, the Bible becoming more and more exclusively the text-book of the teachers, and the Church of England and Wesleyan catechisms being almost the only doctrinal formularies in use. The teaching agency, Mr. Towers admits, needs improvement,—a need of which the teachers are themselves so sensible that they have formed a normal class under the occasional direction of trained and certificated masters. Still, he remarks, the pious uneducated teacher is often found to excel a more educated, but less devoted colleague. In the judgment of this witness, the female teachers are better, as well as more numerous, than the male, of whom it is increasingly difficult to procure an adequate supply.
Teaching agency.	
Instruction given.	All who have answered my questions, with, I think, but two exceptions, agree in stating that the instruction given in these schools is entirely religious, unless, indeed, the art of reading is to be considered as secular. Even writing is not taught in any but the two exceptional schools. Nearly all, likewise, are connected with religious denominations, those which are not being chiefly cases in which persons of different persuasions have united to supply special want in low and neglected districts. The answers respecting the age of the children correspond in general to the statistical returns; but it is observed, that, by following the example of infant schools in gallery teaching, the Sunday schools have of late years taken charge of many children of tender years formerly excluded as too young. The degree in which the Sunday schools serve to keep up the education already acquired in day schools, depends partly, no doubt, upon the intelligence of the
Denominational character.	
Connection with week-day schools.	

teachers ; but, in reading, and in relation to Scripture history and geography, as well as in exercising the memory and the understanding, the benefit must be considerable, since the proportion of Sunday scholars who have never been in a day school is not one seventeenth, while those who have been five years in day schools are nearly a third, and those now in such schools six-sevenths.

The day-school children who have been in Sunday schools, it is observed, pass the best examinations in Scripture by the Inspector ; and the ability shown by day scholars when in Sunday school, very much assists in teaching the others. That the Biblical instruction in Sunday schools is inferior to that in the day schools, some modestly acknowledge ; but they add, that the moral influence exerted is greater in the former. The Sunday school discipline is also found to stimulate the desire for knowledge as a means of improvement and usefulness, and to promote attendance and attention in the day school.

Some week-night instruction is given in reading, writing, and arithmetic ; but the day schools have nearly superseded this, and most of the week-night meetings connected with Sunday schools are for the promotion of singing, of the mutual improvement of the elder scholars and the younger teachers, and of habits of temperance. A portion of the teachers meet their classes for religious instruction during the week at their own houses, or look after the temporal as well as spiritual benefit of their children.

Nearly every Sunday school has its own library. On the whole, these are well used. The number of scholars taking out books is from 25 to 50 per cent. The use of the library is occasionally limited as a privilege to the well-conducted.

From one-fourth to three-fourths of the teachers were formerly scholars in the same or some other Sunday school.

There are periodical examinations in a minority of the schools ; occasional examinations or informal questionings in the rest.

No very systematic means has been discovered, or is employed, of keeping up an oversight in the case of scholars leaving. The excellent Sunday school for the Cogan apprentices at Hull, which has been discontinued, is regretted as a model method of supplying a great necessity. The chief means at present employed are Bible classes, domiciliary visits by the teachers, mutual improvement societies, and sometimes a week-night class instituted for the purpose.

In nearly every case, the Sunday school has furnished regular communicants to the church or congregation with which it is connected, though, in most instances, the ascertained proportion is but small.

The answers respecting the esteem in which Sunday school training is held by employers of labour are very satisfactory. Those young persons who have had it are very often preferred ; the good word of a Sunday school teacher is a sure passport to employment and trust ; and it is remarked that employers want worth more than cleverness.

No regular system of rewards is observed in Sunday schools,

but books are given in exchange for a certain number of tickets of merit, and clothing clubs, with a prospect of a bonus at the year's end on condition of good conduct, are very general.

Influence of
Sunday schools
on families.

The good influence of Sunday schools upon the families to which the children belong, as well as upon themselves, is highly extolled by the town missionaries in every place. The habits of cleanliness, order, and forethought which are acquired by the one often act with a moral infectiousness upon the other. The promoters of Sunday schools, however, like those of day schools, find themselves overtaken when they attempt to lay hold of children of the utterly neglected and "dangerous" class, the "street Arab." "There are a large number of children in the town," says the superintendent of a Sunday school in one of the worst parts of Hull, "who attend no school at all; and all efforts made on the part of the managers of Sunday schools to lay hold of them appear futile. It is true we occasionally succeed in reclaiming some juvenile desperado; but in consequence, partly of want of separate class-rooms, and principally from the fact that this description of children knows nothing of proper *home discipline*, and consequently cannot or will not submit to *school discipline*, thus we lose them."

Constant in-
crease of
Sundayschools.

The date of the oldest Sunday school in my district is 1798. So great and constant has been the progress of Sunday schools in Hull and Sculcoates, that only 23 years in the present century have not been signalized by the formation of new schools, while 12 years produced two each, 2 years three each, 1 year four, and 2 years in succession five each.

EVENING
SCHOOLS.
1851 & 1858-9.

Evening schools had scarcely begun to exist in my district in 1851, when there were none at all in Ipswich, and more than one in Sculcoates alone, where the number was five. The following Table shows the advance since made in numbers and in attendance:—

	No. of Schools.		Number of Scholars belonging to them.					
	1858-9.	1851.	1858-9.			1851.		
			Males.	Females.	Both.	Males.	Females.	Both.
Hull - -	10	1	574	111	685	10	15	25
Sculcoates - -	13	5	304	209	513	40	6	46
Yarmouth - -	11	1	199	273	472	1	-	1
Ipswich - -	10	-	278	192	470	-	-	-
Total - -	44	7	1,355	735	2,140	51	21	72

Statistical
particulars.

About half the 2,140 are above 16 years of age. The average attendance is three-fifths in Hull, four-fifths in Sculcoates, two-thirds in Yarmouth, and six-elevenths in Ipswich. Those above 16 years of age, about one-half in all, are three-fifths in Hull, nearly six-elevenths in Sculcoates, about one second in Yarmouth, and rather more than one-fifth in Ipswich. Of these, the males

are to the females as 4 to 1 nearly in Hull, as 2 to 1 nearly in Sculcoates, as little more than 1 to 2 in Yarmouth, and as 5 to 1 in Ipswich. The proportion who have never attended a week-day school is, in Hull, one-tenth; in Sculcoates, one-sixth; in Yarmouth, one-fourteenth; in Ipswich, one-tenth; representing those by whom the evening schools are used as a means of acquiring the first rudiments of knowledge. The numbers who have attended a week-day school five years or more are, in Hull, one-eighth; in Sculcoates, one-fifth; in Yarmouth, one-third; and in Ipswich, one-sixth; representing those by whom the evening schools are used, as supplying a secondary education to those who have received a fair share of elementary instruction. The remainder represent those who resort to the evening schools as supplying the defects of an early education, which from various causes has been neglected. These are, in Hull, $\frac{1}{4}$; in Sculcoates, $\frac{1}{3}$; in Yarmouth, $\frac{1}{2}$; and in Ipswich, $\frac{2}{3}$. The usual subjects are, Subjects of religious instruction, reading, writing, and arithmetic. Each of these is taught to a number of students considerably larger than the average attendance in each place. The readers are 95 more than the writers, the writers 132 more than the cypherers, and the cypherers 175 more than the catechumens. A fifth of the whole learn geography, and in Hull and Yarmouth less than a hundred study grammar. A few in Ipswich meddle with history; but music and drawing are almost entirely untouched. The elements of physical science are not taught at all, nor any branch of mathematics, except in Hull, where 49 males are studying mechanics. The teachers are voluntary, except 4 males (pupil-teachers) in Hull, and 2 in Sculcoates. One of the latter two is a certificated teacher, and a second certificated teacher is among the voluntary teachers in Ipswich.

The statements of individuals who have interested themselves in the promotion of evening schools, correspond to the inferences drawn from statistics. In their rudest state it is agreed, that they serve to keep the young out of mischief, especially in villages; but it is admitted that, with good teachers, they would be very useful. These, however, it is found difficult to procure. The clergy and others do their best and receive zealous assistance from benevolent individuals. But, in order to their becoming an effective supplement to the existing system of popular education, it is essential that they should be organized under paid and trained masters, who alone are properly qualified for the work, and could be depended upon for its punctual and effective performance. The masters of day schools express a high opinion of the utility of evening schools, and several regret the regulations forbid them to engage in night teaching. To open such schools to the very young, it is agreed, would, in many instances, be to empty the day schools; in which case all would be sent prematurely to work; but it is believed that old day scholars would come more willingly to be taught by their former masters than by strangers. Besides the evening schools properly so called, a considerable amount of evening instruction is given in connexion with Sunday schools.

and in other forms. Such facts encourage the belief that young persons would avail themselves of schools opened every evening, except Saturday, under trained teachers, and, as the advocates of the Government system suggest, under inspection also. "Evening schools," it is observed by the incumbent of Yarmouth, "are very valuable if well managed, which is very rare. Government does not meet this want."

**FACTORY
SCHOOL.**

There is but one factory school in my whole district. It consists of 25 girls under 11 years of age, occupied, as "half-timers," in the silk winding room at Ipswich, and taught the mere elements of reading, writing, and arithmetic, by an untrained woman assisted by her daughter, formerly a pupil teacher, in a room attached to the factory. The manager states, that he was obliged to establish a school on his premises, because the managers of the National school in the parish declined to receive half-timers, alleging that they could not unless they had a teacher to themselves and were taught in a separate room. In a large silk mill at Yarmouth, many women and young persons of the same sex are employed, but no children below the age prescribed by law. The young persons have, consequently, no opportunity of gaining instruction but in the evening schools of the town. Sculcoates contains two cotton factories. In one of them no boy or girl less than thirteen years old is employed, while such as, being under that age, are employed in the other go for half-time education to the nearest schools, those of St. Mark's. The united parishes of Hull contain no factory or print works of any kind to which the legal restrictions respecting the employment of children are applicable. I may dismiss this part of the subject with stating, that I ascertained from the master of St. Mark's school the regularity with which the half-timers of the "Hull Flax and Cotton Mills" attended at that school and at the girls' school connected with it, and that due pains were taken to ensure that regularity. If absent for one half day, a mill boy would lose his wages for that day and the day following, having his school time to make up. In no part of my district does the prospect of labour in factories present itself with such force as to induce a marked neglect of earlier education from the knowledge that, in the case of children destined to such work, school instruction will be compulsory between the ages of 8 and 13.

Half-timers.]

II. CONDITION, METHODS, AND RESULTS OF EDUCATION.

**SUPPLY AND
DEMAND OF
EDUCATION.**

In comparing the supply and demand of education for the young in my district, the attendance at the evening schools of young persons under 16 must be taken into account. These are in Hull 296, in Sculcoates 227, in Yarmouth 196, and in Ipswich 364. But such facts barely serve to show, that boys and girls, on leaving the day school, are neither wholly unprovided with the means of continuing their studies, nor wholly indisposed to avail themselves of them. The main question must be solved upon other data. It depends, as my instructions suggest, upon the number of children of the school-age, the number of week-day schools, the

number of scholars in attendance, the average period of their attendance, and the amount of accommodation which the school-rooms afford. Now, from tables already given, we obtain the following results :

	Hull.	Sculcoates.	Yarmouth.	Ipswich.
Estimated number of children between 3 and 15.	14,687	13,930	7,538	9,991
Number of children belonging to the schools	7,419	6,238	4,360	6,552
Number of children between 3 and 15 belonging to the schools.	7,121	6,906	4,170	6,015
Number of ditto not belonging to the schools.	7,566	7,804	3,368	3,976
Average school attendance - - -	5,761	4,735	3,441	4,742
Actual attendance on day of return - -	6,056	4,405	3,458	4,926
Amount of school accommodation - - -	8,487	7,107	4,638	6,737
Excess of present accommodation over the average attendance.	2,726	2,372	1,197	1,995
Children in school under 3 and over 15 -	298	217	190	537
Unused schoolroom - - - -	1,068	824	278	185

From these premises it follows, that the number of children between 3 and 15, yet to be provided for, without displacing those in school who are below 3 or above 15, is in

Children of school age not provided for.

	Hull.	Sculcoates.	Yarmouth.	Ipswich.
	6,498	7,040	3,090	3,791
Or, displacing the outside ages,	6,200	6,823	2,900	3,254

In order to ascertain the average period of each child's school attendance, it is necessary to have accurate returns of the actual attendance of each. In this respect, I am sorry to say, those which have been furnished to me are slightly defective. The details do not perfectly agree with the totals, being, as to Hull, 17 short; as to Sculcoates, 6 too many; as to Yarmouth, 3 short; and as to Ipswich, 9 short. In the following calculations, therefore, the inaccurate returns are placed out of the account, it being obvious that a result obtained from a lower number of complete and correct returns may be as nearly true as one based upon a much higher number.

Average period of attendance.

	Average duration of Attendance at the Public Schools.						And, making Allowance for the previous Schooling, duration of whole Schooling.					
	Males.		Females.		Both.		Males.		Females.		Both.	
	Yrs.	Mths.	Yrs.	Mths.	Yrs.	Mths.	Yrs.	Mths.	Yrs.	Mths.	Yrs.	Mths.
Hull - - -	1	6'956	1	1'413	1	4'663	2	10'910	1	9'848	2	5'161
Sculcoates - -	1	7'389	2	3'128	1	10'026	3	1'030	3	7'877	3	1'560
Yarmouth - -	1	11'668	2	0'224	1	11'827	3	7'795	3	11'576	3	4'523
Ipswich - -	1	10'986	1	8'662	1	10'165	3	5'720	2	10'150	3	0'890

Usual age on leaving

But the "cardinal point," to use the language of my instructions, is, "the age at which boys and girls respectively leave school." I have bestowed great labour in collecting good evidence; and the conclusions grounded upon it will bear examination. That evidence consists of Table V., Public schools, and Table IV., Private schools, which give the number of scholars present in each period of age from "under 3" to "above 15," counting "from 3 to 6 inclusive" as the second period, and each successive twelvemonths up to 15 as the 3d, 4th, &c. These tables are in every case perfectly correct. The first inference to be drawn from them is, as to the age at which the children begin to leave school. When it is observed, that, from and after a certain age, they continue to decrease in number, it is without doubt concluded that that is the age at which they begin to leave the school; because, if all of that age should remain another year, there would necessarily be a progression instead of a decline. But the age at which children *usually* leave school is a question of averages. It is determined by taking out the numbers found to leave from year to year, multiplying each number by the years that the children it represents have stayed after the age at which children *begin* to leave, and dividing the sum of the products by the sum of the numbers. The quotient is the average duration of attendance; which, added to the age at which children *begin* to leave, gives the age at which they usually leave. The results of this calculation appear in the following Table, to which I have added the ages at which children usually leave private schools, as affording a criterion of the comparative esteem in which public and private schools are held.

Tabular View.

—	Age at which Children begin to leave.	Average Age of Boys when leaving.		Average Age of Girls when leaving.		Average Age of both Sexes when leaving all Schools.
		All Schools.	Private Schools.	All Schools.	Private Schools.	
		Yrs.	Yrs. Mths.	Yrs. Mths.	Yrs. Mths.	
Hull	{ Boys at 8 } Girls at 7 }	10 6'055	10 0'000	10 3'626	10 9'311	10 6'610
Soulcoates	Both sexes 9	11 6'095	9 0'428	11 2'465	11 4'705	11 4'603
Yarmouth	" 9	12 1'206	9 10'703	11 6'623	10 11'200	12 0'110
Ipswich	" 9	12 3'000	10 2'000	11 8'153	10 10'648	11 5'676

Having thus exhausted the statistics of the principal information respecting irregular attendance, absolute non-attendance, duration of attendance, and the ages at which children of either sex usually leave school, I now proceed to place succinctly before the Commissioners the testimony of practical experience as given in detail by various witnesses.

The first question relates to the extent to which the poor have participated in the benefits of elementary instruction. The general testimony is, that a portion of the adult poor received some education in youth, varying in amount according to circumstances, but that it was very frequently slender and superficial, and therefore liable to be disused and forgotten. With occasional deficiencies, the proportion of the educated and intelligent rises higher in Hull and Sculcoates, though, even there, the balance of experience is but slightly turned in favour of the more satisfactory view. It is conceded, however, that the generality retain the ability to read; and no mention is made, except by one clergyman, of individuals being unable, on marriage, to sign their names. Sunday schools also are credited with preventing the loss of early instruction, except in the case of women whose right hand, through working at the factories, has forgotten its cunning with the needle. An experienced merchant thinks all but day-labourers, and another observer all but the destitute, are fairly instructed; that is, a third person puts it, as much as is needful for the daily purposes of life. With respect to Yarmouth, it is generally agreed that ignorance prevails. Many are still unable either to read or to write. The very poor are very ignorant; and the artizan class, even though they may retain what they learned in youth, have made little or no advance in knowledge. Half of those under age, however, have enjoyed a better training; and the wholly illiterate are a continually decreasing number. In Ipswich, with some shades of difference arising from peculiar experience, the grown-up inhabitants are described as greatly deficient in solid learning. Witnesses who have paid the closest attention to the subject, are the most unhesitating in statements to this effect. Nearly all the women and a large number of the men are still obliged to make their marks in the marriage registers. Many of those who retain the art of reading are unskilful in its exercise, though a considerable number are believed to have profited by the copious facilities for practice. According to one clergyman, who has the charge of two poor parishes, most under 30 can read, write, and cipher fairly; and his less sanguine neighbour admits that age as marking the boundary of a more hopeful state of things, though persuaded that the younger race have forgotten much through the original imperfectness of their school instruction. Several members of different religious denominations agree in regarding their townsmen as much less ignorant than others suppose; and one minister, who states that he moves much among the working classes, specifies as among the "few" who have forgotten their learning, those female servants who from close confinement cannot attend either church or chapel.

With regard to the degree in which the deficiency of instruction among the poor, whether adult, adolescent, or juvenile, may be accounted for by a deficient supply of the means of acquiring it,

Extent of
Education of
the Poor.

Causes of
deficiency.

no precise answer can be obtained. The blame lies between want of inclination and lack of opportunity. The ignorance of the totally uneducated is not unanimously attributed to a failure in the supply of schools. In considering this question, however, those who give answers are sometimes apt to confound the past with the present,—the extent of school accommodation when those now adult were children, with the means of instruction at this day existing. In Hull and Sculcoates, the failure was formerly in the supply, but now, generally speaking, it is in the demand. The schools, or at least the school accommodation, has rapidly increased, and is still increasing. In some of the new schools, there is room to spare; but others are already over full. More than one manager declares, that both more schools and more teachers could be well used, especially that the proportion of pupil teachers is too low. To some it appears that the supply is quite equal to the demand; but this opinion is contradicted by statistics, and is contrary also to the practical experience of active school promoters; such as the incumbent of Drypool, who only requires funds to open an infant school in an unused school room; and as the Wesleyan superintendent, who represents that nothing but the expense stands in the way of erecting one more school, at least, of that denomination. A clergyman whose district comprises 8,000 souls, states that it does not contain a single public school. Nearly all the public schoolmasters of Hull agree, that additional accommodation is required as well as a larger proportionate supply of pupil-teachers. One district of 10,000 inhabitants is pointed out as having but one set of public schools; and another, as one in which, except the Roman Catholic schools, no new school has been originated since 1838.

The question is answered as concerning Yarmouth according to the point of view from which the subject is considered. The clergy are nearly unanimous in regarding the supply as inadequate even now, much more in former years. There are too many schools that are bad, too few that are good. For boys, the demand exceeds the supply; and more infant schools are called for, to supersede the numerous dame schools "where nothing is taught." Nonconformist witnesses, on the other hand, are of opinion that the town is now very well supplied, except in the article of free schools for the very poor, who cannot use the paying schools, and for whom there is no room in the existing charities. The public schoolmasters of Yarmouth agree that more school accommodation is requisite, but differ as to the best way of supplying it. The town missionaries are of the same opinion, believing that a suitable supply would meet with a ready demand. One of the former observes, that the parents of children at dame schools often call for it; and another declares that the want of accommodation is greater than the want of will.

Supply largest
at Ipswich.

Even at Ipswich, where the supply is largest in proportion to the population, persons are not wanting who contend that it falls

far short of the exigency. Supply, it is asserted, should come first in education. Both schools and teachers are too few, it being the prime necessity of the country that common instruction shall be universal. More pupil teachers are needed in the smaller schools, where, in one case, two have to attend to 95 children, work enough for three. On the contrary, it is contended by a clergyman who has the management of four schools that all can get a common education, the grand deficiency lying in the early removals. The failure is in the demand, especially as to the children of day labourers. Did all apply, the accommodation might fall short; but that point has not yet been reached. The actual supply is more than adequate to the actual demand; the tendency being to verify the opinion, that, where the supply is really good, the demand usually increases. The public schoolmasters of Ipswich are nearly unanimous in favour of more schools. Two schools have been obliged to turn away applicants. The existing free schools are wholly inadequate; and, to meet the exigency, any new schools should either be wholly free or not charge more than a penny a week.

On the main question, that of the reason why so considerable a portion of the children of the school-age are not in school at all, I have, in each of the four divisions of my district, interrogated a large number of persons, male and female, schoolmasters and schoolmistresses, managers and patrons of schools of both sexes, fathers and mothers, parents whose children are at school and parents whose children are not at school, clergymen and dissenting ministers, town missionaries and Sunday school superintendents, large employers and ordinary tradesmen, officers under the poor-law and officers of gaols and police.

Causes of non-attendance.

A general agreement appears in answer to the question, whether the absence of children from school is owing to the unwillingness or to the inability of their parents to send them. From a collation of all the statements on this head, it is plain that both causes are in operation, but that the unwillingness is greater than the inability, while the inability itself is oftener the effect of impediments which the parents place in their own path than of barriers set up by agencies beyond their control. The existing school accommodation, it is true, is far from equal to the children of the school-age; but then, in every division of my district, its tendency is to a liberal increase; in some of them it promises, at no very distant date, to overtake the necessities of the case; in all, there is vacant room, notwithstanding the space occupied by children who have not reached, or who have passed beyond, the school-age; and, even in that division where the amount of accommodation bears the lowest proportion to the juvenile population, it is not to be doubted that the provision already made affords a material guarantee, that, if every parent whose children are not now in school should evince an earnest desire for their education, the means of gratifying it would very soon be forthcoming.

Unwillingness or inability of parents.

Although it is quite certain that some parents are really **Vain excuses.**

unwilling to have their children educated, either with or without an outlay of cost to themselves, such aversion is seldom avowed. Those whose course of life convicts them of negligence and indifference, improvidence and intemperance,—even they profess a wish for the instruction of their children. But the excuses under which they try to hide their apathy or selfishness are everywhere proved vain by the regularity and perseverance with which some neighbours not better off than themselves, but better husbanders of their resources, contrive to send their sons and daughters to school. Although a simultaneous application for the admission into school of every child of the school-age would discover a great lack of accommodation, yet I have encountered no instance in which a parent had met with hopeless refusal, nor any in which a parent named deficiency of accommodation as the reason why his child was not in school. Instances have come under my observation in which confessedly no application whatever had been made; while, as with one voice, the masters and managers of schools declared, that no applicant is ever turned away merely because the parents cannot pay the fees,—a declaration sustained by many cases in which the efforts of struggling parents to educate a part or the whole of their children, for a longer or a shorter time, have been aided by the considerateness of the school managers or the kindness of individual friends to the deserving poor, making themselves accountable for the whole or part of the fees. To some extent the wishes of the parents are overruled by the waywardness of the children, who will neither be persuaded nor constrained to go to school; but cases of this sort obviously resolve themselves into a total wreck of domestic discipline. The heads of the family must be in fault where parental authority is set at naught. The moral impotence or indolence of the parents is more frequently the cause of the children's uninstructedness than their pecuniary inability; but their utter recklessness is a more prevailing obstacle than either.

Wayward children.

Schooling of children determined by character of parents.

It is a matter of common observation, that women whose husbands are labouring men earning low and precarious wages often manage by thrift to pay the school pence for several children, while the families of skilled artisans are in numerous instances suffered to grow up in ignorance and vice. In such contrasts, the difference is generally traceable to the habits of the father. The sober labourer, with his shillings, is a richer man than the sottish mechanic, with his sovereigns. I invariably inquired for the best specimens and the worst of domestic economy; and almost invariably I found children under education in association with a temperate and industrious father, a clean and careful mother, and a tidy and comfortable home; generally, too, with the habit of regular attendance at some place of worship; while, in proportion as the education of the children was neglected, or, as in some cases, totally uncared for, the habits of one parent or of both were obnoxious to suspicion, if not openly at variance with the most sacred claims of family, society, and religion.

The failure in demand for education is thus divided between want of will and want of power. Some have the will, but not the power; others the power, but not the will; while a portion have neither. The want of will is held to have the predominance; but the failure, though from that cause too frequently total, is admitted to be much oftener partial. Inability from abject poverty, involving want of clothes, and especially shoes, prevents some parents from sending their children to school; but, in most cases, it is believed to be owing to the vicious indulgence of the father, leading to bad management at home; and it is generally represented, that kind friends are ready to help the deserving poor in paying the school-pence. In Hull and Sculcoates the want of power is said to be very rare. A witness conversant from station with the labouring class states, that those who work at the docks can make 18s. a week. One of the curates of the principal parish vindicates the parishioners from the suspicion of either inability or unwillingness; and another declares them both to be confined to godless, abandoned parents. The decent poor often make sacrifices to get their children into a good school. The Rev. Lorenzo Moore, incumbent of Drypool, remarks, that the real inability, as well as the earnestness of such, is often proved by their children continuing to come to school whether the father is at work or not. Mr. Woodhouse, of Hull, on the other hand, supported by Mr. Jackson, of the same place, fixes the blame of great negligence upon many artizans in the receipt of high wages for skilled labour. Indifference and apathy, improvidence and intemperance, ignorance and moral degradation, insensibility and gross selfishness, idleness and the wish to get every penny they can by means of their children, are amongst the causes distinctly assigned for the neglect of parents to educate their families. The great evils, after all, are irregular school attendance, and the early removal of children from school to work; but the Rev. William Burt, of Hull, is of opinion that the difficulty will be surmounted by the present system, which, he says, is doing much to create a general desire and demand for education.

In the opinion of the public schoolmasters of Hull, the neglect of education is wilful far oftener than it is necessitous; but the failure more frequently partial than total. Hundreds of parents, it is affirmed, give their children a little education. During the Crimean war, when the Baltic trade was suspended, no fewer than 356 children entered and left one school within the year. The fishermen regularly take away their children during the season; and, from April to November, the gardens, brick-yards, and roperies draw off a considerable number of boys. One master noticed the absence in one day of six boys detained at home to prepare dinner for their fathers who were widowers. The payment of fees on Monday morning is attended with evils. Besides taking up time, it causes such as are unprepared with the money to absent themselves; and, whenever a week is broken into, the

Want of will
or want of
power.Fluctuations
of attendance.

chances are that there will be no attendance at all. Hull fair is a two days' holiday; and, on the last occasion, of 140 boys in one school, only 65 attended for the rest of the week. Parents will not pay 2*d.* for a broken week.

In Yarmouth, generally, there is no want of ability, and the lack of inclination is less prevalent than in Hull; but, where it exists, a total neglect is the ordinary result. It is imputed to want of religion and of self-respect, to the indifference of parents to the social and spiritual improvement of themselves or their children, to the love of dress and a propensity for sight seeing, especially to intemperance, "or rather," as one witness discriminates, "to the reckless waste of means in drinking habits which fall short of what would be understood by the term intemperance." "The publican," it is affirmed, "is the most formidable rival to the schoolmaster." The greatest evil, according to another, is the absence of parental authority, and the repudiation of parental responsibility. The public schoolmasters ascribe absence from school to parental indifference and neglect, which, however, as one of them suggests, a little attention on the part of the authorities would easily overcome. A few other friends to education hint at compulsion; but, in my district, this expedient meets with little encouragement.

Parental
intemperance.

Compulsion
unpopular.

In Ipswich, though there is much abject poverty, it commonly springs from bad habits; and "sinful indifference" is asserted to be the chief cause of parental neglect. "It is not poverty," says the Unitarian minister, "whatever else it may be;" and he suggests as one reason for the neglect of parents, that they do not perceive the bearings of education on their physical comforts. Many form a false estimate of comfort. The desire of gratifying depraved tastes at the children's expense; in other words, "intemperance is the root of the evil." The presence of mountebanks in the town for a day or two occasioned, I was assured, the pawning of three hundred shirts and chemises at one broker's, and of a peck and a half of watches at another's. In despair of distinguishing with nice precision between culpable neglect and unavoidable incapacity, one witness exclaims, "I cannot draw the line between inability and unwillingness; who can? Some parents are determined to do what others think they cannot possibly accomplish." With respect to the fugitive character of school attendance, Mr. Glyde draws attention to the fact, that, in 1856, in three of the National schools, including the best the boys who left within the year were, in one case, nearly half the average attendance; in the second, two-thirds; and in the third, an absolutely greater number. The public schoolmasters agree in regarding parental indifference, sometimes total neglect and sometimes omitting to provide the weekly fee, as the main cause of entire absence or of irregular attendance.

Wasteful
self-indul-
gence.

Indifference.

Poverty.

It is not to be denied, however, that, in every division of my district, some parents are too poor to pay even the trifling sum

charged in schools supported by the Committee of Council on Education. How trifling in general, may be inferred from the following table:—

PUBLIC SCHOOLS, charging per week							
	1d. and less than 2d.	2d. and less than 3d.	3d. and less than 4d.	4d. and less than 5d.	5d. and less than 6d.	6d.	Above 6d.
Hull - - -	6	17	10	2	—	—	—
Sculcoates Town Schools.	4	12	6	6	—	—	—
" Village Schools.	10	11	9	1	2	8	2
Yarmouth - -	2	9	3	2	—	4	—
Ipswich Town Schools.	17	20	8	9	—	3	1
" Village Schools.	2	—	—	—	—	—	—
Total - - -	41	69	36	20	2	15	3

One of the strongest evidences adduced, and that by nearly all the public schoolmasters, to prove that poverty, though oftener an evasion or a self-inflicted evil, is sometimes a real impediment to education, is the fact that many of the children are irregular in attendance for want of clothing, especially shoes. The children of Yarmouth are remarkably clean and well clad; but, even in that town, the want of a second pair of shoes is a sensible evil. At Ipswich, too, the cast-off shoes of the Hospital boys are accepted as a great boon in some of the paying schools. A tradesman at Hull, of the grade most conversant with the circumstances and sentiments of the working classes, believes that more would send their children to school if they could afford it, or had an assurance that they would receive in a given time just the modicum of instruction which they desire and feel able to pay for. Here, he thinks, private schoolmasters have the advantage, the trained teachers failing for want of more assistance, a want which several of them urge. The plea of poverty is sustained by many tradesmen of the humbler class, whose customers are harassed with low wages and want of work, as well as by clergymen, ministers, and town missionaries. Some of these last, indeed, find the plea not always verified by facts; but the proofs are often glaring, though the drunkenness of the father be among them. A Hull tradesman, for example, does not believe in poverty; and why? "Because the most wretched can find money to lavish in gin."

Most frequently, perhaps, their poverty might be traced to their own vice or folly. Still, there are fathers of families who have never learned a trade, or who are unskilful in their trade, or who have been interrupted in its pursuit by illness, or permanently incapacitated, in whole or in part, by disease or by accident, by physical defect or by mental dulness. Such persons are in the lowest grade of their respective callings, for the most part belonging to the least effective class of common labourers. To whatever they put their hands, they do the least profitable work, take

Want of shoes.

The helpless poor.

Orphans.

the lowest wages, and make the most precarious earnings, being the last to be engaged, the first to be dismissed; the first to feel the pinch of industrial stagnation, the last to participate in the benefits of reviving trade. There are many children, too, especially in every seaport, who have no living father. In Yarmouth alone, 1,200 widows are, at the present time, recipients of doles from one of the charities of the town. In Hull and Sculcoates, the number of poor widows may be taken to be proportionately great. Ipswich, likewise, contains its quota, though much less affected by casualties at sea than either of the larger ports.

GRATUITOUS
SCHOOLS.
Too few
or inac-
cessible to
the neediest.

It might be supposed, and indeed is by many persons asserted, that even these necessitous cases are met by the provisions, separate or combined, of public care and private beneficence. Each division of my district had some gratuitous schools: but these are fewest where the necessity is greatest; and, where they stand in the highest proportion to the wants of the population, it may still be said, What are these among so many? Hull, as a town possesses but one set of ragged schools, and those the only free schools in Sculcoates, Hull proper containing but four schools that afford a gratuitous education,—the Trinity House schools, which admit a small and limited number of boys; the Cogan Charity, confined to 60 girls; and the Sailors' Orphan Asylum, which, though Hull aspires to be rated as the third port in England, supplies a scanty education to 100 fatherless boys and girls, but does not venture to think of providing them with board and lodging. Both Yarmouth and Ipswich are better furnished with the means of eleemosynary instruction; yet in neither is the supply, under this aspect of the case, commensurate with the demand. Although the existence of two charitable foundations is stated as the reason why no ragged day school has been opened in Yarmouth, and also why the Act which permits educational relief for the children of out-door paupers has not been made available in that populous parish, yet the full benefits of one of these foundations are accessible to but a select few, and, in both, the accommodation is limited, and the admission restricted by regulations obliging applicants to wait for vacancies; which are filled up, not in the order of date, but of the directors' turn to nominate. The consequence is, that many who apply are disappointed, and that many more, hearing of their ill-fortune, are discouraged from making application. Nor is this all. The gratuitous education and other advantages of these institutions are bestowed, not upon those whose necessities are greatest, but upon those who can command most influence. Even in Ipswich, it is more than doubtful whether the opportunities of obtaining education without charge are equal to the number of children who must have it for nothing or not at all. Not to speak of the Free Grammar School, where the sons of the affluent are prepared for the Universities and for professional life at no little expense to their parents, the leading charitable foundation for popular and elementary instruction has, by legal authority, undergone changes

which, while they have improved the character of the two seminaries, have virtually closed the doors of both against the poor. There are no other entirely free schools for either boys or girls, save the Grey Coat for boys and the Blue Coat for girls, and the Ragged School, which, for mere want of support, is inefficient as well as insufficient. And yet, as at Yarmouth, so at Ipswich, the existence of free schools appears to be the reason that the board of guardians have taken no steps to set Mr. Baines's Act in operation.

It must not be imagined, however, that a felt hardship is by such inaction inflicted upon the poor. On the contrary, in Hull and Sculcoates, where the guardians have liberally shown the greatest readiness to extend the benefit of the Act to all who can and will claim it, few avail themselves of the privilege. Not many, indeed, can put in the claim; first, because, where the poor law is firmly administered, it does not belong to the able-bodied poor; and, secondly, because, though the number of out-door paupers is considerable, most of them are aged widows without incumbrance. When parents who, being out-door recipients of personal relief, might obtain, if they pleased, the amount of the school fees necessary for the education of their children, are asked why they do not apply for it, they regard the interrogator with unfeigned surprise. What would be the value of twopence a week to them, they answer, when it would involve the confinement to school of a child who is earning a shilling a week? This was the explanation of a wretchedly squalid widow with two sons; one of whom was at that moment in prison for larceny, and the other prowling about the streets in rags, diversifying the sale of bundles of firewood with picking up whatever convertible article might lie within his reach. As, however, the master of the Ipswich Union house observed, parents would refuse the relief if offered for a boy of any size, because he might obtain remunerative employment.

In my instructions, the first question suggested by way of testing alleged inability as a defence against the accusation of unwillingness, is, "What education is within their reach in respect of time?" This probing inquiry would lay bare the last false refuge, provided only that the educational apparatus were equal to every emergency. A system of early morning or late evening schools is conceivable, which might deprive every parent of the plea of want of time. But there are no schools of the former sort, and, in my district, not many of the latter. The earning of regular wages, and even of casual pence, is as popular with the children as it is desirable to the parents. In Yarmouth, more particularly, many boys are in school who, before nine in the morning, after four in the evening, and between twelve and two at midday, are employed to clean boots and knives, groom horses, and run on errands; and it is in evidence that the whole holiday on Saturday in that town originated in the desire of boys to earn pence by "freighting" their baskets, as it is nautically phrased, with the purchases of the inhabitants in the market place. Instances are here very numerous in which charity trustees and

Children of
the out-door
poor.

THE EDU-
CATION
WITHIN REACH.

As to time
and means.

benevolent individuals pay the whole or part of the school fees for the children of poor parents. This assistance, I was repeatedly assured, would be rendered to every parent found deserving of it. Some abatement of charge, moreover, is made in favour of those who send more than one child to school. These encouragements have much effect with parents who value instruction, and induce them to keep their children under it longer than they otherwise would; but they lose their force as soon as a boy or girl reaches the earliest age at which wages can be earned. In respect of money, therefore, the hindrance does not lie in the penny or two-pence a week which must be paid by the parent or by some person in his stead, but in the casual earnings or the weekly wages which a child can obtain long before a sound education, however elementary, can be completed. In short, where halftime is neither practised nor practicable, the only way in which boys and girls regularly employed can receive instruction, is through the instrumentality of schools conducted on the principle suggested by the Rev. M. Mitchell, one of Her Majesty's Inspectors of Schools; namely, some before and others after business hours.

A suggestion
by Mr.
Mitchell.

As to situation.

The question as to time and money being thus answered, that as to situation is soon disposed of. I have rarely heard this assigned as a reason for not sending children to school. Throughout my district, even where they are fewest and furthest between, some school is within reach of every inhabitant. A walk of several miles deters neither parents nor children from availing themselves of a school deemed the best of its class; while the want of boots or shoes, or, at least, of a second pair to be worn while the first are being mended, often interrupts the attendance of children who have not to go more than a few hundred yards.

Suitableness
of instruction,
and competency
of
teachers.

Still less room is there for excuses founded upon the pretended inadaptation of the offered education to the wants of the poor or the imputed incompetency of the teacher. Very few parents bring forward either objection. I have met with instances in which a child had been transferred from one school to another, or withdrawn altogether, because the progress made did not satisfy the father; with other instances in which it was represented that the instruction given was more in point of subjects than was desirable. Sometimes the writing, and at other times the spelling, has been found fault with. These essential attainments, it has been occasionally insinuated, are better secured in private than in public schools. Mothers have also insisted now and then that the useful needlework done in public schools is neither equal in quality to that done in private schools, nor sufficient in quantity for domestic needs. Pupil-teachers, again, have been accused of ill-treating the children under their care. Such complaints, however, have been but partial, and oftener than not made under circumstances betraying prejudice or passion. It is pointed out by some gentlemen in Hull, and by several ladies and poor mothers, that the education of girls is not in all points such as to fit them for domestic service. "In the course of applications that were made "for subscriptions to the Holy Trinity Schools," remarks the

Defective as
to girls.

venerable vicar, "objections were frequent that the children of the poor were over-educated, or taught things unsuited to their condition and subsequent pursuits, and especially in that of girls; that the sole thing wanted was what would tend to make them useful domestic servants." The incumbent of Yarmouth notices a less anxiety to educate girls, partly, he thinks, because the girls' schools are inferior; and the minister of St. Peter's speaks of plain needlework as neglected or ill-taught. The Independent minister of the town is strongly of opinion that the existing public schools are absolutely inaccessible to the poor, and offer an education too pretentious, as well as too costly, for them. In Ipswich this is less the case; but, even here, though a Dissenting minister thinks the schools quite adapted to the popular wants, a clergyman of experience, and a bookseller who has made a close study of the subject, unite in calling for free schools as indispensable to meet the emergency. The same clergyman also remarks that needlework is not properly taught in the girls' schools.

Schools above the wants of the poor.

The doubts expressed by school managers and others respecting the suitability of the education received by girls in the schools assisted by Government, are, on the whole, confirmed by the testimony of observers of their own sex. Miss Taylor, of Hull, is but one of many schoolmistresses who allow that those girls who fairly pass through school are few. Those who do are equal to situations in shops and as assistants in schools, and acquire an address and a knowledge of needlework which qualify them for the nursery in good families; but those who are prematurely removed from school are not thus qualified. Several ladies on the committee of the school in question are, on this account, afraid lest it should overshoot what they conceive to be the proper mark of schools for the poor. They think that the substitution of quarterly payments in advance for weekly fees has driven away the poor, and filled their places with a more comfortable class. This tendency, they say, is not confined to any one school, but is becoming so general as to require the institution of an intermediate kind of school, better than a ragged school, but making a low charge and giving a plain, industrial education. The subjects now taught girls raise them, it is said, above domestic service, the probable sphere of most, while imperfectly fitting them for it. The course of instruction is ambitious, whereas it ought to include such subjects as cookery, bread baking, cutting out, &c. All ladies who interest themselves in schools lay great stress upon good needlework; and the more respectable class of mothers are very anxious that it should be done so as to make their daughters both good seamstresses and, at the same time, helpful to their own families. It is agreed that girls intended for service are improved by education, be it little or much, but especially when industrial training is made prominent. The Chaplain of Hull Gaol shows the importance of this, when stating that most women in that prison can neither knit nor sew, and have "no more idea of cutting out a gown or a shirt than of writing Greek."

Testimony of ladies.

Effect of quarterly payments in advance.

Needlework.

GIRLS'
SCHOOLS.

So far, then, at least, as needlework is concerned, the remonstrances of mothers derive some support from the declared opinion of ladies serving on school committees and other judicious observers of female education. On the other hand, it must surely be conceded, that, in devoting the afternoons to sewing, which is the prevailing practice in girls' schools, as much prominence is given to industrial training as is compatible with any book learning worthy of the name. There are three schools for girls in my district in which needlework, instead of being subordinate, is principal; namely, the Cogan Charity at Hull and the Free Industrial and Blue Coat Schools at Ipswich. While, in the other public schools for girls, the average duration of attendance is at Hull 1 year 1.431 months, and at Ipswich 1 year 8.962 months, it is in the Cogan Charity 1 year 6 months, in the Free Industrial School at Ipswich 2 years, and in the Blue Coat School 1 year 9.12 months. But in two of these schools clothes and other advantages are added to gratuitous instruction; in one of them (Cogan) three years is the prescribed term of attendance, and in the third (the Ipswich Industrial) the children are carefully watched by the patronesses, both in school and after leaving.

INDUSTRIAL
TRAINING.

With the exception of ragged and workhouse schools, it has not been my fortune to fall in with any schools for boys in which any kind of industrial training, agricultural or manufactorial, was attempted. I am unable, therefore, to number this among the causes which influence attendance, nor have I heard a single parent point it out as a feature in respect of which the public schools are defective. When they find fault, it is that too many things are taught, not too few; and the trained masters are themselves the first to allow, that the majority of parents, perfectly content with moderate skill in reading, writing, and arithmetic, vote superfluous grammar, geography, history, and all that kind of things. The best informed parents hold in highest esteem the trained teachers who superintend their children's instruction; and those who cannot appreciate have at least the negative merit of not venturing to depreciate them.

Reading,
writing, and
arithmetic
enough for
parents.

Parents as
Judges of
Teachers.

The incompetency of the teachers, in fact, is rarely hinted at as an excuse for parental neglect. They might reasonably challenge the fitness of many private adventurers; but the crowded state of the most wretched dame-schools shows how ill many even of those who pretend to give an education to their children, are prepared to criticise the competency of trained teachers. An instance occurred at Hull, however, in which the emptiness of the girls' school could be attributed only to the incapacity of the mistress. The incumbent of Yarmouth accounts in a similar way for the comparatively partial use made of girls' and infant schools in his parish, and one of the masters conjectures that this may be owing to the youth and inexperience of the mistresses. A clergyman at Ipswich states that parents are such bad judges of teaching qualifications, that it is difficult to prevent them from sending their children to the most miserable dame schools, and the Unitarian minister

pronounces them incompetent to decide upon the competency of teachers; but a merchant, who has paid attention to the subject, speaks of a class of parents sufficiently intelligent and careful to scrutinize the ability of teachers, and he is corroborated by the treasurer and secretary of the British school.

Throughout my district, the public schoolmasters of every description smile at the idea of education being neglected by parents from any such notions as that it is inappropriate, or that the teachers are incompetent.

Noting the stress laid by the Commissioners on different religious beliefs as touching popular education, I have paid close attention to this subject. When the general topic comes under immediate notice, it will be seen that there is no point of debate on which the testimony of observation and experience, from whatsoever quarter, is more uniform and consistent than on this. At present I am called upon, in the order of investigation, to answer the inquiry, whether parents who neglect education neglect it on the ground of difference in religious belief from the managers of the schools within their reach. Parents are divisible into two classes,—those who, having strong religious convictions of one sort or another, adhere tenaciously to the sect or denomination with which those convictions identify them; and those with whom, having no decided theological or ecclesiastical leanings, sectarian distinctions are matters of indifference. Everywhere I have found Jews in Christian, and Roman Catholics in Protestant schools; Nonconformists in National schools, and Church children in British or positively Dissenting schools. The only Jews' school which I have discovered (namely, in Hull), contained Jews alone;* but I have evidence that the Roman Catholic schools in that town are not without some mixture of Protestant children. There can be no doubt, however, that, as with the Jews, so with the Roman Catholics, and as with these, so also with members of the Church of England, Wesleyans, and Protestant Nonconformists generally, parents devotedly attached to particular religious communities avail themselves, as far as possible, of schools closely connected with those communities respectively. But, with the mass of the people, it is not so. The question of religious belief rarely enters their heads in choosing or refusing a school. The Hull and Sculcoates witnesses make one exception. The Protestant feeling is strong in that town, yet neither so strong nor so unanimously resented as to prevent Roman Catholics from remaining in Protestant schools after the opening of schools of their own denomination, or Protestant children from finding their way into schools

DIFFERENT
RELIGIOUS
BELIEFS.

Mixture of
sects in schools.

A Jews' school.

Protestant
feeling.

*This school is kept by the Rev. Philip Bender, the officiating minister at the synagogue. He showed me a little boy, but three years old, who knew both the English and the Hebrew alphabets. Several boys and girls, from five to eight years of age, read Hebrew and translated it into English with great facility. All answered readily in their catechism. A number wrote well, and read English with propriety, although Mr. Bender is a foreigner. He teaches without salary, and is not much supported by either the wealthy Jews or the parents of the children, not all of whom pay him anything. He is desirous of Government support, as rendered to Jews' schools in Manchester and Birmingham.

managed by Roman Catholic priests and sisters of mercy. At Yarmouth, churchmen and dissenters concur that religious differences have no effect at all. In Ipswich they are almost equally inoperative, or operate too little to be estimated, the choice of schools being so extensive. Besides, as one clerical manager observes, dissenters of their own accord send their children to Church schools. "There are all creeds in my schools," remarks another clergyman; "and they go where they will on Sunday, none objecting to Bible teaching." A Baptist minister admits, that religious differences create "no hindrance among Protestants;" and the Roman Catholics in Ipswich take, ostensibly, no part in public education, while some of their children may be found in existing schools.

Masters of National, British, and Wesleyan schools unanimously aver, in short, that the subject seldom or never arises in their communications with parents. It seems to be taken for granted, that a certain amount of religious instruction will be given to their children, who, besides, in nearly every instance, attend some Sunday school. And even if, in certain cases, this be to the parents a thing of sheer indifference, no example came to my knowledge of openly expressed hostility to religious teaching. On the contrary, I am inclined to believe, that, with how little regard soever to any other object than the acquirement of the arts of reading and writing, besides some small knowledge of accounts, most parents may have sent their children to school, the majority of them accept with gratitude such further mental or moral benefits as tuition may confer, and that, in this way, really good schools are at once augmenting the rate at which sound education is spreading, and raising its importance in popular esteem.

Education in
general esteem.

Example of
popular inter-
est in schools.

This seems to be a fit point at which to notice a remarkable exception to the parental indifference so much deplored. "I have just built," says the Rev. R. Kemp Bailey, incumbent of St. Paul's, Hull, "a very large and handsome new boys' school. The cost has been about 2,000*l.* The working men of the parish formed themselves into a committee, and contributed, some half a day's work, some more, the total amount raised by them amounting to 280*l.* I may say, that, in the case of the largest employers, they kindly consented to allow the men to work one hour extra daily for a week, by which means they made six and a half days that week, and their families did not lose by their contributions, which were really so much labour. I think this example might be usefully followed."

PECULIAR
CLAIMS OF
SEAMEN'S
CHILDREN.

The grand peculiarity of my district is its connexion with the sea. The demand for sailors might have been expected to exert a stronger influence over the subjects of popular instruction; but, perhaps, the principal claim which the maritime character of such towns as Hull, Yarmouth, and Ipswich gives to the children of the poor upon "the gentlemen of England, who live at home at ease," is that arising from the great extent to which, if not by the death, yet by the absence of the father, they virtually suffer the practical disadvantages of a literal orphanage.

This is strongly felt in the families of fishermen, much more in those of mariners making long voyages. I am not able to put this deprivation in a clearer light than that in which it is placed by an experienced sailors' missionary:—"There is one educational and "moral phase," writes Mr. James Vollins, of Yarmouth, "which "deserves special attention when we consider the condition of "maritime towns, and which we feel severely in Yarmouth. It "is that a very large proportion of the men get their living at "sea, and are absent from their families two or three weeks, as "many months, and even years; and, when they do return, their "stay is short, a few days or weeks at most; so that the "managing of families devolves on mothers, or, in case of their "death, on elder daughters, often mere children themselves, and "under little restraint. Besides this, we have, by drowning and "other accidents (in addition to natural causes), the list of widows "and fatherless children annually and fearfully increased. As "few old men go to sea, married men who are unfortunately "drowned usually leave more or less children to the care of "others. Mothers go out to work, and leave their children. "Few mothers, besides, have the power to control a large family, "especially the elder branches; and fewer still seem to have the "will. So one corrupts another; and many who should go to "school stroll about, often without the mother's knowledge, "and sometimes in spite of the mother's command; she threat- "ening them with the father's displeasure on his return from "sea, which may be three weeks, three months, three years, or "never. It will be seen, I think, at a glance, what need there "is for week-day and Sunday schools to step in, and supply a "father's absence from his family, and, to the same extent, the "defect of training caused thereby."

No district selected for the purpose of this inquiry can be with- Association of juvenile labour with adult labour.
 out experience as to the age at which the labour of children becomes a source of profit; but mine, probably, was not one of the districts which the Commissioners had specially in view when they desired to know how far the practice of making it a condition of the parents hiring that he should send his children to the same master, prevailed among the employers of labour. The question has peculiar relation to the manufacturing districts. Though my district contains two or three cotton mills and silk factories, it is not much distinguished by large works in which multitudes of adults and children labour together. Nor, though there is an average demand for juvenile hands, is the cry for them so vociferous and constant as to put the employers upon the expedient of pressing whole families into their service. The silk mill of Messrs. Grout and Co. at Yarmouth, and the foundry of Messrs. Ransomes and Sims at Ipswich, are the only single establishments brought under my notice which make a strongly sensible draught upon the local population; and I could not learn that the employment of parent and child in either of them, whenever it occurred, was regarded as any other than a benefit to both.

With regard to the age at which the labour of children in my district becomes a source of pecuniary advantage to themselves or Profitable labour age of children.

their parents, the sum of the evidence collected may be briefly stated.

Steadiness of
the labour
market.

I did not perceive that the desire of the parents for the improved and prolonged education of their children was much affected by extraordinary changes influencing the labour market. Hull is the only place where it is subject to material fluctuation; and, even there, the fluctuation is a mere matter of rise or fall, more or less. In a port and town of such wide extent and rapid increase, the shipyards and foundries, with minor establishments, naturally cause a sustained demand for intelligent workers; but they have not advanced with such gigantic or sudden strides as to elicit unusual signs of the value set upon education for those youths who may aspire to the ranks of skilled labour. On the contrary, the attendance at school is shortened for the sake of any employ that is at all remunerative, rather than lengthened as the means of eventually securing that which is most profitable. In proportion, even, as the system of instruction is improved, parents come to think that the period of pupilage may be contracted. In general, however, a sympathetic connexion may be traced between the amount, the continuity, and the duration of school attendance, and the increase or decrease of juvenile occupation, and those variations which raise or depress the labour of adults and its rewards.

Value of
children's
earnings the
chief cause
of imperfect
education.

The plea that they cannot afford to forego such wages as their children may earn, whether just or not, is no doubt the chief plea urged by parents who wholly or partially neglect the education of their families. The schoolmasters agree with the school managers in the persuasion, that the value of children's earnings, however small, is in general an overmastering temptation to keep or take them from school; while, as town missionaries acknowledge, it is often a valid plea. It is everywhere sustained by actual circumstances, whether satisfactorily or not; sometimes by the poverty of parents, sometimes by the size of their families, and generally by the fact, that both boys and girls leave school prematurely, and are early set to contribute with their own hands to their own maintenance. In Hull and Sculcoates, "many parents," it is believed "need" what their boys can earn, but only "in some rare instances," or, at least, "to a limited extent." Generally it is "an excuse," or, if more, owing, as nearly all agree, to improvidence and intemperance. In Yarmouth, both boys and girls leave school early, to add something to the family fund, especially when the number is large. In Ipswich, the tendency to early labour is so strong, that, though children do not often go to work under 12, it is hard to retain them in school beyond that age, or after they have reached the first class. "In good schools," one of the clergy states, "they become so much sooner fitted for work that it is a temptation to both parents and employers to take them away." Though necessity is sometimes a mere pretext, and still more frequently a self-inflicted compulsion, it is admitted to be a powerfully operating cause. The lowness of the school terms (and they are lowest in Ipswich) is pointed out as showing that inability cannot be the real cause; but the wages which a child can earn,

Good schools
one cause of
early re-
movals.

as before observed, must be added to the school fee, in order to ascertain the full cost of a prolonged education.

The wages for juvenile labour under 15 are, in my district, a variable quantity, except at the two cotton mills in Hull and the single silk factory in Yarmouth and in Ipswich. At Hull the factory wages are:—Half-time, 1s. 6d.; full time, 3s.; at Yarmouth, 3s. 9d.; and at Ipswich from 2s. to 3s. 9d. Throughout Hull and Sculcoates generally, boys under 15 years earn from 1s. 6d. to 7s. a week; girls, 1s., with board; in Yarmouth, boys from 2s. to 5s.; girls, 1s. 6d. to 2s., with meals; in Ipswich, boys from 1s. 6d. to 5s.; girls, from 1s. to 2s., with partial board. The special circumstances between employers and labourers affecting school attendance, are not many or powerful. In Hull no appreciable hindrance of the kind exists beyond the two factories, one of which practises half time with good effect. The country schools in Sculcoates are much affected by the weeks of harvest. In Yarmouth, school attendance is influenced by the bathing and fishing seasons, as well as by the silk factory. In Ipswich, the foundry, the silk-room, and one or two other establishments requiring juvenile labour, tend to interrupt or abbreviate education, though not in any great degree. For boys the wages at the foundry are the great temptation; but it is impossible to show more liberality and concern for the education of the young than are manifested by the proprietors of the Orwell Works.

RATES OF
JUVENILE
WAGES.

Special cir-
cumstances
few.

I have borne in mind, that the present inquiry relates to both sexes, and that the condition of each in respect of it can be ascertained only by interrogating competent witnesses of each. Girls, it has appeared from statistics, leave school earlier than boys; and the evidence derived from practical experience goes to show, that, in general, their school attendance is both subject to more interruption and briefer in duration. Sometimes, like their brothers, they are kept away for the sake of what they can earn by occasional employment (as stringing beads for 1s. 6d. a week at Ipswich); but more frequently they are required to help in domestic matters, in seasons of sickness, or when the mother is out at work, or is secluded by a new birth from the family. In Ipswich, there is little employment for women and girls but what can be done at their own homes. A stay factory, a shoe factory, a flax mill, and a silk-winding room are the only remarkable exceptions; but these are not to be compared in size with the cotton mills in Hull, or the silk mills in Yarmouth. To the latter must be added the various fish "offices" of that town, which, however, create a demand for female labour only during the season and after each catch of herrings. These sources of employment excepted, my district calls for the labour of the female hand only in those miscellaneous forms which are common to all parts of the kingdom alike. Upon the whole, therefore, it may be concluded that the education of girls experiences no peculiar or extraordinary impediment in the district committed to me. The poor are more willing to spend money on the education of their sons than of their daughters.

Girls leave
school earlier
than boys.

Occupations
of girls.

Prizes for
school
attendance.

As affecting the duration of school attendance, but little has been attempted in the way of prizes in my district. I have not met with a single "prize scheme" in which the local patrons of education have united. Some small rewards have been given at the discretion, and also at the expense, of the masters. The certificates adopted by the Committee of Council have scarcely been brought into use. The impression of public schoolmasters regarding their effect in promoting long-continued attendance, is nowhere encouraging. In a few schools, where a spirit of emulation has been kindled, they appear to be valued by the boys. But this is all. Parents show no care about them. By one master it is remarked that the children can get places without them, and by another that they are of no avail against earnings. Some state that they can keep the schools full without them.

Disposition
of parents as
affected by
different con-
siderations.

Among the several causes which may be supposed to have influence in overcoming the unwillingness of parents to put their children to school, most weight is given to the quality of instruction, character of the teacher, and prospect of better employment as the result of learning, and least to particular systems of school management, prizes or certificates for attendance, and offers of gratuitous tuition. As to particular systems of school management, all the masters in all places concur that the parents know little and care less. They equally agree, that, unless dissolute and apathetic, parents prefer paying a moderate price; but even among these parents, there is a disposition to be easily satisfied. As soon as a boy knows a little more than his father, he is supposed to have done wonders, and is forthwith taken away. On the other hand, even in one of the poorest and most debased parts of Sculcoates, the good quality of the instruction is found to have a decided effect. At Yarmouth, the better teaching by masters of approved character retains the boys. Prestige is everything in a school. The best schools are always full, while, where parents think they have reason to doubt the teaching or the discipline, they will not use the school. General efficiency is the only thing cared for; and the hope of reaping future advantages does not exert much influence. In Ipswich, though many parents are described as too ignorant to judge, the quality of the instruction and the character of the school attract discriminating regard, a good choice, however, being afforded. The prospect of obtaining employment has a growing effect, and is working its way for good; but in some cases it operates prematurely, too powerfully, "irresistibly," as one observes, "with insensible parents," shortening instead of prolonging attendance. Scarcely any notice is anywhere taken of the difference between systems of management. At Yarmouth, the material advantages afforded by the two free schools both attract and retain scholars. Unless large and tangible, rewards have more value in the eyes of children than of parents. In Ipswich, except at the free boarding school, which is too limited to affect the general question, attendance prizes have little power. The clothing club bonus has some attraction; but experience is nowhere confident

in favour of such inducements, while, by some, the system of rewards is deemed positively vicious, and others admit that it requires great discretion.

Interesting, if somewhat conflicting, evidence is given as to the effect of school pence on the one hand, and of gratuitous instruction on the other, in relation to parental unwillingness. The only means of reconciling the views of different witnesses is, by supposing that they speak under the influence of particular local circumstances. It seems to be deducible from general experience, that, within certain limits, the demand of school fees is cheerfully responded to, and that, with certain exceptions, the offer of gratuitous instruction would only expose education to increased contempt; the general inference being, that a suitable course of instruction at a cheap rate affords the best chance of overcoming the existing indifference. It is not doubted, either that a certain number of parents are too poor to pay, or that a still greater number might at first avail themselves of free schools. But the most observant masters are persuaded, that such a boon would not be permanently valued, or secure the regular attendance of the children accepting it. A teacher labouring in the poorest part of Hull avows his belief, that a free education would not prevail with many parents to send their children, and is confirmed in that opinion by one of the most active promoters of his school. It is generally agreed, that the paid-for children, to be found in most schools in Hull and Sculcoates, are extremely irregular. Their parents will not make them attend. The committee of the Independent Methodist Sunday school in Hull resolved to send 40 children to the Dock Green day school free of expense. Their attendance was very discouraging indeed. They were not there one-third of the school hours; and, at length, the utter indifference of parents showed itself by there being no applicants at all for the privilege. Mr. Pentith, on whose authority I state these facts, has had 15 years' experience in connexion with schools, and finds that the children are willing and anxious to be educated in both Sunday and day schools, but that the great hindrances are the laziness, neglect, and indifference of parents. But the irregularity of attendance, according to a town missionary, is greatest at private schools; which, as one of the public schoolmasters remarks, are preferred on account of the "greater liberty."

But although, in Hull and Sculcoates, or rather in the latter, school pence deter in poor districts, yet, in general, so far from being objected to, they are paid willingly, gladly, preferentially, up to the point of reason and of means. The case is the same at Yarmouth and Ipswich. With regard to the latter, however, it is observed that they sometimes strengthen, and at others create, the very evil in question; and that, while one class of parents grudge nothing for good education, others go in search of the cheapest school. Usually, those who are sober are willing to pay when they can, and value what they pay for. Several persons contend for a certain amount of free instruction; but by most it is considered

Gratuitous
instruction
little prized.

Children
more willing
than parents.

School-pence
generally
popular.

as doubtful good, and the generality are in favour of some charge, even if its payment be privately provided for to meet cases of urgent need. It is affirmed, that the education given at free schools is not valued just because it is free; that offers to pay school fees for the poor have often been refused; that, where the fees have been waived or paid by the benevolent, the children thus privileged have been among the most irregular and inattentive; and that, moreover, the instances are comparatively few in which free education in day schools would meet the case of family emergency.

Illustrative evidence.

The people, we are told by a clergyman in Hull, are too proud for gratuitous instruction; or, as a witness thoroughly acquainted with his humbler townsmen puts it, "there is a deep feeling of independence in the minds of the respectable poor which is wounded by anything having the appearance of charity." "That which costs nothing," observes another, "is valued at what it costs." To the same effect is the experience of the Rev. John Deck; incumbent of St. Stephen's, Hull. He has given much attention to education, and is persuaded that the attendance at his school would be smaller without fees than it is with them; stating as a fact, that, whereas, in former years, the boys were ridiculed for going to a "penny school," the attendance rose when the fee was raised to twopence. The incumbent of Yarmouth bears witness that gratuitous instruction is not valued, unless accompanied with large prizes, as clothes and board in St. Mary's Hospital. At Ipswich, the numerous attendance in the ragged school is mentioned as a proof of free instruction being needed and valued too; but it is remarked that cheap education takes much better than gratuitous, and also that the latter operates injuriously. "I have found gratuitous instruction not appreciated, and it has failed," is the declaration of a minister of much experience. The incumbent of Trinity church, nevertheless, is most decided in his opinion, that a considerable amount of instruction without charge is indispensable. "There is a large class," observes the Rev. Francis Maude, "for whom gratuitous instruction ought to be provided by the State. Gratuitous State education is urgently needed in this country. I have come to the decided conviction that an educational rate is highly desirable." This view is strongly supported by Mr. James Read, already mentioned, who prays for an Act of Parliament that every child shall be instructed, "in spite of heartless, vicious, or pauperized parents," protesting that "there is nothing to meet the case but compulsion." The incumbent of St. Margaret's also seems to recommend, that "parochial relief, after a given period, be withheld from all parents who, having had the opportunity of educating their children at a cheap rate, have failed to avail themselves of the privilege." By others, however, it is suggested that the very title to parochial relief supposes inability to pay even a small price for education, and that the claim is undeniable in cases of absolute want. With regard to a compulsory attendance at school, I am bound to report, that, although many

Advocates for an education rate, and compulsory education.

persons consider it as the only way of overcoming parental indifference, recourse to such measures is generally deprecated by the most anxious friends to popular education, as the surest means of not simply retarding but reversing its progress. Mr. John Wright, of Hull, is "decidedly of opinion, that, if Government interference is at all allowable, it ought to be strictly confined to secular education. As to the Government attempting in any way to control religious opinion, it is altogether beside its proper functions; and, even to promote secular education, any compulsory system would be opposed to the feelings of the people generally, and would be found difficult, if not impossible, in practice. Whether the people choose to secure the advantages of education for their children or not, they must be left free." The Rev. William Tritton, of Yarmouth, thinks that the practical necessity would be best met by schools in which reading, writing, and arithmetic should be taught by plain men at a low charge.

Deprecated
by others.

Half-time is a thing nearly unknown where I have pursued my inquiries, and seems to be generally regarded as practicable only where the labour required admits of being carried on by relays of hands, and where also the population affords the means of easily procuring double sets. The possibility of adapting the principle to the circumstances of agricultural parishes, is a problem on which the few comprehended in my district throw but little light. Any urgent calls for the assistance of boys in the labours of the field, appeared to be not constant, but occasional, limited, in fact, to the weeks of hay and corn harvest; during which, the schools are in a state of comparative desertion.

HALF-TIME.

Among employers in my district, opinion is divided. Some who admit half-time to be practicable, deem it inexpedient; but others see practical obstructions in the way. It would be very troublesome, even where not absolutely impracticable. Mr. Blundell, of Hull, shows that two children would be required to perform the work of one, which would not do for parents in real need of their children's earnings. Messrs. Reckitt and Sons, of the same place, confirm this view, adding that, *pro tanto*, wages would be reduced one-half, and that parents would not send their children to such unremunerative work. Mr. Dillwyn Sims, of the firm of Ransomes and Sims, does not think half-time likely to be acted upon where not made obligatory by law.

Opinions of
employers

One of the public schoolmasters in my district advocates the universal application of the half-time principle, from the success with which he has seen it crowned at Bradford in Yorkshire; but no other master approves of it, except it should be made the rule of the whole school. The experience of witnesses who have some knowledge of the manufacturing districts, is favourable as to the smoothness of its working where it is practicable in fact as well as obligatory by law; while, to the extent of their very limited sphere of observation, the masters of workhouses where it is in use, bear united testimony to its beneficial effects upon the minds,

and of other
persons.

bodies, and moral habitudes of the children whose attention is thus divided between hand and head labour.

The evidence given on the effect of industrial schools and half-time systems as means of prolonging school attendance is, for want of much local experience, meagre and imperfect. By some, half-time is believed to prolong attendance; but, by others, it is not liked, or is deemed inefficient, besides affording a seeming sanction to parents in putting their children prematurely to work.

**INDUSTRIAL
SCHOOLS.**

Extremely few trained teachers in my district have any experience of industrial schools. They are a thing almost unknown. Those who are conversant with the subject differ among themselves. One believes that industrial teaching would be unpopular with parents. Another has found it of good effect, when tried on a small scale. A third is convinced that among the children of the very poor, who must either steal or starve, the only cure or preventive of criminal tendencies is to teach them trades, with a direct interest in the produce of their labour. This witness is further persuaded, that it would serve to prolong school attendance. An intelligent observer of industrial training in the Hull Ragged School suggests, that the labour of the children should be directed to the mechanical arts, and not to the mere drudgery of manual toil. In conformity with this suggestion, the promoters of the new industrial schools in Trippett intend to teach the boys carpentering, brushmaking, and other handicrafts, and the girls housewifery in general, as well as sewing and knitting. Nowhere do I observe any effort to adapt the instruction given in ordinary day-schools to the special character of the population of my district, except in Yarmouth, where the boys intended for the sea are taught navigation by the master of the navigation school.

One in
Trippett,
Hull.

Non-adap-
tation of
schools to
special cases.

Educational
provision by
employers.

Employers, as a class, make but little special or systematic provision for the mental improvement of young persons in their service. The impression of one of the Hull schoolmasters, in a district filled with the dwellings of the working classes and the places at which they labour, is, that very little interest is taken in the subject; but, in other parts of the same town similarly occupied, the principal employers are liberal and constant supporters of education. In Yarmouth, there is little obvious connexion between employers and education; but the disposition to encourage schools is general, and, in numerous instances, private individuals hire the services of boys out of school hours and pay for their instruction. The leading employers in Ipswich honourably distinguish themselves, not only by general support of schools, but also by systematic provision for the physical comfort and mental improvement of their own servants, and by generous patronage of the educational branch of the Mechanics' Institute, which is thus maintained in great efficiency. Messrs. Ransomes and Sims, or some of that firm, erected for their men a commodious hall, lighted with gas; and here an evening school is held, which they encourage, by shortening, when necessary, the hours of work, and by offering prizes and promotion to the deserv-

ing. One of the conditions on which Mr. Blundell takes apprentices is, that they attend an evening school daily; and, as a proof that other employers are not forgetful of the educational wants of the people, he refers to the new school in his neighbourhood, as a monument of the joint efforts of masters and men.

It is observed, in Hull, that the social welfare of the town is in some hazard of attracting less attention than it otherwise might, from the circumstance of so many of the wealthier inhabitants spending the night at village residences. This habit, however, is not universal, and does not seem to have prevented intelligent men of ample means from keeping a watchful eye upon the progress of education, and opening a liberal hand in its support.

Effects of
out of town
residence.

The next point to be considered is, the degree in which parents are influenced in the choice and use of schools by their intrinsic or comparative character, and by the circumstances connected with them. Having formed my own opinion as to which schools are relatively good and bad, I find from statistics that, though the scholars are more numerous at the good than at the bad, the average period of attendance is much the same in both cases; from which it may be inferred, that schooling is terminated by other causes than the merits or demerits of particular schools. In general, parents show neither prejudice nor predilection. Schools in connexion with the Church of England form by far the largest class of public schools; and, though so much more numerous, they command, school for school, an attendance nearly, if not quite, as great as the others. In one instance (at Hull), a regulation restricting admission to children attending the Church Sunday school was imposed, but abandoned as obnoxious to public feeling and incompatible with success; but, in another instance (at Ipswich), the limitation of the school to children who produce a certificate of baptism, has not excluded the families of Baptists and parents negligent of infant baptism, who, on the contrary, as I am assured, have had their sons and daughters baptized in order to qualify them for admission. In this instance, however, I speak of a school, or set of schools, of high character, and in a state of remarkable efficiency. In only three instances was I given to understand, and these in Hull, that a purely secular system of education would be popular. It is granted, however, that the prevailing desire is for such instruction as is absolutely necessary and immediately available. By this are meant reading, spelling, writing, and arithmetic, with mensuration, sometimes asked for by artizans, and land-surveying, by farmers.

Choice of
schools by
parents.

Exclusive
regulations.

Purely secu-
lar instruc-
tion not de-
manded.

Between public and private schools parental choice is considerably divided. Upon the whole, the former gain the preference, from a general persuasion of their superiority; but mothers have sundry reasons for patronizing the latter, especially for their little ones. Some disdain the public seminaries, preferring the inferior education at the higher price to "charity" schools. Some stand upon the positive "respectability" of private education, foregone by many only because they cannot afford to pay the price. Some would rather help and trust a neighbour of their own grade, than

Public schools
preferred, with
exceptions.

place their children under the care of a stranger and superior. Some affirm that the teaching is better, the needlework particularly, in private schools. Some evidently have a lazy liking for places where punctuality and cleanliness are not rigidly enforced, and to which an unwashed urchin may be sent without cap or bonnet. Some, with motherly tenderness, conclude, that, in a small school in the same court or street, the object of their fond affection will be less exposed to danger or neglect. To this last feeling I have observed a wise concession in the more distributive location of some public infant schools designed as feeders to boys' and girls' schools central to a wide district. When, however, the comparison is made with regard to schools for children out of infancy, it becomes manifest that infant schools bear away the palm, because there are so few private schools, for boys at least, that survive to be compared with them, or which, while conducted by men of character, are accessible at prices within the means of the mechanic. Most parents, indeed, profess the intention of sending their children to public schools by-and-by, when they shall be old enough to profit by the more advanced teaching, or when a public school shall be opened nearer to their residence. Even among such parents, there is a general impression that the National schools are decidedly superior; except that the teaching in private schools is more individual than where, among great numbers, sufficient attention cannot, it is supposed, be paid to each child. Those, however, who know the working classes are of opinion that the less tidy and less thrifty portion avoid the public schools on account of the rigour with which neatness, cleanliness, and regularity are insisted on.

Location of
infant schools.

The best
schools in
most demand.

Particular
systems dis-
regarded.

Substantial
identity of
schools.

Among public schools, the choice of the poor is determined either by considerations of convenience or by an opinion on comparative efficiency, independent or at second-hand. With many, the nearest school has the first chance; with a smaller number, that which they think, or others have told them, is the best. Very rarely does it happen that even the more intelligent and well-informed are swayed by considerations external to the town or parish where they live. About particular systems they are careless, generally ignorant. They are aware, indeed, that one school is styled "National," a second "British," and a third "Wesleyan;" but the majority of them have not the least notion that these epithets designate observance of a particular plan or connexion with a distinct educational society. There is good reason to believe that both parents and children appreciate the periodical visits of Her Majesty's Inspectors, as proof that their good instruction is the object of public care; but it would seem that the diocesan inspector, and other gentlemen acting as inspectors for the several educational societies, make little more impression upon the popular mind than any casual visitor. In point of fact, some subtlety of perception is required to discern much distinction between different orders of public schools. At any rate, with respect to those branches of instruction which parents most care for, and which chiefly deserve their care, there is a substantial

identity among well-conducted public schools. It does not seem as though anything could overcome the stolid indifference of some ; but others are acted upon influentially by various causes. The Hull masters find, that home work and good writing make a school popular, as affording ocular demonstration that pains are taken. For the rest, one child follows another, and parents send their children with the stream. At Yarmouth the masters believe that people are induced to send their children to such schools as are patronized by their own clergy or ministers. One of the most experienced states, that parents are well satisfied if their children can write a decent letter and make out a correct bill, and that they would prefer private to public schools were the instruction equally good. The criteria of parents are much the same at Ipswich, where also the schoolmasters find that the popularity of schools depends a great deal upon the clergy and gentry who support them. The head teacher of a first-rate school states, that at Ipswich as at Yarmouth, most parents are content when their children can write a letter and draw out a bill ; but others say, that an efficiently fitted school is best attended ; that such efficiency must be made out to the conviction of parents ; and that, besides complete apparatus and a complete staff of pupil-teachers, a good head teacher, remaining fixed at his post, is the most necessary thing for ensuring a numerous and steady attendance.

In relation to the hypothetical alternative of education with or without cost, the evidence given to me and above referred to is too unanimous, upon the whole, to admit of doubt. In two or three instances, where the witnesses are speaking of the poorest, most ignorant, and most debased portion of the population, they state it as their opinion that a free education would be preferred ; but several of them add a persuasion, that, were education offered to the children of those very persons on such terms, it would not be valued by the parents, who would only feel themselves at greater liberty to send the children or keep them away, according to their caprice. Of such parents, on the other hand, as intelligently appreciate learning and conscientiously regard duty, those who know them best, their own pastors and the teachers of their children, unite in bearing witness that the more they pay for their children's schooling the better they are pleased. All witnesses agree, that, while, on the one hand, the willingness to accept instruction as a charity would usually be found associated with a moral obtuseness, insensible alike to personal responsibility and to the claims of gratitude for benefits received, a sense of parental obligation and a manly spirit of self-respect and independence are conjoined with the exercise of a right-minded judgment on the other.

A few words on one point not hitherto touched will complete what I have to report on the supply and demand of education. The question whether the one has been duly proportioned to the other, cannot be dismissed with a categorical answer. The school buildings raised or sustained with the help of the Committee of Council are well placed. Of no part of my district should I feel

How parents judge.

General aversion to free schools.

Proportion of school-room to population and locality.

warranted in saying that new schoolrooms have been erected in rich neighbourhoods, while the provision made for education has been stationary in poor ones. Some villages in Sculcoates Union contrast in this respect with others; but those which suffer by the contrast suffer from the scattered and scanty state, rather than from the poverty of the inhabitants, who, from unalterable circumstances, must either put up with several small and ineffective schools, or be content to let their children walk some distance to reach one that is larger and better. As to the urban portions, things have but to proceed in the way in which they are now going, in order to keep pace with, perhaps to overtake, the increasing necessities of an over-growing population. In every part the existing accommodation is, on the whole, fairly proportioned. Ardent friends to education join with statistical facts in demanding a further supply; and interstices may be pointed out here and there as affording eligible sites for additional schools. But those now standing could hardly have been more equally distributed had they been erected at once, instead of rising up by degrees.

Several independent and well-informed witnesses agree, that in Hull and Sculcoates there are nowhere too many; and, since the evidence was given, several new ones have been opened. Yet, Mr. Woodhouse and some others throw out a caution against the too great multiplication of schools in near neighbourhood. Among those who think more still wanted, are the superintendents of the two Wesleyan circuits into which the town is divided. Mr. Burt declares, that he and his friends must shortly start a girls' school, as they have not a proper population of girls willing to attend their boys' schools, and that they need also another school in the neighbourhood of Scott Street, which would increase the supply in one of the most necessitous districts. Mr. Simpson, having regard to his own part of the town, thinks that another school within a convenient distance from actual ones would be of advantage. Mr. Turner suggests additions to complete the supply for all classes, including free schools for children above the condition of "ragged," yet whose parents are too poor to pay higher charges in the schools of the next higher grade, and a still higher sort for those who could pay the entire cost of schooling. As to Yarmouth, Mr. Fisher, an old inhabitant, is of opinion that it has plenty, while the Independent minister avers, that there is all but an absolute destitution of schools for the poor. These statements are not irreconcilable, for both agree that schoolroom is largely occupied by children whose parents are not poor. The incumbent of the parish deems it fairly supplied, but concurs with a brother clergyman in asking for more infant schools, and also regards a good middle-class school as a thing to be desired. A third clergyman is contemplating two new schools three-quarters of a mile apart, one for the infants of the beachmen, and the other for the infants of the wherry-men on the Orwell. Ipswich is still better furnished, as statistics testify. Due proportion, it is generally allowed, has been observed. The rector of St. Clement's considers the town as well but not over supplied; while an expe-

Mixed schools
unsuited to
towns.

Graduated
series of
schools
suggested.

Middle-class
school de-
sired.

rienced master points to one of that gentleman's schools as having been planted where, as a third, it could only injure the pre-existing two. The manager of one of these, however, is the first to call for more schools as well as more teachers, declaring his own immediate school insufficient for the district; and the Unitarian minister suggests, that, although the supply of both for children from 7 to 14 is ample, there is still a great want of good infant schools. More infant schools wanted.

The public schoolmasters find no great fault. In Hull and Sculcoates, the supply is thought deficient rather than disproportionate, for only one school is named as ill-placed; and, though by one of the masters the richer districts are thought best supplied, one of those districts happens to be that which is particularized as lacking. A Yarmouth master is apprehensive of a new school being placed too near the old ones; and two others who agree in desiring a further supply, differ on the point whether it would be best effected by new schools or by enlargement of the old. In several instances a fear is expressed, that new schools, if too near, only take from the old, and gender a competition of school with school, possibly hurtful even when of the same kind. At Ipswich, the disproportion between schools and the want of them is not visible to the masters in unequal distribution, so much as in the deficient supply of instruction either very cheap or without charge at all. Excepting, therefore, here and there cases in which a building might have been planted nearer to the centre of the locality it was intended to supply, the most obvious phase of the present necessity is that which claims separate provision for intermediate spaces where a thin population has become dense, or for outlying environs that in the same way have acquired size and importance. Objection to adjacency of schools.

With respect to the management and financial condition of public schools in my district, I have collected the best evidence that could be obtained from persons most conversant with the subject. Some of them show less specific information than might have been expected from individuals officially connected with the institutions. Others speak with greater confidence and completer knowledge. In relation to different systems of central aid and inspection alone, my district affords examples of the system of the Committee of Council, the National Society, the British and Foreign School Society, and the Wesleyan Committee of Education, with some instances of diocesan inspection. There are also schools voluntarily placed by the managers under the Government inspection, without participation in pecuniary benefits. No very palpable rivalry has sprung up. One witness thinks the diocesan inspection a superfluous labour. Practically, the public schools are of two classes, those which are, and those which are not, inspected by Her Majesty's inspectors. The uninspected are by general admission at a disadvantage for want of that spur to improvement, irrespective of direct aid by means of money. Any real competition, therefore, at least on equal terms, lies among the inspected, all of which, except one or two endowed schools, are MANAGEMENT OF FINANCE.
Competition confined to inspected schools.

assisted as well as inspected. But such competition is generally regarded as beneficial, and not without reason. Because, although those in association with the Established Church are, as before stated, the more numerous, yet those connected with the British and Foreign School Society, or with the Wesleyan Committee of Education, are, by their very paucity, the surer of support. Hitherto, the Wesleyans have established but one set of schools even in Hull, where they have no difficulty in maintaining them in a high state of efficiency. In Yarmouth they have not attempted the formation of day schools, the underground rooms in which their Sunday schools are held being obnoxious to the regulations of the Committee of Council. In Ipswich they have a set of schools planted exceedingly well to supply the public needs, but deriving extremely little local support, save from one liberal subscriber. Those British schools which decline Government help, are unable, from the inequality which this produces, to vindicate for themselves a place in the first class; but those which have accepted it, are, in Sculcoates, Yarmouth, and Ipswich, among the foremost of that class, and, standing alone in the midst of thousands of persons who prefer a non-sectarian education, have no difficulty in filling and keeping full their rooms, with children drawn, not from the immediate locality alone or even chiefly, but from all parts of the town, respectively, in which they stand.

The consequence of these circumstances is, that any drawback upon the beneficial stimulus acting and reacting in respect of several schools in the same place, is much more likely to be detected among those which, as a distinct class, are thickest on the ground, than between them and the smaller number differently constituted. According to the masters and managers of some of the National schools, the fact is so, though others perceive no competition but such as tends to mutual benefit and general advantage. In a paper spontaneously prepared and placed in my hands, Mr. Edgley, master of the oldest National school in Hull, argues against the undue multiplication of schools of the same class within a given area, as tending, in the suggestive language of my instructions, to "cause a waste of power and weaken the influence of the teachers over the pupils." Other witnesses, with more or less distinctiveness, have expressed a similar opinion. But the general notion is, that reciprocal stimulus more than compensates for any interference. Save in the one case just named, this belief seems to be universal in Hull and Sculcoates. In Yarmouth the diversity of opinion is greater. The incumbent of the parish thinks, that Government and diocesan inspection need not, and do not interfere; but the minister of St. Peter's holds diocesan inspection to be perfectly useless so far as that town is concerned. The present Independent minister views the system of central aid and inspection as materially, and even destructively, interfering with the voluntary system; and his predecessor, who had 14 years of critical experience, deprecates the variety of systems as "tending very much to divide and distract the friends

Wesleyan schools.

British schools aided and unaided.

Competition beneficial.

A caution.

Diversity of opinion.

“ of popular education,” and as having “ introduced an element “ of strife and bitterness which has worked disastrously.” As to Ipswich, the Rev. John Raven, also an Independent minister, believes that, “ but for this variety and competition, many would “ be totally destitute of education.” Another Dissenter grants that a beneficial stimulus is the result, but a third considers the stimulus slight, the interference great. An experienced schoolmaster thinks that the stimulus does more good than the interference does harm. Four clergymen view the Government and diocesan systems as mutually helpful, while a fifth restricts his approval to Government inspection. Mr. Read, on the other hand, conceives that a plan like the Lancashire Public School Association would meet our peculiar case as a nation better than any other yet proposed.

The experience of the public schoolmasters is not very decisive either way. One fears that competition may lead to “ cramming,” to show rather than substance. Another anticipates that sharp boys may be enticed from one school to another to the loosening of all discipline, and therefore says it would be well to have all schools on one system. Others see a possible danger in rivalry, even between schools on similar plans. On one hand, the belief is expressed that children have ceased to wander from school to school; on another, the closing of the Congregational schools in Yarmouth is pointed out as one of the direct effects of competition.

The existence of conscientious scruples against accepting Government assistance to or admitting Government interference with education in any form whatever, is a matter which cannot be doubted. They have encountered me in every portion of my district. So great is the repugnance of the Primitive Methodists that, at Yarmouth and at Ipswich, they would not even make a return of their Sunday schools for the public information. No other denomination of Protestant Dissenters thought it necessary to assert their independence in this manner; but many Independents, Baptists, Methodists, Friends, and others, cannot reconcile themselves to the intervention of the State in the education of the people. It is a subject on which all the bodies named are divided: witness the connexion with the Committee of Council of British schools in each of the three towns visited by me. On the east side of Hull, one British school has attained high rank by that connexion, while, on the west side, another, refusing it, has not without difficulty maintained its ground. In Yarmouth, the schools which the Congregationalists founded and carried on as a practical protest against Government aid and interference, succumbed to unequal competition with the National schools subsequently established under the Committee of Council; while the British school, once suspended for lack of support, derived new life from the acceptance of public aid, and is acknowledged to be vigorous and efficient by the strongest of its competitors. In Ipswich, too, the British school, which, so long as it refused the parliamentary grant, was sinking deeper and deeper in debt, is now in a flourishing state, while the Baptist schools in the same

Danger of competition.

OBJECTIONS TO GOVERNMENT HELP AND INTERFERENCE.

Superiority of assisted schools

town, which will not sacrifice their independence, are forced to admit their inefficiency, and despair of their very life.

Imperfect
financial data.

In what proportions this conflict of opinion disintegrates the Nonconformist sections of the community, I have found no certain means of determining; but the evidence contains explicit answers, by both dissenting ministers and dissenting laymen, to questions adapted to elicit their distinctive sentiments. I have also collected information respecting the amount of voluntary subscriptions for educational purposes throughout my district; but the returns procured with that special object are incomplete, and, even so far as they go, not accurate. In several instances neither masters nor managers were able to furnish the financial information required by Circular M. In relation to as many as 19 schools or sets of schools, Table IV. was only partially filled up or left entirely blank. The cause assigned was, either that no accounts had been kept, or that they could not be found, or else that they were in such a state as to preclude the possibility of supplying the desired information in a reliable form. That which proved difficult or impracticable with reference to 1853 and subsequent years, had been rendered absolutely impossible with reference to years preceding, by changes of managers and masters, and other circumstances destructive of regularity. Of the schools dependent upon voluntary subscriptions existing in Hull and Sculcoates before 1839, two only could afford accurate information of prior date; the rest affording either none at all or such only as was founded upon conjecture in the shape of an average yearly income from subscriptions. The remark is applicable also to schools of the same class established since 1839. Four only could make a complete return; the returns of the remainder, excepting two entirely new, and having no annual subscriptions to report, being either conjectural or otherwise imperfect. The returns from Yarmouth are less incomplete, relating, with one exception, to dates subsequent to 1839, yet do not give a clue to trace out the yearly amount of voluntary contributions. The returns from Ipswich are very incomplete. From two of the four subscription schools begun before 1839, it was impossible to procure any at all, and from the other two any till ten years or more afterwards. Few of the subscription schools of subsequent date yield complete data. In one case any at all were refused. In others the accounts had disappeared during a change of masters and through the death of the treasurer, or could be discovered only from an imperfect series of printed reports, or were rendered in a lump sum from private memoranda. Of nine cases of schools erected since 1839, there are but three in which the returns begin at the beginning, and are complete downwards.

Under these circumstances, it was not possible to arrive at the amount of voluntary subscriptions for educational purposes throughout my district, and consequently was impossible to find the ratio of its increase or diminution during a period covering that in which the system of Government help has been developed. With respect to the former of these desiderata, the materials in my

possession will only warrant me in stating as an indubitable fact, that, though the members of the Church of England and various Protestant Dissenters had raised considerable sums of money for week day as well as Sunday schools before 1839, the yearly aggregates of contributions rose higher after that date, and have been much greater during the second than they were during the first half of the intervening period. It is worthy of notice also, that, besides many new schools originated in part by means of the Parliamentary grant, the managers of schools that existed before it was available, as well as of others of more recent date, have been encouraged in several instances by the prospect of assistance from it to provide themselves with new buildings. Cases of both kinds took place in 1858. With regard to the ratio at which voluntary subscriptions have grown or fallen off under the influence of Government aid, it might be misleading to draw inferences from isolated examples. Upon the whole, however, the subscriptions to the older schools remain steady and sometimes show a tendency to rise, notwithstanding new claims on the benevolent,—a sure sign that the aggregate amount of annual contributions is on the advance, not on the decline. Perhaps some of the best criteria would be afforded by the British schools in Hull, Yarmouth, and Ipswich. In each there is a British school that has accepted the Government aid, and in each there is, or was, a British school, or a school established by Protestant Dissenters, that steadfastly declined the aid. What is the result? In Hull, the British school with that aid, received the following subscriptions:—In 1854, 117*l.*; in 1855, 64*l.*; in 1856, 77*l.*; in 1857, 78*l.*; total in four years, 336*l.*: while the British school without that aid received in 1854, 35*l.*; in 1855, 24*l.*; in 1856, 108*l.*; in 1857, 62*l.*; total, in four years, 235*l.* In Yarmouth, the aided British school received subscriptions in 1853, 59*l.*; in 1854, 44*l.*; in 1855, 68*l.*; in 1856, 80*l.*; in 1857, 44*l.*; but the Congregational schools refusing aid from Government were closed for want of sufficient independent support. In Ipswich, the British school, aided by the Committee of Council, received subscriptions in 1853, 106*l.*; in 1854, 93*l.*; in 1855, 103*l.*; in 1856, 76*l.*; in 1857, 72*l.*; while the unaided British school, notoriously in a state of want, declines to make any return. I forbear from drawing such inferences as these facts and comparisons may be supposed to suggest.

When the question is, whether, in particular instances, the prospect of a grant has repressed or has stimulated private liberality, the willing recipients appeal to the comparative ease with which one moiety of the sum required for a school building can be raised by private subscriptions when the other is guaranteed by public authority. Objectors, on the other hand, insist upon the discouraging influence which such a mode of dividing the burden exerts upon those who have no resource but in the spontaneous liberality of individual donors. The voluntaries predict, that, how smoothly soever the combined system may work for a few years, the day will come when private subscribers will tire of supplying

Stimulating effect of grants

British schools aided and unaided.

Grants in relation to the voluntary principle.

their quota of the annual income; and the managers of some schools thus sustained declare it to be already the fact that difficulty is found in keeping up the subscription list.

Individual
testimony.

The division of sentiment becomes wider when the opinions of *individuals* are asked than it seemed on surveying the surface of things. Very few persons think of any other form of central aid than the Parliamentary grant. In Hull and Sculcoates, all or nearly all interested in schools having this support are persuaded that the prospect of it increases voluntary contributions and exertions. But while some say, "Unquestionably," others say, "I think," or, "Increase rather than otherwise." One clergyman, whose school is in a poor and low district, says, "It depends upon the local *spirit*; it diminishes local exertions." But I note that the lay manager of the same school declares, that, "in a district where there is not a dwelling rated above 24*l.*, St. Mark's would never have been thought of else." Several Nonconformists, however, are decidedly of opinion that diminution of local effort is the real effect. The Rev. R. A. Redford says, "The effect has been to produce great indifference on the part of the public to the appeals for voluntary efforts. It ought, however, to be borne in mind, that in Hull there is not a strong feeling in favour of voluntary efforts generally, either for education or the support of religion. There is a disposition to submit to State control. The commercial depression of the last four years has had some effect in diminishing local efforts, and perhaps in promoting a readiness to receive Government aid and inspection."

Opinions of
voluntaries.

The Rev. E. Jukes says, "The prospect and the fact of Government aid tend to diminish local aid and exertions, and to weaken the noble spirit of self-dependence and the sense of personal responsibility. In certain circumstances, aid from a central and voluntary society, wisely administered, promotes both."

The Rev. H. Ollerenshaw says, "I think Government grants tend to hinder voluntary efforts, discouraging the efforts of those who cannot receive them, and causing dependence on them in those who do."

The Rev. J. Sibree says, "In many instances I have no doubt the assistance rendered by the Committee of Council tends to diminish local exertions."

The Rev. D. M'Nab Thomson believes that the prospect of external assistance in either way, State or voluntary, tends to diminish local subscriptions and exertions.

Mr. Irving, speaking as a voluntary in education says: "I think the knowledge that liberal assistance will be afforded by Government has a tendency to call forth and increase local subscriptions; doubtless, on the part of some subscribers, with the intention of obtaining a good education for their children at a much less cost than it can be obtained at private schools."

Yarmouth.

The clergy of Yarmouth are convinced by experience, that the expectation of aid from the Committee of Council provokes local

liberality. "Without the help of the Committee of Council," remarks the Rev. Bowyer Vaux, "I think it would be very difficult, if not impossible, to raise the funds necessary for carrying on our two sets of large National schools. Without it, they probably would not have been undertaken; without it, they certainly would not have been in the state of efficiency reported by Her Majesty's Inspector." It is acknowledged by Mr. W. T. Fisher, that, "the prospect of Government aid did call into action a larger amount of local contribution; but, from analogy, it may be doubted," he thinks, "if persons will long continue to support by voluntary contributions that which they are obliged to maintain by direct taxation." Mr. Tritton, in like manner, allows that "the first tendency" of central aid is, to increase local exertions, "as, in the erection of new school-houses, the funds appear more easily attainable; but, in the long run, the tendency is, to depend upon the central fund, and to paralyze local liberality and exertion." Mr. Russell also maintains, that, though "the first effect of assistance is to stimulate, the second and permanent is to induce laxity and indifference," and declares, as the general result of his experience, that "committees have split upon the question of Government aid; many have been alienated, and, in nine cases out of ten, the application has been made simply to relieve committees of expense and trouble."

Opinion of
Voluntaries.

The clergy and the Wesleyan minister of Ipswich, with some independent witnesses, unite in ascribing to grants in aid a tendency to call forth local resources; but several witnesses are on the other side. Some of the clergy are more confident and explicit than others. The Rector of St. Clement's and St. Helen's asserts, that, without assistance, "the voluntary power would have been paralyzed in those parishes;" and the Rector of St. Peter's supposes, that "few would like to let a school fall that has the chance of such help as Government gives." Mr. Peachey also thinks, that, "on the whole," the tendency is as described, from whatever quarter the aid comes; but there are no fewer than half a dozen consecutive opinions to the contrary. Mr. Felton has found "the self-supporting principle superior to any Government grants." Mr. Burton "has generally observed internal exertions to decline in proportion as external aid was attainable. Foreign help tends to local apathy." Mr. Webb thinks, that "such aid as now rendered repels many of the conscientious, and lessens the interest felt by its recipients." Mr. Cooper says, "the general tendency of Government aid is to impair the efficiency of voluntary effort, and diminish local subscriptions and exertions." Mr. Jones's "experience has shown him, that such expectation has tended to the diminution of local subscriptions." Mr. Raven, concurring in this statement, adds the following remark:—"An increase of Government aid will injure the cause of education and impede its advancement. It is unnecessary, and will be prejudicial. I do not say this as an enemy to all Government aid, but as concerned that the respectable classes

Opinions of
Voluntaries.

“ should feel interested in the education of the poorer, and “ because the people generally are alive to its importance.”

The British schools, Ipswich.

Mr. Glyde, however, refers to the history of the British schools in proof that voluntary contributions for educational purposes are not to be exclusively relied upon. “ The whole body of Nonconformists in Ipswich, with all their boasting of the power of voluntaryism, did not subscribe sufficient to keep this school clear of debt. Nonconformists are strong in Ipswich; but there were only 118 subscribers to this school. The building itself was mortgaged for the sum of 600*l.*; and, before receiving the Government aid, there was a balance due to the treasurer of 127*l.* Considering the wealth of the Ipswich Dissenters, this was disgraceful.”

Opinions of Schoolmasters.

British Schoolmasters in favour of Grants.

There is more, or at least as much difference among schoolmasters as among school managers respecting the operation of Government aid. The masters of the British schools in Hull, Yarmouth, and Ipswich, which have accepted grants, uphold that policy. Mr. Ball says, “ Our own subscription list is much fuller and more productive than that of the unassisted public school.” Mr. Tomkins, referring to the closing of the unassisted Congregational schools, says, “ I am convinced, that, had we not accepted the Government aid, we also should have found it impossible to keep open in competition with the National schools so assisted;” adding a strong testimony as to the stimulating effects of public grants on private liberality. Mr. Champness tells the story of the rescue of his own schools from destruction by means of the Government grant, as a demonstration of its favourable influence on local exertions. Mr. Raven, master of the unassisted British school at Hull, avows his belief that acceptance of aid from the Committee of Council would promote its efficiency, though he anticipates that, with the religious public, it would rather repress than stimulate liberality.” The masters of National schools differ among themselves. Mr. Harding, of Yarmouth, thinks that Government grants and voluntary contributions aid each other; and Mr. Lamplough, of Hull, is convinced, with Mr. Woodhouse, that the money for building St. Mark's schools could not have been raised without the prospect of Government help. But others take a different view. Mr. Lovell, of Hull, thinks that the subscription lists would be fuller but for the prospect of the grants. Mr. Hewke, of Yarmouth, thinks that they hinder rather than help, many persons abstaining from spending money on schools from a belief that, if they do not do it, Government will. Mr. Pardoe, of Ipswich, “ believes the aversion to Government grants to be greater than it seems to be. Not only Dissenters, but a portion of the Churchmen inhabitants of this town, have accepted them as the less of two evils. My impression is, that in the long run, the reception of Government aid checks voluntary contributions. I have understood from the secretary of a school, that, when he has applied to persons for their yearly subscriptions, they have referred him to the Government, saying that, since the school obtained a grant for its support from the

National Schoolmasters divided in opinion.

“ State, he had better apply to the State for the remainder. As another example of the same thing, I may mention that the annual sermons formerly preached on behalf of these schools, have been suspended for the last three years, a repression, to that extent, of private liberality.” Mr. Green, of the same town, thinks that “ the discovery of money being forthcoming from that influential quarter, has a tendency to furnish private individuals with an excuse for withholding their subscription.” Mr. Howe’s impression is, that the prospect of such assistance acts differently under different circumstances.

The assertion that the terms upon which the Government grant is made interfere with the independent management of the schools, receives comparatively little countenance from the witnesses whom I have examined. There is, indeed, some difference of opinion among them, and they speak from different degrees of practical knowledge ; but, of those who have had personal experience, the majority affirm that they have found the ordinary action of the Committee of Council in no way incompatible with the due maintenance of local control. Occasions arise, it is admitted, when the local and the central authorities do not see things as with the same eyes ; yet their divided judgments rarely beget an open misunderstanding, still less issue in a striving for the mastery. The suggestions of the inspector are designed for the benefit of the school ; and much argument is seldom required to convince the committee of management that they will benefit it.

Most of those, in fact, who have had experience declare, that the terms do not materially affect in practice the management of the schools. Some, indeed, take the opposite view, and a few specify cases ; but others state that the connexion with the Committee of Council strengthens instead of weakens the hands of the local managers. In Hull and Sculcoates, they are of one mind as to the freedom of action left to them ; one of them observing, that the school is not at all fettered, and another, that, so far from complaining, he has much to say in favour of the liberality of Government. The managers in Yarmouth avow the same opinion, yet less confidently ; and one of them agrees with a declared opponent of the system, that the caprice of the inspectors is sometimes the subject of complaint. Other opponents detect a tendency to interference, or observe that, though the local management is generally unaffected, the inspector’s approval must always be considered and sought. In Ipswich there is a diversity of judgment. The Rev. W. W. Woodhouse, one of the most experienced managers, says, “ Not at all ;” another, “ Not as yet ;” a third, “ Considerably affected at this time.” Mr. Maude says, “ The only injurious effect is the refusal to modify a general rule which may be excellent for most schools, but is quite inapplicable to some special cases.”* One of the opponents of the system answers the ques-

* Mr. Maude refers, probably, to his own experience. In 1853, he received notice from the Committee of Council, that, unless certain improvements and alterations were made, the schools would lose aid amounting annually to 77*l.* 15*s.* It was admitted that

tion thus : " Many withdraw from school committees, and decline " in interest in the schools, yet, because of schools supported by " Government, cannot establish others." If it is hard to carry on schools having that support, much more such as have it not.

Schoolmasters
divided in
opinion.

Most of the masters agree that the independent management of the assisted schools is not affected by the terms on which assistance is given ; but all are not of this opinion. It is deemed quite certain that any peremptory direction from the Committee of Council involves action on the part of the local managers ; and therefore, when a difference of opinion arises, the practical determination lies with the central power. For this reason the government of the schools is considered by some as virtually in the hands of the Government. Mr. Harding, of Yarmouth, thinks that the Committee of Council are generally reasonable in their requirements, though he mentions particular circumstances in which he felt that their decision unfairly affected his own interests. Mr. Brand is constrained to admit that the independence of local managers is affected, citing as an instance the withholding of capitation money because certain improvements in light and ventilation have not been affected. So far as Mr. Tomkins has observed, managers are but too glad to profit by the well-considered suggestions of experienced inspectors. Mr. Widgery, of Ipswich, thinks that connexion with the Committee of Council increases rather than impairs the power of local managers, who are able to refer to the aid given, and the official reports made, as proofs of efficiency and reasons in favour of local patronage and support. Mr. Champness also bears witness that independent action is in no way interfered with ; but Mr. Green feels obliged to conclude, that the natural effect of the system is to supersede the local committees, inasmuch as, if the suggestions authorised by the Committee of Council are not complied with, either the master or the managers suffer for it.

COMPETITION
BETWEEN
PUBLIC AND
PRIVATE
SCHOOLS.

The further assertion that the competition of schools assisted by Government is found to be so strong as to drive out of the field all private enterprise in the same direction, is not supported in all its breadth by the evidence which I have collected. If the question were to be settled on the testimony of personal opinion, the proprietors of private schools might even be found witnesses against themselves. Nearly all persons of whatsoever class seem to have adopted the notion that private schools for elementary teaching are on the point of taking their place amongst extinct species. But this is plainly an exaggerated view. The *tendency* is in the direction supposed, as shown by statistics in Hull and Sculcoates, where, from 1851 to 1858, the decrease in private schools is 4 per cent. in Hull, and 26 per cent. in Sculcoates, not-

the measures suggested were urgently desirable; but the difficulty was to provide funds. This was accomplished by special contribution; but, in 1858, the managers report, that the inspector has again and again urged the erection of new schools upon a better site, on a larger scale, and in a more convenient form; and again the managers allow that defective ventilation, lack of class-rooms and school-rooms in which, to the prejudice of health and order, a hundred are crowded into the space allotted to seventy-five, call loudly for a change, which, however, the poverty of the district makes impracticable.

withstanding the increase of population. Yarmouth and Ipswich, however, present a different account. Still, in analyzing the detailed statistics of private schools, it will appear that the bulk of those which survive the competition with public schools, are dame schools and nurseries, or little more. Striking off those which pretend to something beyond elementary teaching, (which, by the way, are in Ipswich 50 per cent. more than in Yarmouth, and 1 more than in Hull and Sculcoates put together,) the account of private schools for very young children, and for boys and girls of the ordinary class, separate or mixed, would stand thus:—

Description of private elementary schools.

—	Dame.	Boys'.	Girls'.	Mixed.
Hull - - -	40	10	13	31
Sculcoates - -	48	7	12	18
Yarmouth - - -	64	5	15	10
Ipswich - - -	55	7	10	10

The general inference from these facts is, that, though parents are less willing to send their daughters than their sons to public schools, the opening of such schools for boys and girls has caused a decline in private adventure; and further, that, as public infant schools increase, the decline will become yet more visible and striking.

The impression is nearly universal, that private adventure schools, particularly for boys and girls beyond infancy, have declined since the establishment of the system of Government grants, though some persons, especially in Yarmouth, appeared to be aware of the numerous dame schools whose existence the statistics disclose. Mr. Irving, of Hull, says, "They have declined in this neighbourhood, and I think it probable they will decline more and more. Their competitors, the cheap Government schools, will, I think, eventually supersede most of those designed for the education of the sons of respectable tradesmen, &c." The Rev. J. Webb, of Ipswich, says, "They have decidedly declined; where they have not, it has been mainly owing to inefficiency in public schools." These views of opponents, and the reasons assigned for them, are corroborated by those of friends to the system. The Rev. A. Synge, of Ipswich, says, "A good Government school leaves very little chance for private schools." The Rev. W. Woodhouse, of the same town, states that private schools have declined, "and will more and more as the excellency of the education given in the well-regulated schools becomes apparent to the working classes." The Rev. J. S. Russell, formerly of Yarmouth, observes generally, "Many schools conducted on the voluntary principle have been extinguished. Competition on equal terms has thereby been put down; and thus a serious injustice and injury have been committed."

Decline of private adventure schools.

Diversity of testimony.

On the growth or decline of private schools, the testimony of schoolmasters is not in accordance with statistics. Mr. Edgley thinks they have increased in Hull and decreased in Ipswich, the reverse being the apparent fact. In Yarmouth, it is distinctly stated by the middle-class schoolmasters, that they have suffered severely from the competition of public schools. At Ipswich, Mr. Howe regards public and private schools as "thriving side by side;" and Mr. Topple believes, that private schools have improved since the distribution of the Parliamentary grant, and grown rather than declined. With these deductions, the opinion is strong that private schools have greatly declined, always excepting dame schools.

STATIONARY
CONDITION OF
UNASSISTED
PUBLIC
SCHOOLS.

The effect of competition upon public schools neither assisted nor inspected by Government, and neither supported by endowments nor by local taxation, is not shown in their positive decline so much as in their stationary condition. Several within my district not merely saved themselves from extinction, but have risen to prosperity, through accepting the aid which they had formerly rejected. Others confessedly have no hope of keeping on their legs unless they take the same course. The lack of such aid is all that prevents a third portion from rivalling the most efficient schools. But the whole number is small. Against 91 public schools in my district, either State-aided or endowed or else maintained by local taxation, there are, including a number of small village schools, 20 which depend entirely upon the children's pence and private subscriptions. Excluding endowed schools and schools maintained by local taxation, the comparison between assisted and unassisted schools stands as under:

Comparative view.

	ASSISTED.		UNASSISTED.	
	No. of Schools.	Scholars in them.	No. of Schools.	Scholars in them.
Hull - - -	17	3,656	4	393
Sculcoates - - -	22	3,057	6	279
Yarmouth - - -	7	1,231	2	133
Ipswich - - -	17	2,862	8	751

Proportion of assisted schools to juvenile population.

To ascertain the comparative numerousness of assisted schools, they must be compared with the estimated numbers of children of the school age. The proportion of assisted schools to those numbers is,—

In Hull one assisted school for every 864 children.		
Sculcoates	„	633 „
Yarmouth	„	1,077 „
Ipswich	„	588 „

Thus, where the schools assisted by Government are particularly numerous,—namely, in Ipswich,—the unassisted schools are both most numerous and best attended, containing nearly as many scholars as all the schools of the same description in all the other portions of my district.

I am instructed to “endeavour to ascertain what was or is the character and degree of efficiency of such uninspected schools in comparison with the schools inspected.” Excepting the boys’ British school, none of the unassisted schools in Hull will bear comparison with the assisted schools; and, though the master of that has challenged examination into his competency by sitting for a certificate, and thus subjecting his school to inspection, yet, for want of apparatus and pupil-teachers, he must give place, in point of efficiency, to the most unpretending of the assisted schools in the same union. Several of the unassisted schools in Sculcoates are mere village schools, doing what their position requires; but some others are equal to the assisted schools by the side of which they are planted, and one or two, though located in villages, are superior, both in character and in degree, to the least efficient of the assisted schools in the urban portion of the same union. In Yarmouth and Ipswich, on the other hand, the public schools which depend exclusively upon private benevolence and children’s pence, make no pretensions to compete with the Government-assisted schools; yet, the latter town contains a mixed school which courts inspection, though it declines assistance, and an industrial school for girls, which, judged by its declared object, must be admitted to be highly efficient, besides two independent infant schools as well ordered and furnished as some under inspection. Those public schools not under Government inspection, which are not managed by the trustees of endowments bequeathed for their support, are governed according to their respective constitutions; if founded by individuals, by their individual founder, and if established and maintained on the principle of subscription, by committees of the subscribers.

The evidence which I have obtained respecting the terms of Government grants, and especially of the capitation grant, as they affect the promoters of schools in poor districts, and deserving but needy schools in such districts, will be taken for what it is worth. The rural portions of the district are either inhabited, as in the greater part of Sculcoates, by wealthy merchants and tradesmen of the neighbouring town, who can and do afford liberal support to the schools near their private abodes, as well as to those nearest their places of business, or lie, as at Ipswich, within easy reach of schools of ample size and average efficiency. Nearly all the schools in the district are town schools; and neither the towns nor the villages, with few exceptions, are positively poor. I have not hesitated, however, to receive and record the testimony of witnesses who felt that their knowledge warranted them in answering questions. Their impressions do not perfectly harmonize; but, on two points, the most experienced agree; that is to say, that it is needless to insist upon every master or mistress

Both assisted and unassisted schools numerous and well-attended in Ipswich.

Comparative efficiency of assisted and unassisted schools.

Administration of uninspected schools.

Capitation grants, and effect of terms in poor districts.

Suggestions.

of a village school being a certificated or registered teacher, and that, though the days of attendance required as the condition of receiving head money are not too many in the case of schools in towns, a lower number might suffice in the case of schools inevitably thinned during haymaking and harvest. Several intelligent and observant witnesses are of opinion, moreover, that, even with regard to civic schools, the rules of the capitation grant are over rigid. The master of St. Peter's school, Yarmouth, specifies a case in which a boy leaving school had attended, without missing a day, from December 1, 1857, to September 20, 1858 (being $173\frac{1}{2}$ school days), and yet the grant was lost, though it was not possible that he could have attended more, his age, by-the-by, being upwards of 14 years. Similar cases are specified by the same and other experienced persons, who concur also in pleading for a discretionary power relaxing the rule in favour of examples so deserving.

Various opinions.

As to the evidence of school managers in Hull and Sculcoates, one of the clergy simply denies that the terms of the grants make them useless in poor places; but he, I observe, is manager of a school which receives but 6*l.* a year for teachers, and no capitation fees at all. Another regards the latter as a useful "stimulus to look up children," and a third "believes that the capitation grant furnishes managers in poor districts with the means of securing registered, if not certificated, masters." A fourth, however, holds the grant to be nearly useless in places so poor that they can neither afford a certificated or even a registered master, nor muster an attendance to comply with the terms; while a fifth complains that the terms exclude paid-for children, although often the best and most regular, as well as poorest, half the grant being given in his schools to the children who have earned it. The Wesleyan superintendent considers it as "a very great encouragement where persons are determined to have schools." Mr. Woodhouse deems the capitation money essential to keep children at school long enough to derive lasting benefit. The honorary secretary of the ragged schools answers with special reference to the regulations concerning them. "I think," observes Mr. H. J. Atkinson, "the terms of the Government grant very hard upon ragged schools. The managers of the Hull schools receive 5*s.* per head per annum, or 34*l.* 10*s.*, and have to spend as many pounds per head per annum. It would be well-spent money if Government multiplied such grants by ten. Better spend money thus than in punishing crime." Mr. Irving gives a still more general answer. "I believe there is a growing feeling that the benefits of cheap education are not so available to the poor as was looked for, owing to some of the conditions attached; while a class above the working men are deriving the full benefit at the expense of their independence." In Yarmouth, one of the clergy declares the capitation grant to have been of service to school promoters; and a second, that the terms of the grants have not rendered them useless as to schools with which he is acquainted; the incumbent of the parish

answering as follows: "It is not materially the case; I believe, in the poorest districts, large sums may be raised, if the schools are good enough. The great fault, in starting schools, is to be found in beginning on an insufficient scale. Money is required for the first starting, and the risk is seldom faced, perhaps often cannot be. If tried with sufficient teaching power, I believe the school might almost always be carried on, even in the poorest districts. The pence, Government aid, and extraneous subscriptions, would almost always support it." At Ipswich the Wesleyan minister (belonging to a class of men well acquainted with villages) regards 176 days as more than children can attend in rural districts, and is confirmed in that opinion by Mr. Peachey, a man of experience, who states that the number is hardly ever realized in agricultural schools. The clergy differ in opinion. Mr. Synge says the grant works well; "if masters and mistresses are allowed a share, it makes them urge attendance on the children." Mr. Woodhouse's parishes, though very poor, yet obtained most material help from the capitation fees; but Mr. Maude has found, that "schools which need help most, cannot raise enough by local efforts to bring them up to the requirements of the Government plan." Mr. Webb expresses the following opinion:—"In poor places, well nigh useless; and in places not poor, worse than useless; in the former, they usually fail to create schools partially voluntary; in the latter, they tend to destroy those which are partially such."

Among the masters, some think the required days of attendance too high, especially for country schools; others, but fewer, that it is better to crane up attendance to a high point than to lower the standard. They differ also as to the restriction of the grant to schools under certificated or registered teachers; most contending that this excludes many deserving schools, while one or two observe, that schools not under accredited teachers are becoming more and more rare. Several remark that this form of help is found useful,—nay, necessary,—even in good town schools, to say nothing of agricultural districts. The new Minute of Council, however, is regarded as a boon to small parishes, many of which cannot obtain Government grants at all. Some modifications of the terms are suggested, as above, by Mr. Harding, of Yarmouth; with whom agree Mr. Tomkins and Mr. Brand, the latter seeing no reason why the boys who pay 6*d.* a week, and are among the most regular in their attendance, should be excluded. Mr. Widgery, of Ipswich, suggests that, to meet the fluctuations in the year, the grant should be given according to the average number of attendances for the year. But, with these exceptions, the present terms are considered as working satisfactorily in my district.

The inquiry respecting the financial condition of the public schools embraces several points,—the school fees, the solvency of the schools, and the sources of pecuniary supply. It is almost universally admitted that the payment of school fees is popular with parents, thereby establishing as fact that among the general public, the school pence is popular.

Suggested
modifications.

FINANCIAL
CONDITION OF
PUBLIC
SCHOOLS.
School pence
popular.

rality of those who make use of the public schools a spirit of independence prevails which spurns the idea of more eleemosynary aid. Many of the witnesses, as before noted, unite in averring that parents prefer a larger to a smaller payment, so long as the larger is not beyond their means. Most of the schools, however, are stated to have reached the maximum of expedient charge; and, though, in several of a highly popular description, no difficulty is found in inducing parents well off to pay more than parents who are poor, yet scarcely any master or manager ventures to advise a scale of prices ascending with the character of the education given. Any such measure would be a discouragement to talent and diligence, when clogged, as they often are, with poverty. Schools are not usually in debt. The enjoyment of Government help does not always exempt them from embarrassment; but such as decline this assistance have the greatest difficulty in maintaining the balance of their income and expenditure. Where the school is small, and relies upon one or more rich supporters, things are easily kept straight; but when the liabilities are heavy, and their discharge depends upon many subscribers of inconsiderable sums, the treasurer is often out of pocket. Deficiencies appear to be made up most frequently by public collections, and extraordinary donations from the more affluent subscribers. I made an attempt to ascertain the proportions in which schools are supported by owners of land or of tithes, occupiers, ministers of religion, and householders; but the particulars elicited were too few and indefinite to be cast into a tabular form. My district is almost wholly urban; but it partakes of a rural character sufficiently to justify me in saying, that both landowners and merchants are liberal in their support of educational institutions. The cause of popular instruction is, I am sure, deeply indebted to the bounty, as well as to the zeal, of the ministers of religion, without whom many schools, now flourishing, would never have been formed; but I have met with several instances in which individual lay members of different denominations, men and women, are or have been the main supporters of a school or schools. In all parts of my district, most of the schools are in tolerably easy circumstances, but what is wanted to meet fully the necessities of the case, is a more bountiful disposition among the upper and middle classes of society.

The general impression of school managers seems to be, that those schools which receive Government aid are, with that assistance, nearing the point of self-support; while those which are entirely dependent upon school-pence and voluntary subscriptions are embarrassed and declining. In the few villages included in my district, the proprietors are mostly resident, and liberal in support of education. In the towns, the affluent inhabitants of richer districts contribute to the necessities of the poorer. The most energetic and zealous promoters of schools in both town and country, are the clergy and other Christian ministers, aided especially in the towns, by the activity and subscriptions of the middle classes, "people" as one witness observes, "hard at work

Maximum reached.

Inexpediency of a graduated rule. Schools not much in debt.

Who support them.

Aided schools nearly self-supporting, unaided declining.

“ on the spot.” The system of school fees operates almost unexceptionably well ; and, as already observed, they are everywhere willingly paid by well-conducted parents possessing the means. It is frequently, if not generally admitted, that the required payments deprive those who are very poor of the use of the schools, and, where the scale is higher than 2*l.* or 3*l.*, bring in children of a richer class.

Respectable] children at Government Schools.

The treasurer of the only unassisted public school for boys in Hull, admits that there is doubtless some difficulty in maintaining schools not supported by Government grants ; and the clergyman who answers for schools in a poor district of the town which are so supported, states that they “ could not be maintained if the factory managers did not make a grant of 60*l.* to educate their half-timers.” Except in the poorest part of the parish of Sculcoates, school fees are deemed popular, or, at least, not unpopular, with parents. Some of the clergy, speaking of their own immediate locality, believe that none are kept out by them, and various witnesses agree that there are nearly always kind people ready to help the deserving poor. Some, too, deny that the fees operate to displace the poor by bringing in the well-to-do ; but more allow this to be the case. Mr. Burt, however, speaking of schools where the fees are highest, and required quarterly in advance, says, “ I find some children not of what I should call poor parents, in the schools ; but I do not think it has prevented the poor ; for I have not known them rejected.” The Rev. H. W. Kemp, on the other hand, remarks that “ there are those who can and should pay more.”

Does the demand of school-pence exclude the poor ?

At Yarmouth, there is more difference of opinion as to the bearing of facts than as to the facts themselves. The Rev. F. W. Johnson thinks the expense of schools excessive, owing partly to constant requirements from inspectors. Mr. Vaux also adverts to the extraordinary expenditure required by the Committee of Council on the report of the inspector. Mr. Russell's impression is, that “ the general condition of the schools is that of embarrassment, though much less so than when there was the competition of private schools.” And, even now that “ Government schools command the market,” he adds, “ I do not think that subscriptions are so easily obtained, or that the interest of the public in the schools is so great ; and I am sure that the class of children found in the schools aided by Government is not that contemplated by the promoters of popular education.” With him agree Mr. Fisher and Mr. Tritton. The former says, “ It requires some exertion to raise the money necessary to pay the incidental expenses ; but, as many of the children of respectable parents pay extra, the master's salary [of the British school] is easily met, and, I believe, is pretty good. This, however, while it lightens the burden, defeats the object ; *i.e.*, of providing education for the poor. It would be comparatively easy to re-open the Congregational schools, and render them self-supporting, by charging a fee which could not be paid by the poorer people.” Mr. Tritton's testimony is to the same

Expense increased by inspection.

Opinions of voluntaries.

Mixture of
classes advo-
cated.

“ effect. The school fees are much too high for the poor. They are often doubled by richer parents. The children of classes never contemplated by charitable school systems, form the chief portions of the scholars in very many cases; and those of the very poor remained untouched. The healthy pride of independence is sapped and undermined; and, if this system grow, the mind of the community will be slowly, but surely, prepared for an inglorious and base servility.” The incumbent of Yarmouth, on the other hand, while admitting the facts, anticipates a beneficial result. “ I think,” he observes, “ that some of the poorest cannot afford the pence, but fewer than is commonly supposed. Many will not pay. I think in every National school there should be different rates of payment, from sixpence a week, or even more, down to a penny. The children of different classes may then be together in school, and with good effect. They should be mixed, not separated from each other.”

Special needs
of schools in
poor districts.

In Ipswich, the voluntary schools are described as bad, financially considered; and the manager of one of them admits, that it is often found difficult to go on, but some are as efficiently supported as the Government-aided schools. Even with that aid, those in poor districts encounter difficulties. Trinity schools, which, already too full, are obliged to reject many applicants, lost, in 1855, an excellent master and an excellent mistress, “ through inability to give them such salaries as they might reasonably expect, and in other places could readily obtain;” and, in 1857, the managers, in reporting that they commenced the new year with a balance in hand, stated that it was a circumstance “ which had never happened before.” The school fees are generally low, and are therefore easily paid, except by the very poor, who, when deserving, find help; but many are indifferent. In such schools, the children are upon a social level. Mr. Woodhouse refers to the large amount (170*l.*) accruing from fees in his schools, as proof of their popularity, observing they contain no children of a richer class, but only those of sailors, labourers, and mechanics, tradesmen being subscribers. References are made, however, to a class of schools in the town, where a large portion of the scholars are the children of parents in good circumstances. Mr. Cooper says, “ It is well known that persons of a richer class, such as tradesmen, send their children to schools where fees are low, and where the books, cheapened at the public cost, can be supplied at terms which no private school can furnish.”

Alleged abuse
of aided schools.

Schoolmasters
on school
pence.

The evidence of masters respecting the financial condition of schools, relates almost exclusively to the operation of fees. One or two declare that the parents in their district would gladly see the system abolished, and the schools thrown open without charge; but, though this would bring a crowd at first, they feel sure it would not secure a regular attendance. Nearly all, on the other hand, allow that the charges are paid cheerfully by those who can pay them, and that such persons would resent as an indignity the proposal of a gratuitous education for their children. The experiment of raising the scale has been tried with success in many

instances ; but, in most, the charge has reached its maximum. In Hull, it has been found safe, in one or two instances, to charge according to the education given ; but, in Ipswich, this is deemed inexpedient, as tending to destroy equality of chances between the poor and the better off. Voluntary increase of payment by parents in good circumstances has been practised with success ; but, to admit even the neediest free, would, in poor districts, be impracticable as an exceptional thing. In such districts even twopence is for many too high. Some of the masters, who are conscious that their own school contains a large proportion of children in comfortable circumstances, affirm, nevertheless, that the poorer sort are never rejected, and that many such are assisted to pay the fees. It is not denied that several of the Government-assisted schools in each part of my district, contain a large proportion of the children of tradesmen, clerks, and skilled mechanics, able to pay the whole cost of their education, while for many of the poor there is no accommodation at all ; but the fact is vindicated on the ground of the benefits derived to the poor, and to society at large, from this mixture of classes.

In order to form an impartial opinion of the comparative efficiency of schools, I have taken care, not only to visit, but also to examine, a considerable number of each class in every portion of my district. Though I have seen much to admire and commend in some charity, some endowed, some private, and some unassisted and uninspected schools, the palm is unquestionably due, so far as my observation has extended, to the schools which are under the stated oversight of Her Majesty's Inspectors. These are distinguished by a system of discipline, a completeness of apparatus and arrangement, and a thoroughness of teaching rarely observable in other schools. They stand alone as establishments in which the principal teacher has the help of pupil-teachers. Monitors, even though stipendiary, are a poor and inadequate substitute ; and the only other public schools which rival the inspected, are those in which a master of proved competency bestows his attention upon a limited number of boys, or is helped in the management of a larger by assistant masters. In general, little satisfaction is found in visiting private schools of an elementary description, after witnessing the procedure of a well-regulated public school. With extremely rare exceptions, everything,—place and furniture, books, and apparatus, master and scholars—everything is painfully inferior.

In comparing, on the point of efficiency, opposite classes of schools, the preference is almost invariably given by the experienced in school management to public over private, to unendowed over endowed, and to inspected over uninspected. Every witness at Hull is emphatic in assigning the first place to public schools under inspection, and, generally, in approval of those which have no endowment in the proper sense of the word ; but one remarks that there are noble exceptions, a second that they have greatly improved within the last twenty years ; and two others, confounding grants with foundations, give their voice, one for and the other against the former kind of endowments, though admitting, in the

COMPARATIVE
EFFICIENCY
OF SCHOOLS.

Inspected
schools best.

General infe-
riority of
private schools.

Public schools
preferred to
private, un-
endowed to
endowed, and
inspected to
uninspected.

second case, their successful application. "My opinion," observes the Rev. R. A. Redford, "from what I have observed in Hull, is quite in favour of endowed schools as to their efficiency; but I cannot think that a fair conclusion can be drawn from the instances of endowed which may be found here, against their efficiency under more favourable circumstances." Mr. H. J. Atkinson considers the present system of public schools so great an improvement that he "often wishes he could begin again, to attend one." The Rev. F. F. Goe attributes superior efficiency to them, because "the education is more practical and the knowledge more thoroughly required;" and Mr. Turner, on account of the advantages of classification attendant upon large numbers.

At Yarmouth, public, unendowed, and inspected schools are most esteemed, especially the first and third; but with some variety and difference of sentiment. Mr. Fisher thinks that both public and private schools have each their advantages; and Mr. Russell, believing that they exert a wholesome influence the one on the other, would regret to see either superseded; but those gentlemen differ, at least in appearance, on the other points. While Mr. Russell deprecates endowments altogether, as by their history and tendency pointing to abuse, and thinks that the value of wise and regular inspection can scarcely be over-rated. Mr. Fisher regards endowments, when not abused, as affording a good means for educating the poor, and, though admitting that inspection has improved schools, doubts the continued advantage of it under the direction of Government. Mr. Johnson can perceive no reason why there should be a difference between endowed and unendowed schools.

At Ipswich, Mr. Jones prefers private schools for general instruction, and Mr. Cooper observes no very marked difference between public and private schools. Most others deem the former far superior; as Mr. Woodhouse remarks, "almost infinitely better." Mr. Read observes that the endowed schools have no feature in common; and Mr. Burton, that endowments are inseparable from indolence, where the master has a claim independently of the trustees. Mr. Cooper also considers the unendowed as generally most efficient and vigorous; and Mr. Raven, as best taught and best managed. Inspection is unanimously applauded. "Inspection of some kind," Mr. Jones thinks, "is most stimulating and wholesome;" and Mr. Cooper considers it enhances the value of a school, "where confidence can be placed in the inspector." Mr. Woodhouse appreciates it because the teachers are "taught their ignorance and deficiency; and Mr. Maude is of opinion "it would be well if all schools were inspected."

Inspection
unanimously
approved.

Improved
administration
of educational
endowments.

The masters of public schools, whether inspected or not, and endowed or not, are generally in favour of public, unendowed, and inspected schools, as more efficient than those of the opposite characters. It is admitted, however, that the administration of educational endowments has of late years improved; and it is thought by several, that, though the assisted schools give the best instruction, intellectually considered, the unassisted are sometimes the

more efficient in point of moral training. In proof of the attractiveness of British schools, it is alleged that in them the children of Jews are allowed to remain during the scriptural instruction, and that the unsectarianism of the religious teaching in them was used by Roman Catholic parents in Hull as a ground of approval, when instigated by their priests to transfer their children to schools of their own denomination. But it is observed that the British schools, even including those under inspection, are not sufficient for the reception of more than a portion of the children of Protestant Dissenters, and that their neutral character with respect to theological doctrines, has ceased to exert that influence which it had ten years ago, in consequence, it is presumed, of the general similarity of the biblical instruction now given in all classes of schools.

On the beneficial effect of inspection, especially as carried on by Her Majesty's Inspectors, the agreement is more general than on any other subject. Nearly all consider it as a wholesome stimulus to all concerned, managers, parents, pupil-teachers, and scholars. Those who are opposed to Government aid, are, if there is any difference, the most emphatic in their acknowledgments of the utility of a system concerning which one of them, Mr. Jukes, of Hull, observes, "All but men actuated by the most godlike spirit and motives work best under inspection." Mr. Moore thinks that inspection promotes efficiency by means of the annual report of the state of the school and of the progress of the pupil-teachers, as well as by the direct effect on the minds of the scholars. The incumbent of Yarmouth describes it as "raising the standard of proficiency, urging teachers to more steady diligence, serving to make the children look to the yearly examination, exciting emulation, and giving hope." Mr. Tritton does not deny that it has this effect; but, he contends, it is "at the expense of the poor, who are excluded, and does not benefit in the least the class who need to have education brought to them." At Ipswich, experienced persons of different opinions on other points concur on this. The most experienced, perhaps, of the clergy recognises, as an extensive manager of schools, his obligations to inspection. A quondam public schoolmaster declares that it "stimulates managers to get good masters, and masters to get good reports." Mr. Cooper also regards "inspection, whether Governmental or local, as keeping up the character of schools and teachers, and imparting confidence to the public." Mr. Raven, however, seems to prefer local to central inspection. "Local inspection, he says, by parties interested, is very beneficial; and rendering local aid creates that interest." Mr. Webb, too, although of opinion, generally, that "inspection operates beneficially," takes exception to Government inspection as "operating injuriously by largely contributing to substitute occasional for regular and hearty inspection."

The universal feeling among the inspected teachers is, that the visits of the Inspector promote in every way the efficiency of the Schoolmasters in favour of inspection.

school, by maintaining the establishment in good sanitary condition and thorough teaching order, and by communicating a fresh impulse to both teachers and taught. One of them gives it as his opinion, that there is a danger of the first two classes being unduly forced; but they generally regard inspection as an un-mixed benefit, so much so that one master would "like to be inspected every three months."

**CHARITY
SCHOOLS.**

In obedience to my instructions, I have particularly directed my attention to charity schools, understanding by the phrase all those in which instruction is given free of charge, whether supported by endowments, by local taxation, or by private benevolence. At the head of these, I must place the navigation schools, so liberally supported by the ancient corporation of the Trinity House at Hull. A description of these excellent schools by their respective masters will be found among the evidence. In common with the Government navigation school at Yarmouth, they are under the inspection of the Department of Education.*

**NAVIGATION
SCHOOLS.**

**WORKHOUSE
SCHOOLS.**

The other schools maintained by local taxation are the Workhouse schools. The children in those of Hull and Sculcoates are receiving an education very suitable to their circumstances and prospects. The boys in particular appeared to be making fair progress in elementary knowledge. Twelve of the Hull boys are returned as learning algebra. I was struck with the distinct reading, fair handwriting, arithmetical celerity, and prompt intelligence of the Sculcoates boys. At Yarmouth, the reading of the boys was tolerable, their spelling defective, their intelligence moderate, their knowledge of geography fair, their writing neat, and their arithmetic, on the whole, creditable. Four of them are returned as learning algebra and Euclid. The girls were much less advanced, especially in spelling and geography; their best performance being in written recollections of religious lessons. At Ipswich, the boys read with distinctness and tolerable fluency, spelt very fairly, answered pretty generally and with intelligence, evinced some knowledge, though but partially, of geography, wrote fairly, and summed moderately well, affording general evidence of careful teaching. I was also pleased with the marks of order and painstaking which I saw in the girls' school, where, though the progress made was less than among the boys, the reading was good and the spelling creditable. The answering was less general and correct; but the writing was promising, the arithmetic not bad, and the Scripture exercises were indicative of sound instruction. The administration of the juvenile department of the workhouses of my district is in the main satisfactory. The master of the Sculcoates union house frankly admitted that the

**Workhouse
discipline in
the juvenile
departments.**

* The Schools of Navigation in Hull are admirably conducted; but the benefits are limited to a given number of pupils. Navigation is not taught in any of the other public day schools, but in a few private evening schools. The School of Navigation, Yarmouth, is efficient. Besides the regular students, the master at set times teaches as many boys from the public day schools as are sent for the purpose. The masters of these schools acknowledge the advantage to the boys; but their attendance upon the navigation master during the ordinary school hours is productive of inconvenience. At Ipswich, there is no navigation school of any kind.

children are sometimes in the company of the adult paupers, but with explanations which convinced me that this is an exceptional occurrence, and under careful superintendence. At the Hull workhouse I was assured that a boy had not been in the bakehouse for two years, and that equal pains were taken to keep the girls apart from the women. Assurances, if possible, still more satisfactory, were given me at Yarmouth and Ipswich. The most complete system of industrial training is carried out at Hull; where, as the evidence shows, its effects are every way satisfactory, mentally, morally, and physically. In the other houses, the opportunities are more limited, and the practice is less complete; but the good effects are proportionately demonstrated.

The Cogan Charity at Hull is devoted to the instruction and clothing of a fixed quota of girls designed for domestic service. As an educational institution, it falls behind the girls' schools under inspection, though possessing funds available, perhaps, for affording superior training to a greater number. The Sailors' Orphan Girls' school, also, is by no means so prosperous and efficient as the claims of the objects of the charity upon the wealthy and populous town and port of Hull deserve that it should be made. The endowed and free schools in Sculcoates are all, except the Ragged, of a minor description, in which small means appear to be made honestly and carefully available for useful ends.

Yarmouth contains two endowed foundations of some antiquity. In both, the girls' department is decidedly inferior to the boys', though, in St. Mary's Hospital, the girls as well as the boys are under inspection. The latter will bear comparison with the boys in the National schools. The boys in the other charity school are of a rougher sort; but they are receiving, under Government inspection, as good an education as is given in many schools where fees are charged.

In Ipswich, there are five free schools, Christ's Hospital Boarding school, the Red Sleeve, the Grey Coat and the Blue Coat, and the Ragged school. The Red Sleeve children are incorporated with the St. Margaret's National schools, in which they receive, without charge, an education as good as the paying children, and are under Government inspection. The other endowed schools are not under inspection. But they are in very different states. The boys in the Grey Coat and the girls in the Blue Coat schools are receiving more meagre instruction than is given in any other public school in Ipswich, the Ragged school alone excepted. The Christ's Hospital day and boarding schools, on the contrary, are in a state of great efficiency. By a decree of the Court of Chancery, the day school, no longer free, is made a toll-bar in the way to the boarding-school, where a select number of the most deserving boys, drafted from the day-school, receive board and lodging, with clothing and other advantages, and complete an elementary education, under circumstances, as to instruction and domestic comfort, which any parent, content to waive languages and mathematics, might covet for his son.

PRIVATE
SCHOOLS.

In examining the returns of private schools, but still more in visiting the schools themselves, no intelligent observer could fail of being struck with the high proportion that those of a wretchedly inefficient description bear, not simply to such as are of a superior class, but even to schools for boys or girls, or for both, the pretensions of which are modestly confined to the elementary branches of a plain English education. From tables already given, it appears that the miserable roomfuls of children, the best of which are little better than dame schools and the worst mere nurseries, stand in the following proportions to the different orders of private schools of a less inefficient description.

Proportion of
dame schools
to other sorts.

—	Dame Schools.	Superior.	Elementary Schools.		
			Boys'.	Girls'.	Mixed.
Hull - -	4	1·5	1	1·3	3·1
Sculcoates - -	6·857	2·857	1	1·714	2·571
Yarmouth -	12·8	4·8	1	3	2
Ipswich - -	11	7·2	2	2	2

Charges in
private schools
(elementary).

The charges, weekly or quarterly, of private schools of the elementary class, afford some criterion of their general character.

—	Hull.	Sculcoates.	Yarmouth.	Ipswich.
Not more than 2d. per week - -	19	26	29	24
Not more than 3d. per week - -	15	19	25	16
Not more than 6d. per week - -	14	6	13	13
Above 6d. per week - - - -	2	2	—	8
From 4s. to 6s. per quarter - -	3	2	4	1
Not more than 10s. 6d. per quarter	17	19	17	6
Not more than 21s. per quarter -	21		6	10

RAGGED
SCHOOLS.

The three ragged schools in my district are most undoubtedly confined to their declared purpose. In point of efficiency, there is a great contrast between them. That in Ipswich needs a better apparatus and more teaching power. On this ground, the master urges that Government grants are necessary for such schools. Even in Hull their utility is felt to be so much dependent upon a thorough system of good industrial training, that more liberal help is demanded in that department. Mr. Tenney, of Hull, ascribes great importance to the location of ragged schools in districts which will force upon the attention of the children the superior style of sober, honest, and industrious life. The same witness strongly recommends their being kept totally distinct from reformatories for the reception of juveniles already tainted with crime, and agrees with Mr. Newman of Ipswich, in regarding

dormitories, and, in fact, family establishments, as essential to the success of ragged schools.

The country schools in my district do not greatly suffer from comparison with the town schools. The National schools at Welton, and the British school at Sutton, are in every respect of the first class; and other respectable schools of both sorts exist in the rural parts of Sculcoates Union. In some of the villages, however, there is neither wealth nor population enough to call forth and sustain elementary instruction of a high order. Still, several of the smaller boys' schools, which are helped by partial endowment, are now in the hands of teachers appointed with decent regard to efficiency, and spontaneously determined, instead of merely earning the fixed emolument by teaching the required number, to make extended efforts at once more advantageous to themselves and more generally useful to the villagers. Infant schools on a large scale are not susceptible of easy adaptation to the circumstances of scattered families; but they are wanted in several out-parishes of Sculcoates. In some respects, the private schools in these parishes have the advantage over others in the mother-parish. The dame school is a dame school still; but, in most cases, the room is more airy and wholesome, the accommodation better, the needlework white and beyond a mere pretence, the mistress more tidy, the children are cleaner and better dressed, and the books, if not the teaching also, more creditable.

COUNTRY SCHOOLS.

Dame schools in villages.

Respecting the general condition of the schoolmasters in my district, both public and private, I have endeavoured to obtain sufficient information for the basis of an opinion as to their separate character and comparative fitness. Individual teachers trained at normal schools strongly attest the beneficial effects of such training; and their testimony is confirmed by that of managers of schools and other intelligent observers, including schoolmasters who, though not trained, are certified, or who, though uncertificated, have had either special training or long experience, and, therefore, are perhaps not incompetent judges. The following table will show the standing of the head teachers in public schools in my district.

CONDITION OF SCHOOL-MASTERS.

Standing of public school-masters and mistresses.

—	Hull.	Sculcoates.	Yarmouth.	Ipswich.
Trained and certified - -	14	13	9	16
Untrained and uncertified - -	12	15	8	8
Untrained, yet certified - -	2	6	2	3
Trained, yet uncertified - -	3	4	1	7
Simply registered - -	—	2	—	—
Masters of more than three years' standing - - -	16	18	7	11
Masters of less than three years' standing - - -	7	4	2	2
Mistresses of more than three years' standing - - -	11	14	9	12
Mistresses of less than three years' standing - - -	2	3	2	8

SUCCESS OF
TRAINING.Character of
trained
teachers.

I have omitted no opportunity of making my own observations; and my decided impression is, that the systems of training have been very successful, both in adapting the students to teach, and in furnishing them with solid matter and good methods of instruction. In general, they appear to understand thoroughly whatever they attempt to inculcate, and to reproduce in their staffs of pupil teachers the benefits they have themselves brought away from the training college. As a class, they are marked, both men and women, by a quickness of eye and ear, a quiet energy, a facility of command, and a patient self-control, which, with rare exceptions, are not observed in the private instructors of the poor. They rebuke without anger, and admonish without menace. They assert authority with firmness, but with mildness, and are obeyed on the slightest intimation of their will. I have found reason in not a few particular instances, to believe that they are truly conscientious in the discharge of their duties, and exercise a highly beneficial moral influence over their pupil-teachers and scholars. The deportment of nearly all whom I have observed was so admirable that it would be invidious to point out individuals; but I may mention as instances of a prevailing excellence, that in one large school the master had successfully established the high discipline of making culprits the first to inform against themselves, and that, with reference to another, an intelligent father (and both fathers and mothers grow eloquent in praise of the trained teachers) assured me that the master had succeeded, by the resolute but kindly exercise of his moral influence, in completely expelling and excluding profane swearing from among his pupils. I am further strongly of opinion, that, in both boys' and girls' schools, the trained teachers are gradually but surely introducing among the poor a style of manners, as well as of morals, such as their children see but seldom exemplified in private schools of a merely elementary class.

I should be more hesitant in declaring my own impressions did I not observe their correspondence to the avowed judgments of more experienced eye-witnesses. Not, indeed, that the stream of testimony runs invariably in one direction. In two or three cases, the trained teachers are roundly taxed with ignorance and conceit, and I have heard of a few occasions on which the committees of management have complained of them as over confident in their own opinion. Inequalities of attainment and adaptation have, doubtless, forced themselves upon my own attention. Still, speaking of the class as a class, I have seen little proneness to think of themselves more highly than they ought to think, but, on the contrary, much evidence of their modesty, patience, and perseverance, and many reasons for believing that, as an order of men and women, they are conferring substantial benefits upon the British community.

Duties of
trained
teachers to-
wards pupil-
teachers and
scholars.

With respect to the faithfulness and impartiality of trained teachers, engaged to instruct pupil-teachers as well as to conduct schools, I have taken their own explanations in addition to the opinions of disinterested persons. With one consent the masters

declare that these several duties do not—nay, cannot—clash; and nearly all witnesses agree, not only that they need not and do not, but also that it is hardly possible, or, at least, is highly improbable, since, for certain obvious reasons, the school is benefited by whatever attention the master bestows upon the pupil-teachers, and the pupil-teachers by whatever instruction they may hear him give to the classes under their charge. Not only is the assistance rendered by the master to the private studies of the pupil teachers confined to hours out of school, but also, the number of pupil teachers being strictly proportioned to that of scholars, the former are too much occupied in teaching to have leisure for learning, and the master is too much taken up with superintending the classes to be giving lessons to the youths at their head. Upon the whole, therefore, the evidence leads to the conclusion, that, as a rule, the trained masters impartially divide their attention between the two kinds of duty devolving upon them.

Being instructed to ascertain whether trained teachers are dis- Attention of trained teachers to elementary subjects. inclined to bestow proper attention upon reading, writing, and arithmetic, particularly reading, I have made this a subject of special inquiry and close examination. The prevailing sentiment appears to be, that, if by chance a young man fresh from the training college should be foolish enough to despise and neglect these elementary branches, experience would soon convince him that they are the grand essentials of any education he is likely to give or the poor to require. It may be questioned, nevertheless, whether, as a fact, “the *proper* degree of attention” is given to these fundamental and often all-sufficing subjects. To writing, on the slate at least, enough time is devoted, though the trained masters as a class are not eminent for their calligraphy, but not enough to reading, nor, I incline to think, to arithmetic either. I have not detected any neglect of the lower classes as compared with the upper, nor any abandonment of the less promising pupils to their stupidity or sloth. In large schools and numerous classes, notwithstanding all the aids of the simultaneous and collective systems, the dunces and the triflers must inevitably drop behind. You will find a knowledge of the multiplication and pence Want of thoroughness in arithmetic. tables at as early an age as you could reasonably expect, and familiarity with practice, rule of three, and even fractions, at years not beyond the average of boys of all classes grappling with such calculations; but, if you take the boys back, it may come out that some of them have made more haste than good speed. I confess that it had not occurred to me to try even the younger boys in numeration until Christmas, when one of my colleagues in this inquiry suggested it as a test of the arithmetical knowledge of even the senior classes. In both Yarmouth and Ipswich, I subsequently acted upon the hint; and, to the chagrin of masters and astonishment of scholars, many boys of the first class in their respective schools, able to solve questions in advanced rules with ease and accuracy, were found utterly at fault in a simple addition sum, when consisting of five or six lines of seven figures, slowly and repeatedly dictated, but testingly interspersed with

numerous 0's. This was a palpable demonstration, that "the proper degree of attention" had not been bestowed upon arithmetic; for, had the defaulters been sufficiently accustomed to recapitulate, according to the practice of the best commercial schools, they would have been at no loss to set down with correctness lines of seven figures of whatever precise value.

Reading susceptible of improvement.

I venture to think that improvements might be made with regard to reading and its concomitants in some of the public schools that I have visited. Indeed, I do not hesitate to say, that the best specimen of reading I heard in the course of my observations was in a private school, in all or most other respects very inferior to the generality of public schools; and I ascribe it to the accidental presence of advantages, the too frequent absence of which from public schools I take the liberty to notice. The circumstance was attributable to the use of a book or books which interested the boys, and to the ability of their teacher to appreciate the beauties of style and give them appropriate expression. In the upper classes of public schools, there appeared a general level of attainment with regard to facility and fluency, distinctness of utterance and boldness of enunciation; but, with some exceptions, a prevailing deficiency was observable as to apprehending the nicer shades of meaning, and as to the modulation and emphasis necessary for conveying an author's sense in a pleasing manner and with suitable feeling, force, and expression. It seemed to me, that sufficient time was not devoted to reading; that individual boys did not read continuously enough to acquire a good style, which can never be successfully cultivated by reading one sentence at a time; and that, always excepting the Holy Scriptures, the books used were generally wanting in that attractive and sustained interest without which boys have no adequate motive to concentrated attention and cheerful exertion. The want of a better kind of reading books is named by a trained master of distinguished ability as the one great want of the assisted schools. In order that boys may learn to read well, some of the most entertaining books in the language should be put into their hands; and, if the young children of the poor, whose domestic training is seldom either awakening or refining to the mind, are ever cured of the slow, sing-song, word by word way of reading, it will be, I venture to think, by accustoming them to the perusal of lively books, written as much as possible in the colloquial idiom of their class, and on subjects which most stir up their faculties and soonest touch their feelings.

Suggestions.

Defects in spelling.

Spelling is a part of education in which the public schools are charged by their private rivals with being defective, and acknowledged by some of their earnest patrons to be imperfect. On this subject also I availed myself of the suggestion of my colleague, and tried all classes, upper and lower, with the days of the week and other words of frequent use, though not always of obvious orthography. February was sometimes a stumbling block, and Wednesday more frequently an insurmountable difficulty to boys and girls of the first class, though a fair moiety of their class-

mates might spell either word without fault. A solicitor told me that he took into his office one of the best boys in a school with the management of which he was himself connected, and had the mortification to discover that he could not be depended upon to transcribe a document without blunders in simple words. The teachers, nevertheless, seem to do their best by combining writing from dictation with oral spelling; and, perhaps, after all, the children in elementary public schools make as few blunders as those in schools of higher pretensions.

My disappointment was greatest with regard to grammar. Grammar little understood. Whole classes were often ready to answer questions relating to the prefixes and suffixes, and even to render the particular meaning of words by equivalents or periphrastic definitions, very few of whom could accurately or with any certainty discriminate between the parts of speech, much less give good grammatical reasons for the places of words in a sentence. I tried several classes with the following lines in Cowper's soliloquy of Alexander Selkirk:—

“ I am monarch of all I survey;
My right there is none to dispute.”

and,

“ The beasts that roam over the plain,
My form with indifference see.”

In no instance could either boy or girl bring “right” under the government of “dispute,” or “beasts” into agreement with “see,” or “form” under the government of that verb, until the phrases were placed for them in the direct order, “to dispute my right” and “the beasts see my form.” Several intelligent masters were unfeignedly astonished. One, but only one, had the temerity to dispute for a moment the accuracy of the parsing which made “right” the object of the active verb “dispute.” I do not believe that any other certificated master was unable to parse yet more difficult sentences; but I do believe that, until trained teachers are themselves taught the principles of grammar as more distinctly appreciable in a language like the Latin, they will not have much success in making children comprehend the grammatical relations of the words of an inverted sentence in their mother's tongue.

Public schools connected with the Government are the only schools in which the master is assisted by pupil teachers. Where the funds will allow of the appointment of assistant masters, as in the Christ's Hospital day school, Ipswich, equal or greater efficiency may be secured; but, in the generality of unassisted schools, the employment of monitors is the only resource, and the result is comparatively unsatisfactory. That the studies of the monitors may not be brought to a complete stand, they are from time to time changed; so that, while the classes to which the master or mistress cannot personally attend have no instruction but such as the elder children in rotation can give they have not even the advantage of being taught systematically, by the same teacher; whereas, the pupil-teachers are not only taught

Inefficiency of
the monitorial;
system.

that they may the better teach, but are also in a gradation of years and of acquirements, suiting them to the graduated wants of the different classes. The consequence is, that no school where the monitorial system only is in use can be expected to compete successfully with one in which the master is aided by an organized staff of pupil-teachers.

Feeling of
trained
teachers
towards their
profession.

I have met with little to support the notion that trained teachers in general show a tendency to be dissatisfied with their position on account of its not opening to them a career of advancement, and to leave it in order to embrace other professions. For the most part, those of them with whom I have conversed have denied the imputation for themselves and their order, and have been confirmed by the testimony of school managers. Some of them, however, conscious of abilities and acquirements beyond the range of their present position, are ready to aspire to higher and more profitable employment were the way open. Several have remarked upon the appointment to lectureships in the normal schools of young men just out of their studentship, as an injustice to those experienced schoolmasters whose qualifications fit them for such offices. A few have ventured to suggest that it would be no more than reasonable to give a portion, at least of the assistant-inspectorships of schools to men who, at all events, they say, possess a practical knowledge of the subject. Instances have occurred to me of trained masters and mistresses gladly accepting the charge of independent schools to escape from the alleged irksomeness of official inspection, and of others who, with more or less success, have established schools of their own; but I have met with none who have absolutely left the profession, except under the compulsion of failing health. Its ranks are thus thinned chiefly by the desertion of pupil-teachers and uncertificated students, who either conceive a disgust for the calling or find opportunities of employing their time to greater pecuniary advantage.

Opinion of
school-
managers and
others concern-
ing trained
teachers.

To afford a more detailed view of the evidence on these subjects. The answers of those who, as school-managers or otherwise, have had opportunities of observing trained teachers, are generally to the effect that their training has adapted them to their duties, and that, as a class, they show no great tendency to be dissatisfied with their position. Some go into particulars, but scarcely any appear to have formed a distinct opinion as to the manner in which reading is taught. In Hull and Sculcoates the prevailing impression is, that the trained teachers are efficient; "vastly superior," according to Mr. Wright. Mr. Addley remarks, "Training improves the naturally adapted, but would never adapt those who have not a natural genius for the work." Mr. Jukes says, I "have often found them wanting, not so much in information, "but in the higher qualifications for the instruction of the young; "namely, in capability to develop the power of reflection, or to "mould by spiritual influence the moral character of the child. "They have done their work as a means of subsistence, and not "from the higher and purer aim of *educating* the man into the

Hull.

"Christian." Mr. Jukes adds, that he has not observed any dissatisfaction with their position among competent teachers. Mr. Burt and Mr. Simpson have seen no worse sign about them than a desire to improve their salaries; and Mr. Theophilus Carrick observes, that, "the only cause of complaint is the smallness of the salary compared with the work required;" but Mr. Atkinson has found that they "need managing as a class," and Mr. Addley states, that "many show dissatisfaction, imagining they are fitted to take a higher position in society because of their education, which is often superior to that of the clergyman." Mr. Woodhouse remarks that a collegiate training has this advantage, that "they do not come from their native village, and perhaps from their pauperized home, but from such a college or training school, and they are esteemed accordingly."

At Yarmouth, the testimony to the adaptation of trained teachers Yarmouth. is much more qualified. One witness thinks their "efficiency immensely increased;" a second, that "none other are fit for the present times;" and a third, that it "were to be wished that many of them could establish private schools of their own." Yet Mr. Johnson observes that they "fail in reaching the hearts of children and giving them good principles;" and Mr. Nevill, that, while crammed on some points, they are not sufficiently trained in the lowest branches. "Though really ignorant," he continues, "they are often conceited. Conceit and dress are the two great faults of mistresses from training schools. These often make them dissatisfied." Mr. Vaux also considers training less successful in the case of mistresses, who, he says, are "very often deficient in needlework." Mr. Nevill's opinion, that training is not perfectly successful in the lower branches, is confirmed by witnesses opposed to the Government system. Mr. Fisher fears that the preparation of teachers for obtaining certificates, of pupil-teachers for examinations, and of the schools for inspection, interferes in some degree with elementary instruction; and Mr. Russell doubts whether trained teachers do not aim at the flashy and ornamental rather than the solid and useful, achieving great feats in showy matters and betraying lamentable deficiency in elementary departments. Mr. Russell, however, acknowledges that a great debt is due to normal schools.

At Ipswich, Mr. Read asks for more of them as "the grand Ipswich. want of our country," declaring that there ought to be several of them in every county. Here the general judgment is, that the trained teachers are well adapted, well disposed, and well satisfied. Mr. Glyde describes the certificated masters in Ipswich to be "men of good attainments, tact, and energy;" and Mr. Peachey explains that the whole class "are better adapted by intelligently employing philosophical methods in teaching elementary subjects;" but Mr. Webb has found that they "usually appear unable to adapt themselves to any peculiar circumstances, and give too little heed to the elementary;" and Mr. Maud that "some are rather dissatisfied, from imagining their attainments

“superior to what they really are, and thus thinking too highly of themselves.”

Suggested
cause of dis-
satisfaction.

Mr. Deck, of Hull, mentions what in his opinion is a legitimate ground of dissatisfaction. “A master or mistress is dissatisfied (and I think with some reason) when they lose their gratuity in consequence of the misconduct of a pupil-teacher; e.g., if a pupil-teacher does not attend to his religious duties, or behaves disgracefully out of school hours, so that managers are obliged to withhold their certificate, the master, in my judgment, ought not to lose his 3*l.* when it is no fault of his own. A pupil-teacher’s indentures are sometimes cancelled through no fault of the master, and yet he loses his gratuity or payment.”

Trained
teachers on
their own order.

The public schoolmasters in my district have freely expressed their opinions respecting the class (trained teachers) to which nearly all of them belong, especially as to the feelings with which they reflect upon their profession and prospects. Some think that the effect of training is to make the students conceited, to indispose them for elementary teaching, to enlarge their intellectual acquirements to the detriment of their moral fitness, to engender an inordinate ambition for secular learning. If, therefore, the lower branches of school instruction are neglected, one master would charge the blame on the Committee of Council for requiring candidates for certificates to know and teach subjects not needed, or for which there is not sufficient time. Mr. Topple thinks the danger of the present system is, lest in training the *minds* of the children, the acquirement of a due facility in elementary branches should be neglected. Mr. Tomkins, on the other hand, points out that history, geography, and grammar, combined with reading, and free-hand drawing with writing, are mutually helpful. Some of the higher trained masters appear to be not quite satisfied with their position. These are among the alleged grounds of discontent—*inadequate remuneration, no prospect of advancement, want of practical success, frequent calls for statistical returns, inability to dispose of their leisure time as they please, or with the consent of the local managers.* The feeling of dissatisfaction, nevertheless, rarely reaches such a height as to end in total disgust. No trained master, for example, has left the profession in Ipswich during the last 11 years.

WORKING OF
THE PUPIL-
TEACHER
SYSTEM.

Hull.

The pupil-teacher system, it is almost with one consent allowed, works well, and without any necessary or even actual clashing between the duties which the head teacher owes to them and to the school. Monitors, paid or unpaid, are the only substitute for pupil-teachers, and a very inefficient one, it is asserted, at the best. In Hull and Sculcoates, the avoidance of any clashing between the duties named, is believed by school managers and others to depend upon the care, judgment, general competency, and conscientiousness of the responsible teacher. Mr. Wright, indeed, thinks that “the master is under great temptation to neglect the scholars in favour of the pupil-teachers, as he feels more interested in their passing creditably. Another evil of

“ the system is, that a large proportion of the pupil-teachers enter into trading and mercantile pursuits, so that the public money is spent in educating them for a calling which they do not adopt, and is so far misappropriated.” Mr. Addley, on the other hand, says, “ Where there is neglect, the pupil-teacher, not the scholar, would suffer. Where one suffers, the other will suffer.” Mr. Moore also observes, that the pupil-teachers are the more exposed to possible neglect, “ the school being under observation.” Mr. Turner, as a retired schoolmaster, thinks there is some danger of the pupil-teachers becoming burdensome to the country; but their youthfulness gives them some advantages, in teaching boys, over adult men. Mr. Woodhouse, who speaks in the twofold character of a former schoolmaster and an actual school manager, insists upon the necessity of a proper gradation among the pupil-teachers, and states it as his impression that the present race are inferior to the first.

At Yarmouth, Mr. Nevill observes, that “ a bad master will neglect either or both;” and Mr. Vaux, that both the pupil-teachers and the school are too closely inspected for discovery to be avoided if there be negligence, besides the natural anxiety not to get into disgrace. Mr. Russell, too, suggests that, at any rate, what the pupil-teachers get finds its way back to the school, resulting in the general advantage. Mr. Tritton and Mr. Fisher agree in considering the pupil-teachership as a wise system, the best yet discovered; but the former regards the whole class as trained to the expectation of “place,” to be the dependents of power; and the latter thinks it may be fairly doubted, whether, had not Government interfered, parents would not have voluntarily apprenticed their children to this, as to any other trade or profession.

At Ipswich Mr. Read concedes, that the pupil-teacher system is a great advantage, and has done much, yet deems it susceptible of improvement in details. Mr. Webb admits, that, during the latter part of their time, they become valuable; and he takes the opportunity of remarking, that, as voluntary schools, generally speaking, cannot afford to pay either pupil-teachers or monitors, Government grants to the other schools are, consequently, effectually destroying them. To this Mr. Raven adds, that pupil-teachers are good and necessary, quite as much in voluntary schools as in others; and I may mention, that, while writing this report, I received information from Mr. Jukes that the committee of the Dock-green schools in Hull have resolved to raise a fund for this very purpose. Mr. Maude meets the supposed charge of partiality by observing, that attention to pupil-teachers is no wrong to the other children; adding, that “monitors are as inferior to pupil-teachers as an Hottentot to an educated European.” He is confirmed, as to the substance of this opinion, by Mr. Peachey, who remarks, that monitors are less intelligent, less influential, and consequently less efficient. Mr. Glyde, too, suggests, that monitors, besides being too young and inexperi-

enced, "have not sufficient time to advance their own intellectual attainments."

Trained teachers on the pupil-teacher system.

The experience of certificated masters is highly favourable as to the working of the pupil-teacher system; and one and all repudiate the notion, that there is any clashing between the duties they owe to their assistants and to the school, or any favour shown to either at the other's expense. Some drawbacks are noticed. The proportion of pupil-teachers to children is thought not high enough; there should be three where there are now but two. It is found difficult in practice to maintain a duly graduated succession. In some schools, the children leave so early that none of the existing scholars are old enough to become pupil-teachers. On the other hand, at present junior pupil-teachers are thought so little better than monitors, that it is proposed to raise both the age and the standard of eligibility. In support of this view, it is alleged that the younger pupil-teachers are wanting in due attention to their classes, and fail of suitable conduct when from under the eye of the head teacher. Mr. Raven of Hull, who is dependent upon monitors, states that parents object to their children being so employed; and Mr. Lovell, that monitors cannot carry their classes "forward." Mr. Ball, a teacher of large experience, declares that "one can do as much in four months with pupil-teachers as in twelve with monitors."

Unassisted schools not attractive to trained teachers.

The class of unassisted public schools which have sufficient attractions for a certificated teacher is very small. Most schools established and sustained by private benevolence, being designed for the very poor, are either free or available on the payment of such inconsiderable fees that they press upon the resources of their promoters with too great weight to allow of large salaries to the teachers, any more than of small salaries being much augmented by the addition of school pence. The kind and degree of instruction required in such cases are, on the other hand, so moderate as not, of necessity, to call for the superior capacity which a Government certificate supposes. It is certain, at any rate, that, unless the appointments present other counterbalancing recommendations, from locality, association, or diminished responsibility, those who offer them must find the means of bidding as high as the managers of assisted schools, in order to secure the services of teachers bearing the official stamp of proved competency.

Competent masters hard to be obtained.

The difficulty of obtaining competent teachers for uninspected schools, in the face of the prospects held out in those which are inspected, is described as great, chiefly, I suppose, in the case of masters. At Hull, Mr. Burt remarks that such schools become unpopular, not coming up to the inspected ones. At Yarmouth, Mr. Russell observes that "the temptations of public schools are very strong," meaning public in the sense of being sustained with public money. At Ipswich, Mr. Webb notes, "The nation's purse is so much longer than those of the supporters of voluntary schools that most teachers prefer dipping into the former." Mr. Tritton's answer on this question is as follows: "Undoubtedly

" the whole school system is being diverted from its intention, the only end sought being the very one which is not answered."

The difficulty is treated by certificated masters as wholly a question of salary. Mr. Farrow, indeed, believes that there are many competent teachers who will not submit to examination, and who prefer schools not under Government; and Mr. Brand mentions several instances in which private gentlemen have obtained for their teachers all the advantages of Government connexion by placing their schools under inspection; but Mr. Tomkins explains the matter by remarking that a salary of 100*l.* in a Government school is equal to one of 130*l.* in an independent school, or, as Mr. Ball puts it, "Men who can get 140*l.* won't take 70*l.* or 80*l.*"

The conclusion to which this testimony points, must not, perhaps, be received without abatement, if, as believed by most persons who have given me evidence, the number of teachers holding certificates is likely to become excessive. The Commissioners, having the command of information from all quarters and all sources, including the normal training schools themselves, will be better able than any one assistant commissioner can be, to form a correct judgment on this matter. The majority of my informants, however, seem to view it as a mathematical problem, susceptible of easy solution and exact demonstration. Some are of opinion that the augmentation is accelerated by the greater facility of the examinations. Others believe it will be long before a profession so little popular becomes overstocked; or, that any excess of supply would be more than absorbed if schools were opened in proportion to the necessity for them. The majority, nevertheless, reason that, inasmuch as the future supply of certificated teachers will be in proportion to the present number of pupil teachers, it follows of arithmetical certainty that duly accredited masters will eventually outnumber the schools requiring them, even though the school accommodation should positively overtake the increase of population, and completely satisfy the wants of the community. The more experienced masters are of opinion that young persons from the training schools become head teachers at too early an age, and are, therefore, unable to command the respect necessary to authority. Most of them think it would be well for them to serve a short time as assistant masters; but the schools are few, it is objected, which afford facilities for fairly trying such an experiment. The expediency of denying masterships to certificated teachers, after seven years' preparatory study, is seriously questioned; and it is suggested that the best way of meeting the objection on the score of youth would be by somewhat deferring the age at which pupil-teachers are apprenticed.

I said above, duly accredited *masters*, because, when the question is asked whether the supply of mistresses is equal to the demand, it comes out, that, notwithstanding the due proportion of female to male pupil-teachers, the supply already falls short of

A question of salary.

Prospective increase of certificated teachers.

Their juvenility.

Assistant mastership desirable.

Suggestion.

DEFICIENT SUPPLY OF MISTRESSES.

Causes.

the demand. Mr. Nevill, of Yarmouth, however, thinks that too few are trained, while Mr. Read, of Ipswich, attributes the scarcity to the want of sufficient remuneration, want of early training, and the public low views of the educator. No means have been furnished me of determining in what measure this disproportion may be owing to young women declining the profession of educators before obtaining certificates, except by one of the Hull clergy, who observes that many only wish for the good education they obtain, without any intention of ever entering the profession as mistresses. The evidence calls attention to the obvious facts, that, in every complete set of schools where the infants are not taken by a pupil-teacher, two mistresses are wanted for one master, and that the preponderance of mixed and united schools in small towns and villages heightens the excessive demand for mistresses. Two witnesses, one of whom had discovered the insufficiency of the supply by the difficulty of getting one for his own school, suggest that the confinement of school is prejudicial to the health of young women. Another suggestion is, that the distance of their residence from the school often increases the labour of attendance. A lady who is the active manager of an industrial girls' school, gives it as the result of her experience, that young certificated mistresses fail through not being induced to carry into effect the wishes of older persons on local committees. Other witnesses concur in stating, that certificated mistresses, being well educated, attract the regard of young men of the middle class, and contract early advantageous marriages, which rob the profession of their services. This is the common answer given by schoolmasters. Masters seldom content themselves with a life of single blessedness; but their marriage does not involve the abandonment of their calling, as in the case of mistresses, who, even if they marry masters, which one witness affirms, must, in course of time, find school duties incompatible with household cares. It appears to have been suggested by a clergyman, that they should be bound to remain single three years; and Mr. Ball calls attention to the impolicy of restricting the issue of certificated teachers of either sex from the training schools, to a fixed period of the year.

Suggestion.

TEACHERS IN
ENDOWED
SCHOOLS.

It is generally admitted that the character of the teachers in endowed schools has participated in the improvement which the Committee of Council, aided by the normal schools, has effected, directly or indirectly, in that of elementary school teachers at large. The three towns with which I am conversant afford but limited means of judging. So far as they are concerned, however, the decided tendency is towards a faithful and efficient administration of educational charities. In an instance or two, influence may have inserted a round man in a square place, to occupy what he could not fill; or placed a respectable woman in circumstances where she can make herself very comfortable, but where she has not the ability to make herself useful to the public in a degree proportionate to the means and opportunities at her disposal. But

Her Majesty's Attorney General and the Court of Chancery have been at work among ancient endowments, which needed adaptation to modern times; while, in other cases, the trustees, taking the gentle hints of the Commissioners of Charities, had spontaneously anticipated the compelling force of a decree in equity. In Sculcoates, several masters of endowed village schools hold certificates, and one or two others announce their intention to sit for them. In Yarmouth, the master of one endowed school was trained, though he is not certificated; but he has approved himself by a long course of effective service, and is by the voluntary choice of the trustees under Government inspection. The master of the second endowed school may have owed his appointment to influence. At any rate, it was stoutly though unsuccessfully opposed on the ground of his being uncertificated; but now he holds a certificate of merit from the Committee of Council, with other prizes demonstrative of his proficiency in various subjects, and is also under inspection. The practical administration of the school endowments of Ipswich is, for the most part, in excellent hands. The Red Sleeve children, as already stated, are under the care of the St. Margaret's schoolmaster, who is both trained and certificated. The Christ's Hospital boarding school is taught by a trained master, who had established his reputation as a teacher before certificates were invented; while the Christ's Hospital day-school, the gate of entrance to the advantages of the boarding school, is conducted by a master who possesses a certificate of the highest class. The master of the Grey Coat school, trained but not certificated, has held the situation for a number of years, and appears able to perform more various and higher duties than his employers, or the deeds of bequest under which they act, require of him. In short, I need have no scruple in reporting that this charity is very susceptible of a much improved application.

The answers obtained to the question relating to the efficiency of masters of endowed schools and the purity of their appointments, are various. It is the impression of several witnesses, that they have participated in the general improvement of education, and that the trustees of charitable foundations are more careful than they used to be in securing the services of men of ascertained competency and tried character. Mr. Simpson, of Hull, is disposed to think, that the balance is nearly even as to the masters of endowed schools. At Yarmouth, Mr. Nevill thinks that the disposal of such masterships is still often a job; and Mr. Johnson, that the men selected are not always the best that could be had. Mr. Vaux points to two cases, in one of which the master was fairly chosen, in the other through influence. Mr. Tritton also fears, that influence still has too much sway in the disposal of endowments; while Mr. Russell has observed great improvement in the matter. At Ipswich, Mr. Maude states, that the masters of endowed schools are often inefficient; but Mr. Glyde declares, that the appointments in Ipswich are beyond suspicion, though "in one case improvement is much needed." Mr. Raven states

Motives which regulate their appointment.

Suggested utilization of endowments.

his persuasion, that "endowments, managed on better principles, would educate fourfold the number now benefited by them."*

FORMER PUR-
SUITS OF
PRIVATE
SCHOOL-
MASTERS.

But a small proportion of the teachers of private schools in my district have been specially educated for their work. Among the proprietors of superior schools, there are several graduates of universities, and some men trained for the Christian ministry. Among these are a few possessed of the Government certificate. But, among the masters of private elementary schools, I have met with none holding certificates from training colleges or other bodies granting similar testimonials. Ipswich is the only place at which even one private school is conducted by a certificated teacher; and this is a female, holding the certificate of the Committee of Council. The most respectable unaccredited members of the profession are those who began as ushers in other men's schools, and who, consequently, have spent their lives in tuition. The rest are, in general, devoid of any kind of fitness for the work, as several betrayed by their invincible repugnance to allowing an examination, or even a sight, of the schools; while a few, with apparent unconsciousness, unreluctantly threw open to view the glaring proofs of their deplorable incapacity.

Their character
and inefficiency.

The general testimony goes to show, that most private school-masters are men who have failed in other pursuits, and that many of them eke out a subsistence by doing whatever odd jobs chance may throw in their way. One witness specifies quondam barbers, sailors, soldiers, and millers, as turning to school keeping, and

* J. D. Sollitt, Esq., head master of the Hull Grammar School, placed in my hands a written statement concerning his income, of which the following is a copy:—

"The income received by the head master of the school is from the following sources:—

	£	s.	d.
" From the Woods and Forests - - -	-	13	2 2½
Rent of two houses formerly in Hull - - -	-	6	0 0
" tenement adjoining the school - - -	-	6	0 0
" upper room - - -	-	11	0 0
		<u>£36</u>	<u>2 2½</u>

"The above, less fees, &c., is the whole income, with the exception of the payments received from the boys. Before the election of the present master, the Hull Corporation had always paid the master 63*l.* per year; said by some to be a compensation for a field situated where the Humber Dock now is; but which 63*l.* per annum was refused to be paid by the corporation any longer. The 6*l.* per annum paid by the corporation for the rent of two houses formerly in Hull, was the rent paid in 1583, and has never been increased, although the site of those houses is a part of the present shambles, the property of the corporation, and I should think the worth to them is above 60*l.* per annum. In addition the corporation have compelled the present master to pay for all the repairs of the school and buildings, although all repairs were formerly paid for by the corporation. The sum paid for this item alone by the present master will amount to about 700*l.* It is the opinion of the present master, that, if everything belonging to the school had been sacredly kept as it ought to have been for the use of the school, there would be sufficient to allow all the boys in the school to be educated free of any charge whatever, and the income would stand something as follows:—

	£	s.	d.
" From Crown lands, left to the school by John Alcock, Bishop of Worcester, in 1486 (say) - - -	-	1,000	0 0
Houses left by W. Gee, the builder of the present school - - -	-	60	0 0
Salary which used to be paid by the corporation - - -	-	63	0 0
Rents now paid - - -	-	17	0 0
		<u>£1,140</u>	<u>9 0</u>

present schoolmasters as being also interested in ship-owning or engaged in rate-collecting. He might have added borough magistrates to the other occupations of private schoolmasters ; some of whom, again, are accountants, agents of insurance companies, and, in fine, what in vulgar speech are described as "jack of all trades." At Ipswich, for example, I became acquainted with one whose general intelligence enabled him, not only to keep a day and an evening school, but also to cater for a county newspaper, to conduct the correspondence of persons who are no scholars, and to make the wills of testators who are penny wise and pound foolish. Those private schoolmasters who are engaged in elementary teaching, appear to be generally regarded by persons interested in education as far from efficient, though some observers have noticed a considerable improvement of later years. In Hull, of six clergymen and ministers, three speak favourably, and three unfavourably, of them. According to the latter, they are generally very deficient, mere adventurers who have assumed teaching as a *demier ressort* ; while the former describe them as good, "men of respectable attainments, and generally efficient," or, at any rate, "an improved class, from the demand for competent teachers." At Yarmouth, Mr. Vaux states, that, when fit for nothing else, a man sets up as a schoolmaster, and often succeeds, more to his own profit than to that of his scholars. Mr. Blackwell describes the class as behind the age, and as charging a high rate for an education far inferior to that given, by masters trained at normal schools, for a mere trifle. Mr. Fisher is not aware of any existing private teacher previously trained for the purpose. Mr. Russell admits, that school-keeping is often the last resource of the unfortunate and incapable, but states that he is inclined to give the private schoolmaster, when trained, precedence above all others. At Ipswich, the class are described as unfit, inefficient, and comparing very unfavourably with certificated masters, their previous occupation being anything but a suitable training. But several witnesses regard them as improving. The very unsuitable teachers of 25 years ago, says Mr. Webb, are fast disappearing. Mr. Cooper also notices a great change in the character and previous pursuits of private masters, who are now mostly trained to be teachers. Mr. Jones likewise knows but few private masters not competent and in some way trained, and believes it is the case increasingly ; while Mr. Raven acknowledges, that, with all the inefficiency of some, many have supplied a great necessity, and stimulated a more general school attendance.

The condition of school buildings, and of their internal arrangements, with respect to desks, apparatus, and classification, is, in my district, almost invariably good ; for the greater part, excellent. I say school buildings without qualification, because, with extremely few exceptions, the description applies only to public schools. Some of the superior private schools are held in buildings erected for the purpose, and in Hull and Sculcoates two or three masters of elementary private schools have built or rent schoolrooms as convenient, and for the number of their pupils as ample, as any

SCHOOL BUILD-
INGS AND
APPARATUS.

of the public school-buildings. But in Yarmouth and in Ipswich the private schools of all grades are invariably taught in private houses, and most of them in very confined, ill situated, ill lighted, ill ventilated, and ill furnished rooms. A majority of the buildings in which the Government-assisted schools are carried on, were built and furnished with the concurrent aid of the Committee of Council, and consequently according to methods approved of by that authority. In Hull, three sets of Government-assisted school-buildings bear date from 1837 to 1839, two 1844 and 1850, three from 1837 to 1839, and one only so far back as 1806. In Sculcoates, ten bear date from 1852 to 1859, one 1848, three from 1832 to 1839, and one only so far back as 1829. In Yarmouth, two bear date 1850 and 1852, and one only so far back as 1813. In Ipswich, two bear date 1852 and 1857, eight from 1846 to 1848, and one only so far back as 1837. Of this whole number (38) only three were built before 1830, seventeen between 1830 and 1850, and no fewer than eighteen since 1850. The three of oldest date are, the Hull National school, so spacious and well arranged as to have become the type of several subsequent school buildings; the British school at Yarmouth, 1813, which is arranged on the tripartite principle peculiar to the Borough-road, with not a foot of space to spare; and the Drypool National school, 1829, which is ill lighted, ill ventilated, ill arranged, and altogether insufficient. Among those of middle age, Holderness Ward Bristol school may be named as having outgrown its accommodation; but the great majority meet every requirement of a public school, and many of them are characterized by modern improvements in their best and latest forms.

SUBJECT
MATTER OF
ELEMENTARY
INSTRUCTION.

In order to the formation of a correct judgment as to the subject matter of education in elementary schools of all descriptions, I examined in each portion of my district a considerable number of public and private schools. Among the former were Government-assisted schools of different denominations, National, British, and Wesleyan, endowed and charity schools, and unassisted schools of various descriptions; among the private, such boys' and girls' schools as appeared most suitable for fair comparison with the Government-assisted schools, and as, being such, the proprietors were willing that I should examine. In Hull and Sculcoates, I met with a refusal in three cases, one a boys' school, and the other two girls' schools; but I was courteously permitted to examine a sufficient number of both kinds for my purpose. In Yarmouth, I experienced no repulse from schoolmistresses, but was politely denied by every private schoolmaster to whom I made application. In Ipswich, I had no difficulty in obtaining permission to form an opinion of the state of a boys' school which had been pointed out to me as the best of its class; but in two other instances I was frustrated. One man did not literally shut the door in my face, yet cautiously kept it in his hand; and the other, who had made an appointment with me, excused himself, when the time came, on the plea of illness, protruding his furred tongue in attestation of the fact. The private schoolmistresses of Ipswich, however, were

Unwillingness
of private
schoolmasters
to allow
examination.

more confiding, and I was kindly allowed to examine all the girls' schools that I had selected. The frank explanations which I gave of my object justified me in construing each refusal as a tacit admission of inferiority to the public schools.

From actual investigation I collected sufficient knowledge of the Examination of different schools.

subjects taught, the books used, the methods of teaching and the results of tuition in schools of all sorts, State-aided and independent, inspected and uninspected, endowed and unendowed, paying and free, public and private, for boys and for girls, to enable me to form a warrantable, and, I hope, impartial judgment of their relative merits. These schools, as already intimated, comprised examples of the efforts of all the religious denominations that have week-day schools, the Roman Catholics and the Primitive Methodists excepted; but in no part of my district could I discover one school which professed to be purely secular. On the contrary, all schoolkeepers, down to the merest nursery, were anxious to have it understood that they made a point of giving religious instruction. I am bound to say that the private schools as a rule appear decidedly inferior to the public schools. One boys' school of the former description, and but one, I have a note of, in which everything was on a par with the best class of Government schools; but there the teacher had been well trained for his work, and charged from sixteen shillings to a guinea per quarter. Some other boys' schools had the outward appearance of order, method, and sufficient apparatus, but either the master or the scholars, or both, broke down under the weight of a very simple examination. The subjects studied were not always thoroughly comprehended by the teacher; and what one does not know he cannot teach. The mere reading is sometimes as good, now and then better, than in some of the public schools, and so with the writing in copybooks. But, in slate work, whether of words or of figures, and still more of maps, the inferiority is marked. Private school boys are a long way behind in arithmetic, in mental calculation and on the slate, in point of celerity, accuracy, and stage of progress. In mechanics, &c., the disparity is evident on the face of the returns; except that, while in the public schools instruction in these subjects is confined to the boys, exactly half of the students of physical science in the private schools are girls.

No purely secular school.
Inferiority of private schools.

---	Mechanics.		Algebra.		Euclid.		Physical Science.		The higher subjects in public and in private schools.
	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	
Hull - - -	111	--	93	--	72	2	335	58	
Sculcoates - -	28	--	17	5	13	1	--	12	
Yarmouth - -	--	--	47	--	14	--	--	14	
Ipswich - - -	--	--	10	--	3	--	85	--	
Totals - - -	139	--	167	5	102	3	420	84	

In spelling there is little difference, somewhat more against the private schoolboys in grammar; but, as to the real meaning of words, phrases, allusions, &c., the children in public schools are far in advance. Geography and history are little taught by private teachers of the class under consideration, and only or chiefly as so many words to be got off by heart. In fine, whatever may be the particular subject, they treat instruction as a thing of rote and memory, rather than as an exercise and storing of the mind.

Substantial identity of instruction in public schools.

My experience goes to verify the belief of the Commissioners, that the subject matter of education is (with certain exceptions) substantially the same in most public schools of the popular grade. Reading, writing, and arithmetic, with religious instruction, form the staple of them all. As to the manner in which the first two arts are taught, a sufficient general opinion, perhaps, has been already expressed. Occasion has also been taken to notice the arithmetical teaching, with its somewhat imperfect results. I may add, however, that one redeeming feature in this department is the directly practical application which is wisely kept in view in teaching the science of numbers. Most of the trained masters are careful, not only to make their pupils understand the principles which Wallingbame and others have formulated into "rules,"—rules followed by so many boys without the least perception of their meaning,—but also to give them, on every fair opportunity, an insight into the practical purposes of real life to which the calculation in hand is usefully applicable. In several schools the preference, I observed, was given to those treatises which connect every question, from simple addition to the abstrusest sections, with the daily transactions of mankind.

Practical arithmetic.

Systematic teaching in inspected schools.

I found reason to believe, that, as a general rule, wherever the school is under a trained master, assisted by a staff of pupil-teachers well graduated in point of age and standing, the course of instruction is orderly, systematic, and, within its range, substantial. The teacher assigns to each class the work to be done during a given period; and he makes it his own care that each pupil-teacher shall thoroughly prepare himself from day to day for conducting his respective class efficiently through the assigned portion of work. With so much precision is this rule carried upwards through all the classes, that they are linked together as in one chain; and the children who have completely mastered the work of their class, are in due season ready to go from class to class, assuming each subject at the point arrived at before removal. A system like this precludes, as effectually as possible, desultory and superficial teaching; at least, in relation to subjects learned immediately from the printed book.

Fundamental character of the reading lesson.

As to reading, it appears to be the peculiar distinction of our common schools, unless they are to be considered as having borrowed a hint from the thorough classical teaching of our great public schools, to make the reading of a book in class the foundation of lessons in every branch of knowledge on which the writer may directly treat or incidentally observe. For this

purpose the lesson books of the Irish Board are most in vogue. It is not my province to discuss the merits of these compilations; but, be those merits what they may, it soon becomes evident to a man who hears the boys examined on any piece which they have just read, that whatever knowledge it conveys or presupposes, is by some means or other infused into most of their minds. Of course there are varieties and inequalities among both teachers and learners; but, speaking of each in the mass, I can harbour no doubt that the instruction of large schools by daily taught pupil-teachers, under the constant oversight of a trained and certificated head master, is, as for some months it has been constantly submitted to my eyes, a great and successful experiment. When listening to a pupil-teacher lecturing upon history, geography, or some more general subject, I have more than once had occasion to notice that he entered upon and adhered to a prescribed route, undeviating pursuit of which ill squared with my desire to fathom the depth of the class's knowledge by dropping some weighted question into their minds; but, if this groove-like procession occasionally suggested the suspicion of "cram," it at least forbade the idea of desultoriness and show; implying, moreover, an orderly sequence in both acquiring and communicating knowledge. And, before I gave entertainment to the thought that the pupil-teacher had been crammed to cram others in his turn, the master would step in, and, giving the lesson a more discursive range, afford convincing proof, by his own more searching questions, and by the prompt and intelligent answers elicited, that there must have been more than mere cram in the teacher to produce so much the reverse of it in the learners.

This kind of proceeding was often observable in relation to history. The pupil-teacher was almost certain to begin with Julius Cæsar; I do not remember one who started from a nearer point than William the Conqueror. But the knowledge of the children was rarely no more than a matter of dates and succession of reigns. When the young teacher could be persuaded to deviate from the beaten path, or a less formal questioner plunged into the midst of things, it became evident, that not only had the memories of the children been stored with the milestones and fingerposts of national progress, but that they also knew something at least of the events, policies, and broad features of social and political significance which distinguished the rule of the sovereigns, and determined the rise and fall of the dynasties, whose names, dates, and sequence they repeated with habitual accuracy. Numerous proofs were afforded me that not the bare anatomy of history, but somewhat of its flesh and blood and vital action, is being taught in schools where the children pay but twopence a week, and taught with an efficiency of which, in former days at least, few so called "academies" or boarding schools had any experience. At the Wesleyan school in Hull, for instance, which I had the good fortune to visit during its regular inspection by Mr. Scoltock, the upper classes produced as specimens of what they knew in history essays on given periods from recollection, unaided by books, and

Practical
example.

Teaching of
history.

Practical
example.

written under the master's eye. In the whole number, there was not one discreditable as a composition; the majority evinced good intelligence as well as retentiveness of memory; and three were of such marked and equal excellence, that it was found difficult to decide upon the best. All three would probably have passed muster before the Civil Service Commissioners as the work of candidates for appointment in Government offices; but I must admit, that the claim of superiority was determined by a process which detected some deficiency in a minor subject, while rendered necessary by remarkable proficiency in a higher. It was settled that the essay which had the fewest mistakes in spelling should be recorded as the first; and I am loth to confess, that even this was not entirely free from orthographical blunders.

Geography
well taught.

Great attention is paid, and with considerable success, to Scripture history and Scripture geography. In modern geography at large, the children are particularly well drilled. To a certain extent, there is an average equality of attainment in this subject among the first three or four classes in the best schools. That division of the boys, at any rate, will often pass through a collective lesson without betraying so wide an inequality of knowledge as the disparities of age might well account for. In most cases, I have found the upper half of a school well versed in the geography of the British Isles, and, in many, of Europe also. Here, again, it is not with mere names, places, and definitions that the children's memories are familiarized, but they are initiated into the elements of physical and political geography. With the courses of navigation from port to port, and from continent to continent, they had acquired that acquaintance to be expected first from children in maritime towns; but they also knew a good deal about exports and imports, raw material and manufactured goods, the products of the earth's surface and the minerals dug from its bowels. They are nearly as familiar with the natural divisions of different countries as with their names, and are not entirely ignorant of the laws, habits, institutions, and pursuits of the inhabitants. In the indentations of coasts, tendency of mountain ranges and minor watersheds, the sources, directions, confluence, and outflow of tributaries and main streams, they are carefully exercised. I was informed that, in a large house of business at one of the towns which I visited, nobody, neither principal nor subordinate, could even guess the nature of some substance in the hands of the firm, until a boy in their service, who had just left a National school, stepped forward, and instantly told its name and nature, property and uses, having before seen it in the object box and listened to the teacher's explanation. In a moiety of cases I discovered that the elder boys understood geographically all about the Crimean war and the Indian mutiny; and, no doubt, equal pains will be taken to enable them to follow the military movements, by land and by sea, now unfortunately taking place at the south of Europe. In fact, the knowledge thus imparted is real and not mere cram, not superficial but solid, as far at least as it goes. But geography is a science in which many

well-educated men would give a great deal for half the amount of "cram" packed in the memories of these boys of twelve and thirteen. In this subject, Ipswich carries the palm, though neither Hull nor Yarmouth is any great way behind. Nowhere, except Memory maps. in engravings, have I seen such maps as some of the boys in the Christ's Hospital boarding school, Ipswich, turn out as part of their ordinary exercises. One of the National schoolmasters in that town showed me a beautiful pen and ink map of Europe, the line of coast nicely indented, the countries clearly marked out, the rivers traced in all their sinuosities from mouth to source, the mountain ranges shaded with precision, and four hundred places neatly inserted in proper order; and all this from memory. The effort seems wonderful; but the wonder ceases when the attention given to the subject is explained. Besides the regular lessons in geography, it is the practice in these schools, that, whenever a boy in class has finished his summing, instead of idly waiting till the teacher can examine his performance, he shall turn his slate, and prepare a memory map of Great Britain, Europe, or some other portion of the globe. In a number of schools, this exercise was performed for my special information; and it was very gratifying to observe with what speed and general correctness the majority of boys, in even a third class, could delineate and fill in an island or a continent.

Upon the whole question of the subject-matter of popular education I have received a fixed and strong impression, that though the range of subjects may be too wide to secure for the generality of the children a fair knowledge of those which are simply elementary, considering their premature withdrawal from school, yet, in regard to both the lower and the higher, the instruction actually given is, generally speaking, practical and thorough, intelligent and intelligible. With respect to the two principal types to which my instructions refer, I should say in brief, that the private schools rarely go beyond giving the pupils some notion of the implements of knowledge and their use; that the unassisted public schools carry the process of instruction so far as to initiate the discipline of the intellectual powers, besides furnishing the children with some amount of practical information suited to their probable sphere; but that the assisted schools, with a portion of those which are endowed, conduct a disciplinary course of instruction as far as it can well be carried with children leaving school at all ages between 10 and 15, but rarely staying beyond 13; at the same time making a direct impartation of real knowledge, generally useful, and, as occasion serves, probably susceptible of being turned to practical account in the future life and calling of the learners.

The evidence which I have received from school managers and other friends to popular education as to the character and tendency of the instruction given in the various classes of schools which have come under their observation, is, upon the whole, satisfactory. Notwithstanding the almost entire absence of industrial training for boys, the general sentiment is, that it tends, Comparative estimate of the subject-matter of education in different schools. Personal testimony generally satisfactory.

Hull.

though in different degrees, to develop the intellectual faculties of the children, to furnish their minds with useful information, and to prepare them in a good measure for their future course of life. All who in Hull express an opinion on the subject use the language of approval and hope; and several make special reference to the superiority of the public schools in those respects. Mr. Burt, for example, "thinks that the schools under Government inspection are doing in this respect a great work above any other." With him agrees Mr. Atkinson, who says, "Public inspected schools are by far the best in all these respects." The most explicit judgment is that of Mr. Jukes. "A great improvement," he observes, "has taken place in the last 10 or 12 years in many schools, especially in the attention paid to the development of the mental powers. Still I note a general want, in schools of all sorts and under all systems, of that practical wisdom which would adapt the child's training and instruction to his probable and expected position and course in life, so much so that the matter has not entered into the consideration of the teacher."

Yarmouth.
Favourable
testimony of
voluntaries.

At Yarmouth, the most decidedly favourable opinions are expressed by individuals opposed to the Government system. Mr. Russell acknowledges, that "the school books prepared by various educational societies, and the qualification of teachers trained in normal schools, have tended greatly to improve the quality of education in all these respects." Mr. Tritton perceives a decided improvement in the developing and informing tendencies of the education given, which, therefore, opens better prospects to the children receiving it. Mr. Fisher also admits, that the instruction offered is every way good, but thinks that to gain it requires more time than the poor can afford, and that what they need could be supplied at less cost. The clergy, on the other hand, think little of the specific information supplied, considering the chief value of the National schools to consist in their tendency to develop the powers of the mind, and, so far, fit the pupil for his future lot. Mr. Vaux regards the system as more successful for boys than for girls, who, for domestic service, require a more industrial training. Mr. Nevill deems the education given, morally considered, "very commonly a failure." "The effect is," he remarks, "to instruct, not to educate. Religious instruction, good conduct, order, respect, all are taught as a lesson, in a secular way; and the lasting effect is, I believe, in a very large proportion most inadequate."

Unfavourable
testimony of
clergymen.

Ipswich.

At Ipswich, Mr. Read considers the result as "very poor" in all respects, though "any effort is better than nothing." In short, he looks upon education as "only in its infancy." Mr. Glyde finds the result far superior in inspected to uninspected schools. Several Nonconformists agree that the powers of the children are elicited; but some of them think the system susceptible of improvement in practical respects. The approval of the clergy is qualified in different ways. Mr. Maude views the whole effect as good so far as it goes, but complains that not one in five hundred stays long

enough for any proper education. Mr. Woodhouse pronounces the faculties to be brought out as much as so very young children's can be. Mr. Owen points out as the chief deficiency the want of industrial training for girls. Mr. Synge describes the system as "rather in advance of the children's position," and sees "a great danger of the memory, and not the mind, being used, especially under inspection."

The extent to which music and drawing are taught in elementary schools, public and private, may be gathered from the returns:—

MUSIC FROM NOTES.

	Public Schools.			Private Schools.			All Schools.		
	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.
Hull - - -	8	--	8	3	46	49	11	46	57
Sculcoates -	233	133	365	1	14	15	233	147	380
Yarmouth - -	189	5	194	4	3	7	193	8	201
Ipswich - - -	327	122	449	16	33	49	343	155	498
Total - - -	756	260	1,016	24	96	120	780	356	1,139

DRAWING.

Hull - - -	158	1	159	27	19	46	185	20	205
Sculcoates - -	264	45	309	4	1	5	268	46	314
Yarmouth - - -	604	178	782	27	--	27	631	178	809
Ipswich - - -	824	151	975	118	23	141	942	174	1,116
Total - - -	1,850	375	2,225	176	43	219	2,026	418	2,444

This table brings out curious results. It represents Yarmouth and Ipswich as before Hull and Sculcoates with regard to drawing, and all three as before Hull proper with regard to music. In its public schools only one girl learns drawing, and not one music. The first fact is accounted for by the existence of a school of design in Yarmouth, and also in Ipswich, the master in each case attending by arrangement at such of the public schools as enlist his services. Neither Hull nor Sculcoates boasts the possession of a school of design,—a great lack, as is pointed out by Mr. Edgley, master of the Hull National boys' school, in a town where so many ships are built and so much machinery is made. The master of the St. James's boys' school states that at one time he taught drawing, but, as the managers afforded him no encouragement, he was obliged to relinquish that voluntary addition to his duties in consequence of the cost of materials, which fell wholly upon himself. For the small number of music pupils in Hull, 8 in public, and 49 in private schools, making 57 in all, as compared with the other portions of my district, I can assign

MUSIC AND DRAWING.

Hull behind Yarmouth and Ipswich.

The school of design at Hull.

no other reason than that, while in Yarmouth the masters of the two national schools devote considerable attention to music, the music master engaged by the managers of several public schools in Ipswich is only second to the master of the school of design in the number of his school engagements. In explanation of the apparent contrast between Hull and Sculcoates, I can only say, that, though no more than eight boys are returned as learning music from notes in the public schools of Hull, I heard in two of those schools, Holy Trinity boys and the Upper Wesleyan, some admirable specimens of part singing, in which all the boys appeared to join. It will be observed, that, while in the public schools the boys learning music are far more numerous than the girls, the girls who learn it in the private schools exceed the boys, but that, as to drawing, the boys preponderate in both public and private schools. One or two other facts are, perhaps, deserving of notice.

Drawing much studied at Yarmouth.

In all the large public schools of Yarmouth, endowed or unendowed, a great proportion of the children of both sexes, with one exception, study drawing—in the Priory boys' school, every pupil. In Ipswich, the public school girls who practise the art are fewer. The only endowment for girls is the Blue Coat school, where all

Both music and drawing taught in the Free schools, Ipswich.

have lessons in music and none in drawing; but, in the three foundations for boys, the Christ's Hospital day school and boarding school, and the Grey Coat school, every boy is taught both music and drawing. It is further remarkable, that half the boys in Hull workhouse learn drawing.

"THE RELIGIOUS DIFFICULTY."

"One great difficulty," it is remarked in my instructions, "in the way of all large schemes of education, has always been the difficulty of dealing with the different opinions of various religious denominations." On this most important part of the subject, therefore, they are anxious to obtain precise information. I have done my utmost to meet this wish, always taking care to handle the question exclusively as of one fact. Whatever obstructions differences of religious belief might present to other large schemes of education, it is my duty to say that such differences,

No impediment to the Government system.

so far as I have observed, form no impediment to the principles on which the public department of education is now administered. It is not diversity of religious creed that stands in the way of their universal acceptance, but objections entertained by members of various ecclesiastical confraternities, altogether apart from theological or ceremonial peculiarities, to the reception of Parliamentary aid for themselves, and to its distribution among others. In strict

An exception.

truth, I must make one exception. In Hull, there seems to be a special opposition to the grant of public money to Roman Catholic schools as such. The more general objections continue in force, to a considerable extent, in all the towns composing my district. So far, however, as the substance of the religious teaching is concerned, the difference, I believe, is not great between any two Protestant schools.

Religious instruction well given.

I have brought away with me a deep conviction that there is no part of their duty which the public teachers of every class

perform with greater zeal and ability than the religious instruction. Some of the National schools have credit, in common repute, for inculcating Church principles, both ritual and doctrinal, with greater exactness or under "higher" aspects than others; but the formularies in all these are the same, the Bible and the Prayer Book, or, rather, the only formulary is the Church Catechism. In nearly every instance I have seen reason to think, that the teacher was more solicitous to make the children intelligently acquainted with the leading historical and biographical facts of Scripture, especially with the mission of Our Lord and his apostles, and with the practical lessons deducible from the miracles by which He proved His Divine authority, and the parables in which He displayed His heavenly wisdom, than to preoccupy their minds with the formal creed of a particular church. In the main, therefore, a child's knowledge and views of religious facts, truths, and duties, would be found nearly the same, whether imbibed in a National, a British, or a Wesleyan school. To these, as classes, my experience is confined, although one Unitarian and one Jewish school are on my list. In the British schools, doctrinal religious teaching is altogether avoided. The master of the British school in Holderness Ward, Sculcoates Union, disclaims direct religious instruction *in toto*. The masters of the British schools at Yarmouth and Ipswich also avoid doctrinal peculiarities; but they go beyond the mere reading of Scripture. In the Wesleyan schools, their denominational catechism is in use, and pains are taken to make the children appreciate it as an exhibition of Christian doctrine and practice; but my fixed impression is, that the teacher's chief aim is to enlist the conscience and the moral affections of the children on the side of general religious truth, and the obligations arising out of it as between God and man, and each man and his fellows. The Church Catechism is taught in the National schools, not merely as a series of answers to be repeated by rote, but with an earnest endeavour to make the children perceive the real import of each question and its accompanying answer, remember, and appreciate too, the Scripture proofs of every doctrinal statement, and feel the reasonableness and advantage, as well as the Divine authority, of every duty inculcated. In all the public schools that I have visited, excepting one, where it was openly avowed that a perfunctory repetition was the only thing required, I have witnessed so much earnestness on the part of the teacher, and so much attention and intelligence on the part of the scholars, that I cannot doubt of the latter deriving as much real benefit from the religious instruction given them as children of the same age and mental average under any other circumstances.

In point of fact, it is common in every part of my district for parents of one religious persuasion to send their children to schools in connexion with other religious denominations. As before stated, I have found Roman Catholics in Protestant, and Jews in Christian schools. Where Churchmen, Wesleyans, and Baptist or Pædobaptist Dissenters have an option, they generally prefer a

Substantially
the same in all
schools.

British schools.

Wesleyan
schools.

National
schools.

Free mixture of
sects in schools.

The religious instruction obligatory in National schools.

Attendance at church not compulsory in the case of dissenting children.

Unquestioning acquiescence of parents.

school connected with their own body; but there are Church children in Wesleyan and British schools, and Dissenters in National and Wesleyan schools. The intermingling of sects, however, is greatest in National schools, because of their vast preponderance. In my district, the National or Church of England schools are 74, the Wesleyan 4, the British 15, and the non-denominational schools 9. In every one of those 74 schools I am assured there are the children of Dissenters, who, in many of them, predominate. As to religious instruction and worship, there is no constraint whatever in British or other non-denominational schools. In the Wesleyan schools, those children whose parents should object to the specific religious instruction would be exempted from it; while, with respect to public worship and Sunday schools, every one is left to act as the parents please. In the National schools, the religious teaching is invariable, and, with scarcely an exception, obligatory upon every child. One or two masters have declared, that, if it were objected to, neither they nor their managers would enforce it; but the generality admit it to be compulsory, averring, however, that, though no exemption would be granted, no exemption is ever asked for. On the contrary, the school arrangements are tacitly acquiesced in, the subject of particular religious teaching being never or rarely mooted. With regard to public worship, the case is different. Scarcely any attempt has been made to compel attendance at church and at the Church Sunday school as the condition of attendance at the National school. Where the attempt has been made, it has been abandoned as intolerable and useless. The superintendents and teachers of Dissenting Sunday schools sometimes complain that their children are compelled, or, if not compelled, induced to go to the Church Sunday school, under penalty of exclusion from the National day school; but the imputation is denied; and I am disposed to believe, that the state of things complained of arises generally from the absence of a day school in connexion with the Sunday school which feels the loss, and from the natural probability that a child will, of his own free choice, accompany to the same Sunday school his schoolfellows during the week.

The question whether it is usual for parents to send their children to schools in connexion with religious persuasions other than their own, is almost invariably answered with emphasis in the affirmative. But the instances appear to be extremely few in which any terms are made by way of special provision for their religious instruction or attendance upon public worship. In general, parents make no stipulations or requests. On the other hand, school managers never, or very rarely, allow of exceptions to the rule of the school. All officially connected with schools agree that parents never object to the religious instruction customarily given; and, though there are occasional complaints to the contrary, the teachers and managers of National schools, with but one or two exceptions, distinctly repudiate the imputation of compelling the children of Dissenters to attend either church or Church Sunday

the mother with six children cannot in this case work much to help the father, and this is the most difficult time of struggles in married people. When families are numerous and children young, house rent at the minimum is 2s., fire 2s., which leaves but 8s. or 10s. for food and clothing for a whole family, leaving out education.

Being long accustomed to the sound of a nailer's hammer in making nails about two and a half inches or three inches long, I once, in my own mind, counted the number of blows to each nail, and thought it amounted to about forty before the nail was completed. On passing the shop of a man who was making that description of nails, I stopped to count the blows he gave, and found them from thirty-eight to forty-two in number. I entered into conversation with him, and asked him how many he could make in a day, he said a thousand if he worked hard. I asked how many blows it took to a nail, he said about forty. I asked what he got for making the thousand, which is exclusive of iron, and he said 1s. 8½d. So that besides shop rent, coal for his shop fire, and blowing the fire with his bellows between each nail, he has to give forty thousand blows a day to earn 1s. 8½d. Think of this, ye pleasure seeking gentlemen of England! think of their wives and children, ye novel reading ladies! and some of these have as noble blood in their veins, and are not far removed from nobility itself. Yea, some a little higher in the scale can trace their origin to royalty itself. Think of their comfortless chambers to rest in at night, with no stead, or if one, not so comfortable as the floor itself, with a thin mattrass of straw or flock, and nothing to cover themselves with but a rag of a sheet or some like covering and the clothes they wear in the day, even in the most inclement season of winter. Yet some families, as their children grow up, get considerable wages among them, and do very comfortably. I remember once having some charity money to dispose of, on going round I called at a house and asked the woman if a little money would be acceptable, she said it would; on reflection I remembered she had a strong working husband and four or five lusty sons grown up who worked in the mines, or at some labour connected therewith, and I said to her, "But you don't want help, as you must get a good deal of money into your house in the course of a week." (She) "But I do want." "But you get 5l. or 6l. a week." (She) "Yes, I should think we got that much." But this I fear is beside the question.

13. Is the supply of schools and teachers proportioned to the want of them, or are there too few in some, and what neighbourhoods, and too many in others; or how otherwise?

13. The supply of schools and teachers I should imagine is very generally diffused throughout the neighbourhood, except as above stated; smaller schools are needed in some outstanding localities. There is no case that occurs to me where the schools are too far distant for children of any size to attend. There is no place that I know of where the schools are too numerous for the population. The great need now is of making the schools as efficient as possible by a supply of good and proper teachers, and funds sufficient to carry on the school without crippling the efforts of the managers.

II.

Government and Finance of Schools.

1. Are you acquainted with the working of any, and what systems of central aid and inspection, or of inspection alone?

1. I am inspector, as rural dean of Himley, of the schools belonging to the Church of England within that rural deanery, but a most

children in National schools by the fact that "in many cases the parents have no option." He does not affirm that such children are *compelled* to do this or that. "Such children sometimes go to their own denominational Sunday schools, but, in other instances, go on the Sunday where they go on the week-day." He suggests a relaxation of the rule of the Committee of Council, which, in the case of his own denomination, would in his opinion meet the difficulty. "If the Government," says Mr. Blackwell, "would allow grants for education to each sect without insisting upon a separate building as the schoolroom, much unpleasantness would be obviated. For instance, the Wesleyans form the largest dissenting congregation in Yarmouth, and have good schoolrooms under their chapel, where they might and would have a day school for the children of their congregation if this could be aided by a Government grant."

Suggestion of
a Wesleyan
minister.

Ipswich.

At Ipswich, the mixture of sects in schools is universally admitted. Mr. Jones remarks that there is "no great hesitation among Protestants," and Mr. Woodhouse speaks of both Roman Catholics and Jews as being in his schools. The former adds that Dissenters "stipulate," when they can do so, that their children "shall neither learn the Church Catechism nor attend church; but, in many instances, they have no alternative." According to the latter (and he is confirmed by others), this is not the case in Ipswich. "The parents," says Mr. Woodhouse, "make not the slightest objection to the reading of the Scriptures and its daily inculcation on the children. I do not require any to learn the Church Catechism who object; and that the terms are kept to, is proved by the attendance." Mr. Synge also remarks that "it depends upon the managers pressing particular forms or not, nobody objecting to Bible teaching." Mr. Felton "has scarcely ever found parents deliberately allowing their children to receive religious instruction in persuasions differing from their own." Mr. Burton, on the contrary, thinks that "stipulations in regard to religious instruction are not, and need not, be made in week-day schools only." Mr. Webb, indeed, states that National schools commonly enforce attendance at church. At Ipswich, however, I met no instance in proof.

Dissenters
without
alternative.

"The religious
difficulty" not
experienced by
schoolmasters.

The "religious difficulty" appears to be dissolved like a vapour, when exposed to the convergent testimony of schoolmasters of practical experience. On close inspection, real difficulty is found to be avoided, on the one hand, by the forbearance of the managers of Church schools from insisting upon the Church Catechism and upon attendance at church and the Church Sunday school, and, on the other, by the impossibility of finding education for the children of Dissenters without sending them to schools connected with the Established Church. In proportion as conformity is rigorously exacted, it is sturdily resisted; but when parents who might be supposed to have scruples are left to their own option, they generally acquiesce in the rule and custom of the school, without stipulation or even remark of any kind. Such, at least, is

the nearly invariable testimony of schoolmasters in schools of all sorts. "I never," says Mr. Howe, of Ipswich, "had a question put to me on the subject, though my whole school life has been in connexion with schools where the Church Catechism was the only formulary of religious instruction." Mr. Harding, of Yarmouth, states that he has not had more than twelve removals on account of the religious teaching in nine years, the reason assigned generally being a disposition to oblige the parents' minister. The same master declares, however, that he should without hesitation exempt a child from learning the Church Catechism if it were objected to, which it almost never is. In this all the masters agree, and it is probable that Mr. Tomkins affords an explanation generally applicable. "When the National schools had been newly established," he remarks, "I used to hear occasional complaints of too much time being spent on the Church Catechism; but that complaint has ceased, partly, perhaps, from the pains taken to impress the community with the importance of religious knowledge, and partly from the more extended general instruction which has resulted from the annual visits of the inspectors." Some masters observe, that, by confining the doctrinal teaching to those great articles of faith on which nearly all sects are agreed, all difficulty is avoided; and others, that Scripture facts are both more prominently taught and more intelligently appreciated than theological propositions. Mr. Evans, master of a school at Ipswich, supposed by some to be under high church influence, gives it as the result of his practice and experience, that parents chiefly regard that general knowledge of the Bible which, as he remarks, is "common to all schools."

Probable
reason.

I observed that my instructions did not require me to take account of the moral results of education; but it was not always possible to avoid receiving evidence touching upon that subject. In all parts of my district, the habits of the people respecting religion and its institutions were considered, by those with whom I conversed, as having a very intimate and influential connexion with the state and prospects of general instruction. Mr. Balk and Mr. Hodgson, of Hull, speaking from actual experience, describe parents under religious influence as peculiarly attentive to the education of their children; and Mr. Weatherill, an active town missionary, dwells on Sunday excursions and low amusements as corrupting the young and hindering the spread of moral instruction. This was more particularly the case at Yarmouth, where, besides the important statements of Dr. Hills, several persons laid great stress upon the bad effects produced by the systematic carrying on of the fishing trade in all its departments on Sunday. The town missionaries, who are indefatigable in their efforts to induce neglectful parents to place their children under regular instruction, both in week-day and Sunday schools, agree in describing the customary appropriation of the Sabbath to the chief business purposes of the place, as the great hindrance to education and its beneficial results.

MORAL
RESULTS.

The Sabbath
question.

Juvenile offences reduced by education on Christian principles.

The evidence derivable from chaplains, governors, and schoolmasters of gaols, and from police returns, is, on the whole, encouraging to the friends of popular education. The chaplain of the Hull Borough Gaol observes, that the juvenile offenders in that town are chiefly traceable to immigration from Ireland, and the counties on the coast opposite to it. The police returns show that crime has decreased while population has increased, and also that crime is prevailing in association with ignorance. At Yarmouth and Ipswich, the inference from official information is equally favourable to the influence of education. In the former borough, the Bishop of Columbia, while chaplain of the gaol, paid great attention to the juvenile prisoners; and his most recent reports to the magistrates, with the testimony of the governor and schoolmaster, afford ground to hope that education on Christian principles will prevent crime. This appears to be the decided tendency of things in Ipswich, where the prospect of committal to the reformatory, at the partial cost of neglectful parents, is operating upon parents and children with salutary effect. In Yarmouth, too, whence prisoners have been transferred to four different reformatories, great good is attributed to their "weeding influence." It is further stated by the officers of the gaol, that very few juveniles come into that prison who have been in Sunday school, and those few of short or irregular attendance.

Testimony of the Bishop of Columbia.

INTELLECTUAL RESULTS.

Superiority of educated workpeople.

In relation to the intellectual results of popular instruction, the testimony of the employers of labour is most decisive in preferring educated to uneducated workpeople. Several large employers in Hull, as well as in the other parts of my district, concur generally, that education gives additional value to labour, except a few kinds which are purely physical and mechanical; and that, except in rare cases, or when working men's families are large, there is no reason why children whose fathers are making good earnings should not remain at school till 13. But this leaves out a numerous and needy class; besides which, juvenile labour, they say, is, in fact, the inevitable result of high commercial competition. On the degree in which education has increased the value of working men, opinion is not uniform. The Secretary of the Hull Dock Company, believed to be the largest employers in the town, sees less improvement than Mr. Wright in the labourers, but thinks the artizans greatly improved in mind and habits. Messrs. Brownlow and Co. regret to say that education does not tell on the habit of intemperance, "the great curse," as they had anticipated. Mr. Thos. Holmes, however, finds working men vastly amended by education and reasonable discipline, and well disposed to avail themselves of opportunities for reading. Mr. Francis Sleddon, manager of the Kingston Cotton Mills, has received the same conviction from the extensive use made of a library in the factory for which the hands pay a penny a week. These conclusions are generally confirmed by the evidence of Mr. Dillwyn Sims, of the firm of Ransomes and Sims, Ipswich. The supply of lectures and mechanics' institutes he

Testimony of employers.

Intemperance "the great curse."

considers as in advance of the demand, which runs rather in the direction of light reading; yet he proposes a scheme of lectures on natural philosophy and natural history, which, he thinks, would be in the best sense popular. He is also particularly anxious to diminish to the lowest practicable point the temptations to intemperance. Early employment he regards as a family necessity, except where sobriety and frugality are strictly observed.

Suggestion by Mr. Dillwyn Sims.

The mechanics and labourers of Hull and the town parts of Sculcoates are more remarkable for native shrewdness, and that sort of manual dexterity and mental quickness which men without much knowledge of letters acquire under the stimulus of multitudinous competition in bustling places, than for that intelligence and that skill which are fostered in school. At Yarmouth and Ipswich, where the sphere of exertion and the arena of rivalry are more limited, the shrewdness and cleverness which are independent of books are not developed in so high a degree. In point of early education, the people of Hull have no advantage over those of the two smaller ports, but only in those attritions of maturer life which make men who rub against each other in daily business the mutual sharpeners of their class. The two sources of intellectual power begin to mingle their streams in individuals approaching the middle term of life. Among those in a more advanced stage, there is a fair display of mother wit and practical cleverness; but they voluntarily cede the palm to the younger race, whose equal talent and superior education, as they see, fit them for nicer work, win them more implicit confidence, and entitle them to better wages. In short, the attention of late years bestowed upon the education of the children of the poor is only beginning to show itself in the habits and fortunes of the adults. When those who have reaped the advantages of the improved public schools shall have children of their own ready for instruction, the eagerness for education will be much more intense and general than it now is. Already those parents who have themselves received a good education are pre-eminent in their promptitude to secure yet greater privileges for their children; though many others, from a keen sense of their own disadvantage and loss, evince a scarcely less earnest desire to spare their sons and daughters the like bitter experience. The manner and degree in which grown-up persons, not destitute of early intellectual training, turn what they know to a useful account, depend much upon the point to which their schooling had been carried. Where but little was acquired, but little pains are taken to preserve and increase it; but many of those who have gone far enough to perceive the benefits and relish the delights of knowledge, diligently avail themselves of every help to augment their stock. The statistics of evening schools, but still more the testimony of those who know from experience how far in number and in resources they come short of the desire as well as the need for them, show that the persons for whose welfare they are intended are little less sensible of their value and importance than the benevolent men and women who are so laudably anxious to in-

Superiority of the working classes in large towns.

Better education of the middle-aged and the young.

Probable advance of the next generation.

Anxiety of parents for the instruction of their children.

Eveningschools highly prized.

Mechanics' Institutes, &c.

General appetite for knowledge.

Pernicious literature.

Education highly prized by educated workmen.

The majority of workmen listless.

Popular taste for music.

Hull.

crease their number and efficiency. Mechanics' institutes, reading rooms, lectures, and mutual improvement associations can never accomplish what would be easily done in regular evening schools under trained and competent masters; but the extent to which they are used proves a wide-spread thirst for useful information. The mechanics' institutes are more resorted to by clerks and shopmen than by mechanics; not, I believe, because the mechanics are less desirous of mental improvement, but because they are deficient in that elementary training which is a perquisite to scientific study, a perquisite that the young men who most frequent the institute obtained, when boys, at middle-class seminaries and boarding schools. The information which I have collected, however, on the various incidental ways in which the possession of education and the desire for it make themselves known, affords convincing proof of a general appetite for some kind of mental aliment, though the few facts I was able to glean respecting the kind of literature on which the reading poor most freely lay out their pence, confirm the apprehension that the preference is too often given to such as is demoralizing.

With respect to the intellectual results of popular education, then, all experience seems to prove, that, with exceptions owing to peculiar tact or skill, to excellence of moral character, or to occupations independent of education in the persons filling them, educated workpeople are much more valuable than those who are not educated. Very strong terms are almost invariably used to express the high value set upon education by such workpeople as have received it; and they are represented as evincing, where parents are sober, an irrepressible desire for the education of their children. The extent to which those who received early instruction avail themselves of such means of keeping up and extending it as are afforded by mechanics' institutes, reading rooms, lectures, evening schools, and the like, is described as varying according to circumstances; such as the existence and accessibleness of such means, the degree in which the individuals are inclined by taste and prepared by training to seize opportunities, and the amount of leisure and energy which their daily occupations leave them for regular and serious study. Among many there is a desire to repair the defects of early training; and a portion give themselves earnestly to the pursuit of solid and useful knowledge; but the majority are listless, not a few vicious and intemperate; and of those who occupy their evening hours in reading, nearly all give a decided preference to light literature. As, however, the books are chiefly read at their own firesides, the social result is in the main highly beneficial, and the intellectual result not without visible benefit, in an improved style of manners and behaviour. It is not every observer that has been able to discover any marked inclination for the fine arts in general among the people; but nearly all agree, that the practice of singing in the public schools is fostering a taste for music among both children and their parents.

At Hull, the educated workman is represented as commanding

those situations with the highest wages. When the education is connected with religious training, says Mr. Burt, its value is great. Mr. Jukes also remarks, that education attains its highest marketable value where the conscience has been trained contemporaneously with the mind. Mr. Atkinson describes the educated as "infinitely more valuable;" and Mr. Wright, who has had special experience, is convinced that "educated workmen are incomparably superior, even of the class of ordinary labourers." Mr. Hodgson, a weigher in the customs, though, like Mr. Huffam, he observes comparatively little improvement among the labourers, who are too much given to drink, also states that the superior men are sure to be picked out. But no evidence that I have received on this subject is more important or decisive than that of Messrs. Cowburn, who make it clear that in all well-ordered establishments education and moral worth carry everything before them. With regard to the mechanic class, Mr. Woodhouse, agreeing with Mr. Turner, observes that the effect of education is "highly beneficial, adding to practical skill the advantage of systematic intelligence, and producing a class of artisans who first comprehend and design their work, and then proceed surely to execute it." As to the value which working men set upon education, whether as they feel its advantage in their own case or see it in others, the witnesses seem so vie with each other who shall express it in the strongest language. Opinion as to the degree in which opportunities of mental improvement are used, evidently depends upon the immediate sphere of personal observation. To one observer intemperance appears the great hindrance. A second ascribes the deserted state of the reading rooms to the moral degradation of the parish, which, he says, is "the refuge of outcasts and suspected characters." A third sees, that many do avail themselves of such advantages, and is persuaded that many more would if they could. A fourth thinks, that they would be in more general use if they were more systematically brought before them. A fifth notices, that the attendance of working men at reading-rooms, lectures, and evening schools, is confined to the higher class of them. A sixth remarks, that the young men attending his evening school, were the idle and bad boys of the day school, now working hard and steadily and paying cheerfully. A seventh congratulates himself on the increased attendance both at lectures and at evening schools; but an eighth finds, that, among the working class, intellectual activity appears to decline from the age of 25. Mr. Atkinson thinks that they are "scarcely so far as music and drawing at present," and Hull has no school of design; but Mr. Wright, agreeing with many others, states, that there is "a far more general taste for music and singing than existed twenty years ago, which is to be traced chiefly to the spread of popular education."

Important
observation.

Age at which
intellectual
activity
declines.

At Yarmouth, the value attributed to the educated workman is expressed in different forms. Mr. Russell remarks that "inability to read and write disqualifies now for situations for which it would not twenty years ago;" Mr. Fisher, that education

Yarmouth.

"being still the exception," is at a premium as among working men; Mr. Johnson is of opinion that they "never fail to find the value of it;" and Mr. Nevill, that while the educated are the best workmen, "they are not of necessity all the best men." This gentleman measures the high value put by the working classes upon education by "the grief felt when it has not been received." Mr. Tritton has had occasion to observe that those by whom it has been received "esteem it above all price, and are most anxious that their children should have the same advantages. Mr. Russell also states that there is "scarcely such a thing as total neglect of education, when the heads of the family, however poor, have "received a good education themselves: it is ignorance that "breeds ignorance." It is generally agreed that reading rooms and lectures are not popular with the working classes, and that the evening schools are rarely attended by men, whose mental improvement, so far as it takes place, is chiefly promoted, according to Mr. Tritton, by private reading and religious services. Mr. Nevill, agreeing with Mr. Vaux, finds that music and education go together in a very considerable degree; but Mr. Tritton has not been struck with much advancement in taste, whether as to music or drawing. The use of education as it appears to him, is chiefly seen "in the improvement of the external condition, and in an improved moral conduct and respectability." Mr. Russell has noticed more inclination for drawing than for music; of which he doubts whether, "in consequence of its tendency to companionship "and the use of strong drink, it has not been a snare and an evil "to many."

Doubt of the moral value of music.

Ipswich.

At Ipswich, Mr. Read replies that "people are better in all respects when they feel they have minds as well as hands." Mr. Synge, observes, that the educated workman has a decided advantage in a town. Mr. Burton declares the educated to be worth a great deal more than the uneducated. Mr. Cooper has always found the educated, whether men or women, "more trustworthy and more disposed to discharge in a fitting manner their "social and domestic duties." Such is the invariable testimony. Here, too, it is agreed that education is greatly valued by its possessors. "One and all," says Mr. Burton, "rejoice in their possession, and are envied by those that are without it." Mr. Peachey has taught an evening class in the mechanics' institute; and his experience is, that "it consists of those who commenced their education in the elementary schools." Mr. Cooper states that the educated working men value the sources of knowledge, are not opposed to "new measures that can show any claim to utility," and are, moreover, "the best supporters of reading rooms and of other means for promoting the welfare of society." Mr. Woodhouse has occasionally a large social gathering of the old scholars; and he says, "Men of property and influence have "repeatedly, in those gatherings, expressed their gratitude for the "education they received in the schools." Mr. Maud has had a different experience. "Young men and women, who were themselves a few years ago in Trinity schools, have in conversation

Important testimony.

A different experience.

“with me derided the idea that grammar, geography, &c., would be of any use to them.” He admits that the “very few” who have received a good school education, “value it highly;” but he indicates “the small extent” to which the working classes avail themselves of means of improvement, as “one proof of their very low mental culture.” Mr. Glyde, again, agrees that “few avail themselves of the means of extending their acquirements, even when brought within the reach of the poorest.” Mr. Burton also thinks such means are used only or chiefly by “the more intellectual portion.” In connexion with this subject, Mr. Reap calls attention to the great want of good school libraries and other means of feeding the intellect of the people. As to the degree in which education has in Ipswich tended to foster a taste for music and drawing, it is not doubted that the effect in that direction is considerable. The school of art lately established was mainly called for, according to Mr. Peachey, by the taste created in the elementary schools. Mr. Jones, with Mr. Raven, is persuaded that the connexion between general education and a taste for music “is very decided, and more and more manifest.” Mr. Cooper bears the following testimony:—“Yes; I have conducted and aided in conducting classes for singing, and have invariably found them lead to good results; and I regret that efficient teachers of music and singing are not more numerous. The penny concerts in this town draw crowded audiences twice a week, and are universally admitted to be among the best means devised for weaning men from sensual pursuits.”

Want of good school libraries.

Strong testimony in favour of music.

No doubt is entertained by observant schoolmasters, that education improves the marketable value of a man's or woman's labour; but moral character and religious principle are noted by them as more essential in the view of employers. On the other hand, it is remarked that many persons of irreproachable character miss opportunities of advancement for want of the necessary knowledge. Teachers agree with all other witnesses, that poor persons who have received a good education set a high value upon it. One points to the circumstance that he has boys in his school whose fathers were educated there, and another to the elder brothers being followed to his school by the younger. Many declare that the popular esteem for education is shown as much, sometimes more, by regret at the want of it as by appreciation of its possession. One evidence of the prevailing sentiment is, the respect in which the educated workman is held by comrades of the highest practical skill. The comparative state of instruction among the poor is connected with the increase of schools, by the observed fact that the young men are in manifest advance of the elder. The degree in which the knowledge acquired at school is kept up by spontaneous recourse to the various modes of mental improvement, regular or occasional, in the evening, is viewed as depending upon circumstances. Technical school instruction, it is remarked, is forgotten in after years, except when practically applicable to the immediate purposes of life. The more imperfectly educated fall into habits of intemperance and vice; and, as

Clerical character of religious principle paramount with employers. Experience of schoolmasters.

these are the majority, the theatre and the dramshop become more attractive than the evening school and the mechanics' institute.

**MUSIC AND
DRAWING.**

The impression is general among the certificated teachers, that the spread of education has tended to foster a taste for music, and, in some measure, for drawing. Thus competent witnesses generally agree that one effect of popular education has been to generate and encourage a taste for such accomplishments. With respect to the latter, indeed, Hull and Sculcoates have made no sign of advancement, being still without a school of design, though, if the formation of one there should be as successful as at Yarmouth and Ipswich, it would prove that the taste existed, lacking only the opportunity to show itself. The want of such an establishment is greatly felt by persons of intelligence and taste; and it is hoped, that, as the Hull Church Institute are willing to provide the necessary accommodation in their contemplated buildings, the public department to which such matters belong will cooperate with them to supply the desideratum. About music, however, there can be no question. At Yarmouth, the taste developed and knowledge gained in school have raised the tone of the public psalmody. At Ipswich, too, church music has derived a new impulse from the same humble source; and a series of cheap concerts, expressly to gratify the popular taste, which were being performed when I was in the town, promised to be the most successful effort to lay the basis for a music hall that had ever been made. In Hull, meaning thereby the whole town, which comprehends a great part of Sculcoates, it is in evidence that between 4,000 and 5,000 persons are cultivating a knowledge of music, vocal or instrumental, and that numbers of workmen, instead of mispending their time and money in the public-house, have formed instrumental bands at their own cost, and often regale the ears of their townsmen with their well-practised performances. I was further assured by the largest and most experienced music-seller in the town, that not only is the demand for instruments of the less costly kind ten times greater than 10 or 20 years ago, but that also the use of good moral sentiments, set to really fine airs, in the public schools, has to a great extent superseded the ribald songs and vile chaunts of the street-ballad class, and has created a popular call for a style of both words and music decidedly superior to the common run of drawing-room ditties.

The school of design at Yarmouth and Ipswich.

Music increasingly cultivated.

The workmen's bands in Hull.

Improved style of popular songs.

I have the honour to be,

My Lord Duke and Gentlemen,

Your obedient servant,

JOHN MIDDLETON HARE,

Assistant Commissioner.

To the Commissioners

appointed to inquire into the

State of Popular Education in England.

REPORT
or
JOSIAH WILKINSON, ESQ.

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REPORT of ASSISTANT COMMISSIONER JOSIAH WILKINSON,
Esq., on the STATE of POPULAR EDUCATION in the METROPO-
LITAN DISTRICT in the UNIONS of ST. PANCRAS, ST. GEORGE-
IN-THE-EAST, and CHELSEA.

2, Paper Buildings, Temple,
1st October 1859.

MY LORD DUKE AND GENTLEMEN,

I SUBMIT the following report of my investigations, and of the facts collected by me in the discharge of my duty as Assistant Commissioner for the Metropolitan district, comprising the parishes of Chelsea, St. George-in-the-East, and St. Pancras.

I have endeavoured simply to investigate facts. I have neither permitted my mind to be influenced by any controversial bias, nor have I adopted any theory whatever upon any question relating to popular education.

I. *Introductory.*

I commence my statement with a brief description of each of St. Pancras the three important parishes committed to me.

The parish of St. Pancras has the largest amount of population of any in London. It contains nearly 199,000 inhabitants, and extends over 2,716 acres. The rateable annual value of property is 800,640*l.* In 1855, the number of inhabited houses was 18,584, of uninhabited houses 808, and of houses building 306. In 1858, the number of inhabited houses is computed to be 22,000. The amount expended for the relief of the poor, and for purposes chargeable thereon, for the year ending 25th March 1859, was 87,440*l.* The estimated number of children in 1858, between the ages of 3 and 15, is 47,882, and of those between 3 and 12 is 41,613.

St. Pancras is divided into no less than 19 Ecclesiastical districts,* and comprises 29 churches and 27 dissenting chapels.

The population of the parish, as may be expected from its immense size, is of a very varied character. A high degree of wealth, and the extreme of destitution, are alike to be found there. A portion of the parish contains some of the most crowded districts of the metropolis, distinguished for the squalor and misery of the inhabitants; another portion includes some of the squares and the north side of the Regent's Park, and abounds in the town residences of the rich; and a third portion, to the north, including part of the Chapelry of Highgate, embraces green fields and suburban residences, and gives a semi-rural character to a section of the parish.

One district presents some peculiarities which may excuse a few words of comment. The prebendal estate of St. Pancras, now vested in the Ecclesiastical Commissioners, and better known as Agar Town, was, up to 1841, open agricultural land, without buildings; at that time the London shopkeepers, who were desirous of obtaining the advantage of country air within easy distance of their own business, began to occupy it with small detached cottages built without system, and according to their own fancy. In 1845, the New Oxford Street improvements occasioned the destruction of a great number of small houses, and drove a large mass of poor to the district, and this influx was further increased in 1850, by the destruction of the Smallpox and Fever Hospitals and many adjacent small houses, to make room for the Great Northern Railway Terminus. The result was a state of poverty

* PARISH OF ST. PANCRAS—ECCLESIASTICAL DISTRICTS.

	Population, 1857.	Character of District.
Parish Church - - - - -	13,322	} Ancient Parochial reduced Patronage (1 & 2 Wm. IV.)
Christ Church, Albany Street - - -	15,524	
All Saints', Gordon Square - - -	6,898	Ditto.
Regent Square - - - - -	9,202	Commissioners Church.
Somer's Chapel - - - - -	12,608	Ditto.
Holy Trinity, Haverstock Hill - - -	10,670	Ditto.
St. Paul, Camden Town - - - - -	2,462	Ditto.
St. John, Upper Charlotte Street - -	16,873	Ditto.
Camden Town - - - - -	13,058	Chapel of Ease.
Kentish Town - - - - -	5,596	Ditto.
Parish Chapel - - - - -	8,422	Ditto.
St. Luke, King's Cross - - - - -	8,323	Peel District.
St. Jude's, Gray's Inn Lane - - - -	8,429	Ditto.
St. Matthew's, Bedford Town - - -	6,595	Ditto.
St. James', Hampstead Road - - - -	13,646	Ditto.
St. Mark, Albert Road - - - - -	4,380	Ditto.
St. Bartholomew, Gray's Inn Road -	5,308	Ditto.
St. Thomas, Agar Town - - - - -	4,153	Ditto.
Highgate (part) - - - - -	1,242	Consolidated Chapelry.
	166,711	

and misery graphically described by Mr. Dickens in "Household Words."* The population increased to 3000, of whom 1200 were children under 12. There was neither church, licensed place of worship, nor school, and but one single family capable of distributing help among this wretched mass of outcasts resided among them. Now, chiefly owing to the zeal and philanthropy of the Rev. Canon Dale and Miss Agar, there are a church, National, infant, and Sunday schools, working men's institute, lending library, classes, and other machinery of education and improvement, which have produced an alteration in the place described to me by some of its old inhabitants as perfectly marvellous.

The parish of St. George-in-the-East contains a population of nearly 54,000, and comprises an extent of 222 acres. The rateable annual value of property is 170,292*l.* The amount of expenditure for the relief of the poor, for the year ending 25th March, 1859, was 27,938*l.* The estimated number of children between the ages of 3 and 15, in the year 1858, is 13,752, and of children between 3 and 12, 11,281.

Description of
St. George-in-
the-East.

The parish is divided into three Ecclesiastical districts, St. George (the rectory), Christ Church, and St. Mary.

The number of houses assessed at a rental of 40*l.* and upwards, is only 209, the rich proprietors who derive their incomes from the parish live far out of it. The London Docks add not only to the poverty but to the vice of the district, by the introduction as well of sailors from all parts of the world, set at liberty ashore for a limited period, with every temptation to spend their earnings in profligacy, as of labourers in the docks at one time in receipt of liberal wages, at another time suddenly thrown out of employ and entirely destitute. By the recent extension of their docks, the company destroyed a large portion of the adjoining parish of Shadwell, and drove a large mass of destitute poor into the already crowded parish of St. George, so that the only increase of population since 1851 has been of a deteriorating character.

As an illustration of the extreme poverty of this parish, the incumbent of the district of St. Mary told me, that in his district there were only 12 persons who paid income tax, and four of them were publicans; and the medical officer of health makes the following startling statement:—

"499 persons died in St. George, East, during the quarter which ended in March 1858. The average number for the corresponding quarter of the last ten years, is 352; so that the average was exceeded by 147—more than a quarter of the whole.

"The deaths in all London during the same quarter, exceeded the average of the last ten years by 1,540; the population of St. George, East, is about a forty-ninth part of that of all London; so that the share of the metropolitan excess due to St. George, East, was only 31; leaving 116 as an excess peculiar to St. George.

"There was no epidemic sufficient to account for this excess of deaths, indeed there was less sickness than usual. The absence of any

other adequate cause, as well as what I learnt from extensive personal inquiries, forces me to the conclusion that the excess was due solely to the awful want and destitution which prevailed. One could see it in the expression of the faces of the people one met in the streets; they were cowed in mind and exhausted in body, and ready to die at the first excess of any trifling malady. These maladies served to give a different name to the cause of death, but the plain truth was that more than 120 persons died of starvation in St. George, East, London, in the first quarter of the year 1858."

The parish is also distinguished for the extreme zeal with which the rector carries out the so-called high-church system. I feel bound to advert to this as one of the peculiarities of the district, not so much from the notoriety which it has attracted as from its effect upon the educational condition of the district, which I shall notice hereafter. No sectarian feeling interfered with my inquiries. I received the utmost courtesy and kindness from all, and all the information which I sought was readily placed at my disposal.

Another local peculiarity of the parish is, the very considerable portion of the children who are withdrawn from it to be educated in the adjoining parish of Stepney. This is separated from St. George only by the width of the Commercial Road, but the difference in the value and rental of house property is most marked; and I am informed that the educational establishments in Stepney exceed those of St. George by 50 per cent., not that the education is cheaper or better, but from the impression that the parish is more genteel.

Description of
Chelsea.

The parish of Chelsea contains a population of nearly 72,000, of whom the children between three and fifteen amount to 17,747, and those between three and twelve to 15,000. The acreage of the parish, including 90 acres of outlying land at Kensall Green, is 771. It is divided into eight ecclesiastical districts. The rateable annual value is 234,248*l.* The number of houses is 8,258, of which only 1,123 are of a rateable value exceeding 40*l.* so that its ancient designation of the "Village of Palaces" has now become sadly inappropriate.

The parish contains the important educational establishments of St. Mark's and Whitelands Training Colleges and the Royal Military Asylum.

Method of con-
ducting in-
quiry.

The first object which demanded my attention was the system which might best ensure the discovery of all existing public and private schools. The former were readily ascertained, the latter not so easily; indeed great difficulty occurred in discovering the smaller private schools, especially in the poorer and more crowded parts of the district assigned to me.

The plan adopted by me was the following:—

1. I made a diligent examination of the published directories.
2. I obtained from the rate collectors of the several wards in each parish lists of the schools in their respective districts.

3. I obtained from the teachers of public schools lists of dame schools in the neighbourhood, from information supplied to them by the children attending their schools.
4. With the permission of the Secretary to the City Missions I issued circulars to the various missionaries in my district, and obtained returns of schools from them.
5. So far as was practicable I made, with the aid of my clerks, a thorough canvass of every street by districts.
6. I put a list of schools already ascertained into the hands of an intelligent resident in each parish, and gave him a small fee for every additional school he discovered.

It is possible that, notwithstanding the adoption of all these plans, I may have failed to discover all the small dame schools, but I am satisfied the omissions are very few. It will not escape notice that, in a large metropolitan district, fresh schools are from time to time starting during the progress of the inquiry.

I have been agreeably surprised with the readiness to give ^{Reception of} information shown by all classes, considering the very troublesome ^{inquiry.} character of the returns required from public schools, and the somewhat inquisitorial character of those sought from private schools. I am sure the Commissioners will feel under a sense of obligation to those who voluntarily, and in many cases at great personal inconvenience, supplied information necessary to the inquiry. In no single instance did I meet with actual hostility or want of politeness. The masters and superintendents of Roman Catholic schools expressed their regret that they were prohibited by the orders of their superiors from giving information; and the proprietors of private schools required a little explanation to satisfy them that my visit had no connexion with that of the tax collector, and that the returns asked for were not to be applied to any purposes connected with the income tax.

I had only three refusals from private schools throughout my whole district—two from sheer ignorance, the third from a gentleman upon whom I fruitlessly bestowed some time and attention.

As the investigation, except for merely numerical purposes, ^{“Popular education”} is confined to schools adapted for popular education and cheap ^{schools.} elementary instruction, I have endeavoured to distinguish as carefully as I could between the lower and higher class of commercial schools. In metropolitan districts it is not very easy to draw the line of separation with accuracy. I have found instances in which while the terms of payment, ranging from sixpence to one shilling a week, indicated popular education, the subjects taught were such as to entitle the school to rank in the higher class; and, on the contrary, I have found the subjects of education limited entirely to elementary instruction, in schools at which the terms of payment exceeded the rates which could be afforded by day labourers, mechanics, and the poorer class of shopkeepers. In the latter case the schools were generally confined to very young children.

As a general principle I have considered the payment of 1*l.* 1*s.* a quarter as the maximum rate which would entitle a school to

rank among those adapted for popular education, and with but few exceptions my returns are confined to schools where the charge does not exceed 1*l.* 1*s.* a quarter, without reference to the subjects taught.

Tendency to exaggerate.

I have been obliged to exercise great caution in accepting, as truthful, the returns of private schools. There is a strong disposition to exaggerate numbers and heighten terms, and in the absence of registers and printed prospectuses, I have experienced some difficulty in obtaining information on which I could rely.

II. *Statistical Inquiries.*

I take the opportunity of making, once for all, the observation that very few of the returns were obtained from all schools without exception, and therefore I have only ventured to give those in which I was satisfied that the information supplied, faithfully represented the results which would have been obtained from all schools. Indeed, I have had occasion to remark, that a few carefully and accurately prepared returns afford a surer and safer foundation for statistical deduction, than an abundance of returns prepared with less care and with greater risk of disturbing inaccuracies.

Many of the statistical tables have more especial reference to branches of my report, upon which I shall treat hereafter, as they occur in the order of my instructions, but I think it more convenient to collect them together under the general head of statistics, referring to them hereafter as I may find necessary.

Number of schools.

The following table shows the number of public and private day schools, evening and Sunday schools, with the number of scholars of all ages in each.

(See Table I., p. 327.)

This table does not comprise Roman Catholic schools. I have been unable to obtain information with respect to the number of scholars in schools of that denomination sufficiently authentic to justify me in adding them to my tables. The only published reports which I could discover, were that of Mr. Marshall in the Minutes of 1853, and that of the Catholic Poor School Committee. The former does not state the number of children present at examination in the parish of Chelsea or of St. Pancras; the latter contains the statement that, in the year ending August 1858, there were inspected, on account of annual grants, 400 schools, containing 19,079 boys, and 26,828 girls, total 45,907; and for simple inspection only, 81 schools, containing 2,447 boys, and 2,348 girls, total 4,795. All the children inspected amounted therefore to 50,702; and this number, compared with the total of children of all denominations returned as inspected in 1858 (821,744), gives a proportion of 1 in 16 as Catholics. Unfor

E I.—Showing NUMBER of PUBLIC and PRIVATE DAY, EVENING, and SUNDAY SCHOOLS, with NUMBER of SCHOLARS of all ages.

PARISH.	DAY SCHOOLS.											Total Number of Day-School Pupils.	EVENING SCHOOLS.			SUNDAY SCHOOLS.			Total Number of Schools of every Description in each Parish.		
	Number of Schools.			Public.			Private.			Number of Schools.	Number of Pupils.			Number of Schools.	Number of Pupils.						
	Public.	Private.	Total.	Number of Schools.	Number of Pupils.			Number of Schools.	Number of Pupils.				Number of Schools.		Number of Pupils.						
					Male.	Female.	Total.		Male.		Female.				Total.	Male.	Female.	Total.			
St. Pancras -	100	307	407	100	8,313	6,654	15,468	367	4,239	4,808	9,107	24,575	50	1,337	1,165	2,522	102	7,412	8,070	15,482	619
St. George-in-the-East.	26	88	114	26	2,032	1,566	3,598	88	1,086	1,216	2,302	5,900	11	468	292	760	17	1,385	1,668	3,051	142
Chelsea -	46	91	137	46	3,532	2,783	6,215	91	1,047	1,177	2,224	8,430	10	306	209	515	37	2,389	2,972	5,361	184
Total -	172	546	718	172	14,377	11,009	25,381	546	6,372	7,261	13,633	38,014	71	2,131	1,666	3,797	156	11,186	12,708	23,894	945

unately, no distribution of schools and scholars is given in this report, and the information I received orally upon the subject differed so materially from my own observation, that I do not venture to include them in my calculation upon so insufficient data.*

It appears, therefore, that the total number of public day schools, exclusive of Roman Catholic schools, is 172, of private day schools 546, of evening schools 71, and of Sunday schools 156, and that the total number of the above schools is 945.

The total number of scholars in public schools is 25,281, and in private schools 13,633, showing an excess of nearly 50 per cent. of scholars in public schools, while the actual number of public schools is not more than one-third of the total number of private schools. This comparative excess of scholars will be still further increased by deducting from the private schools those of a higher class than is embraced by the present investigation.

If the total number of public schools be contrasted with the published return of the census of 1851, the following will be the result:—

	Public Schools. 1851.	Public Schools. 1858.	Increase.
St. Pancras	47	100	53
St. George-in-the-East	9	26	17
Chelsea	28	46	18
	<u>84</u>	<u>172</u>	<u>88</u>

But these returns hardly admit of a comparison, because in the census of 1851 a school building, whether in one or several departments, was considered one school; but in the instructions given to us, a school is interpreted to mean "a distinct group of scholars under the instruction of a head-master or head-mistress, and not a separate school-building."

Distribution of Schools. Of the above 172 public schools, comprising on the books 25,281 children, 153 made returns, stating the ages of the Public schools, children present when the forms were prepared; and from these it appears that the per-centage of children present contrasted with the number belonging to the schools was—

	Boys.	Girls.
In St. Pancras	80·75	80·71
In St. George, East	82·61	85·09
In Chelsea	89·87	89·07

* At St. George-in-the-East, I was informed by the superintending priest, that there were from 1,500 to 2,000 Roman Catholic children at the public schools in the parish. There is a very fine building erected immediately contiguous to the Protestant schools in St. Mary's district; but after giving full credit for this, which I went over, I could not satisfy myself that there were 1,000 children in the parish under education. Possibly my informant put a different interpretation upon the word "parish." Mr. Marshall's report gives 536 as the total present in 1853.

I annex a table showing the number and ages of children present when the returns were made. It will be perceived that the highest per-centage is from three to six (including a period of three years), and for the respective ages of seven, eight, and nine.

(See Table II., p. 330.)

To avoid unnecessary multiplication of tables, I have com-
 prised private schools as well as public schools in the following
 return, showing the proportion of scholars to population in
 1851 and 1858. The short result is that, in St. Pancras, the
 proportion of scholars is, in 1858, about 1 in $7\frac{1}{2}$ against 1 in $9\frac{1}{2}$ in
 1851; in St. George, East, in 1858, about 1 in $8\frac{1}{2}$ against 1 in 11
 in 1851; and in Chelsea, in 1858, about 1 in $7\frac{1}{2}$ against 1 in $8\frac{1}{2}$
 in 1851.

The proportion
 of scholars to
 population,
 1851 and 1858.

(See Table III., p. 331.)

The next statistical feature evidencing progress in education,
 which I considered it desirable to record, was the number of
 schools established, and of school buildings erected, since 1851.
 The following return gives the information. It will be observed
 that the return does not embrace the entire number of public
 schools, but the proportion from which the information was
 obtained is so considerable, that a satisfactory basis for statistical
 information is afforded.

Number of
 public schools
 established and
 buildings
 erected since
 1851.

(See Table IV., p. 332.)

But a more satisfactory proof of educational improvement is
 furnished if, on a comparison, the increase in average attendance
 of scholars be found commensurate with the increase of schools.
 I am not aware that there exist any means for comparing this infor-
 mation with that obtained in 1851. The return then made stated
 not the average attendance, but only the attendance on the day
 upon which the return was made. The registers, moreover, are
 very seldom kept even in public schools, with sufficient accuracy
 to make this a very trustworthy return. I observe, however, that
 it is under the average of the particular day given in the return of
 1851, which is 79 per cent. The per-centage is, in St. Pancras,
 73·61; in St. George, East, 72·18; and in Chelsea, 76·98.

Average daily
 attendance in
 public schools
 compared with
 number belong-
 ing to schools.

TABLE V.—AVERAGE DAILY ATTENDANCE IN PUBLIC SCHOOLS,
 compared with the NUMBER belonging to the SCHOOLS.

PARISH.	Number of Schools that made Re- turns of average Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number of Scholars in daily Attendance.	Per-centage of the Scholars in average daily At- tendance.
St. Pancras	91	14,629	10,769	73·61
St. George, East	25	3,558	2,568	72·18
Chelsea	36	5,243	4,040	76·98

TABLE II.—Showing NUMBER of SCHOLARS present in PUBLIC SCHOOLS, with AGES.

PARISH.	Number of Schools that made Returns.			Number of Scholars belonging to the School.		Under 3 Years.		From 3 to 6 Years inclusive.		Above 6 and not more than 7 Years.		Above 7 and not more than 8 Years.		Above 8 and not more than 9 Years.		Above 9 and not more than 10 Years.		Above 10 and not more than 11 Years.		Above 11 and not more than 12 Years.		Above 12 and not more than 13 Years.		Above 13 and not more than 14 Years.		Above 14 and not more than 15 Years.		Above 15 Years.		TOTAL.	
						Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
St. Pancras	81	8,332	6,387	14,719	241	248	1,276	1,043	705	543	822	663	818	568	819	530	789	510	590	406	361	298	204	204	76	87	27	56	6,728	5,156	
Per-centage	-	-	-	-	3.58	4.81	18.96	20.21	10.48	10.14	12.22	12.86	12.16	11.02	12.17	10.28	11.73	9.89	8.77	7.88	5.37	5.78	3.03	3.06	1.13	1.09	0.40	1.09	80.75	80.71	
St. George, East	23	2,019	1,482	3,501	69	61	361	260	157	99	213	137	207	158	203	164	185	149	134	96	79	67	44	37	13	23	3	10	1,668	1,201	
Per-centage	-	-	-	-	4.14	8.64	21.64	20.62	9.41	7.55	12.77	10.86	12.41	12.83	12.17	13.01	11.09	11.82	8.03	7.61	4.74	5.31	2.64	2.93	0.78	1.82	0.18	0.80	82.61	85.09	
Chelsea	39	3,456	2,370	5,826	135	122	400	438	205	214	310	24	390	281	386	215	373	189	314	169	219	118	129	83	41	22	38	12	3,105	2,111	
Per-centage	-	-	-	-	4.35	5.78	15.97	20.75	8.63	10.14	10.23	11.75	12.56	13.31	12.43	10.1	12.01	8.95	10.11	8.61	7.05	5.59	4.16	3.93	1.32	1.04	1.23	0.57	89.87	89.07	
				24,046																											
		153																													

TABLE III.—Proportion of SCHOLARS to POPULATION contrasted 1851 and 1858 (exclusive of SUNDAY and EVENING SCHOOLS).

PARISH.	Scholars between 3 and 15 enumerated by Mr. Wilkinson, 1858.						TOTAL.	Scholars of all Ages enumerated by Mr. Wilkinson, 1858.	Estima- ted Po- pulation of each Parish in 1858.	Scholars of all Ages in 1851 (Educa- tional Census).	Population in 1851 (Census).	Proportion of Scholars to Population, 1851.	Proportion of Scholars to Population, 1858.
	In Public Schools.			In Private Schools.									
	Males.	Females.	Total.	Males.	Females.	Total.							
ST. PANCRAS - - - Add Scholars receiving instruction in Evening Schools who have never attended a week-day School The same Sunday Schools	8,518	6,369	14,817	3,876	4,446	8,322	23,209	24,575	198,953	17,312	166,956	About 1 in 9½	About 1 in 7½
	-	-	-	-	-	-	-	634					
	-	-	-	-	-	-	-	1,253					
								26,462					
ST. GEORGE, EAST - - - Add Scholars receiving instruction in Evening Schools who have never attended a week-day School The same Sunday Schools	1,960	1,489	3,449	957	1,092	2,049	5,498	5,900	53,935	4,431	48,376	About 1 in 11	About 1 in 8½
	-	-	-	-	-	-	-	134					
	-	-	-	-	-	-	-	363					
								6,397					
CHelsea - - - Add Scholars receiving instruction in Evening Schools who have never attended a week-day School The same Sunday Schools	3,382	2,446	5,828	1,005	1,084	2,089	7,917	8,439	71,732	6,738	56,538	About 1 in 8½	About 1 in 7½
	-	-	-	-	-	-	-	40					
	-	-	-	-	-	-	-	1,055					
								9,534					

TABLE IV.—TABLE showing how many of the enumerated PUBLIC SCHOOLS were ESTABLISHED, and SCHOOL BUILDINGS ERECTED, before and since January 1851.—(Returns furnished by 132 out of 172 Public Schools.)

PARISH.	Number of Schools established.			Per-centage of Schools established.		Number of School Buildings erected.			Per-centage of School Buildings erected.	
	Previous to January 1851.	Since January 1851.	Total.	Previous to January 1851.	Since January 1851.	Before January 1851.	Since January 1851.	Total.	Before January 1851.	Since January 1851.
St. Pancras - - - -	53	27	80	66.25	33.75	40	18	58	68.97	31.03
St. George, East - - -	10	11	21	47.62	52.38	10	5	15	66.67	33.33
Chelsea - - - - -	27	4	31	87.1	12.9	19	3	22	86.36	13.64

In connexion with the attendance of children, it becomes important to ascertain the amount of accommodation provided. It will be perceived from the following table, that in each parish the accommodation is more than eight per cent. in excess of the average daily attendance.

TABLE VI.—COMPARISON OF ATTENDANCE, with SCHOOL ACCOMMODATION.—PUBLIC SCHOOLS.

PARISH.	Number of Schools that made Returns of School Accommodation.	Average Number of Scholars in daily Attendance in foregoing Schools.	Number of Scholars for whom School Accommodation is provided in foregoing Schools at 8 square feet per Scholar.	Percentage of Excess of School Accommodation as compared with average daily Attendance of Scholars.
St. Pancras - - - -	62	7,685	9,399	8.18
St. George, East - - -	24	2,568	3,120	8.23
Chelsea - - - - -	26	3,178	3,755	8.46

The next table affords a lamentable illustration of the extent to which one of the greatest impediments to education exists—the shortness of the attendance of the children. A comparison of the periods of attendance with the number of scholars, shows that the number of those who have attended less than one year is actually greater than of those attending any other portion of time; the per-centage is, in St. Pancras, more than 25 per cent. of boys, and 21 per cent. of girls; in St. George, more than 29 per cent. of boys, and 13 per cent. of girls; and in Chelsea, nearly 26 per cent. of boys, and 20 per cent. of girls.

(See Table VII., p. 334.)

The following table shows the per-centage of scholars learning the various subjects enumerated. It will be observed that the per-centage of children receiving religious instruction is greater than that of those who learn reading or writing. The explanation is, that children of too tender age to be returned as readers are still the recipients of oral religious instruction.

(See Table VIII., p. 335.)

TABLE VII.—TABLE showing NUMBER of SCHOLARS in PUBLIC SCHOOLS who have attended SCHOOL the under-mentioned Periods, compared with TOTAL NUMBER of SCHOLARS in same SCHOOLS.

PARISH.	Total Number of Schools.			Total Number of Scholars that made Return.	Number of Scholars belonging to the Schools that made Return.			Less than 1 Year.		1 Year and not more than 2 Years.		Above 2 and not more than 3 Years.		Above 3 and not more than 4 Years.		Above 4 and not more than 5 Years.		Above 5 and not more than 6 Years.		Above 6 and not more than 7 Years.		Above 7 and not more than 8 Years.		Above 8 and not more than 9 Years.		Above 9 and not more than 10 Years.		Above 10 and not more than 11 Years.		Above 11 and not more than 12 Years.		Above 12 Years.		Number of Scholars who have attended any other School.				
	Males.	Females.	Total.		Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.			
St. Pancras	100	8813	6654	15468	64	6040	4857	10903	2770	2325	1383	1070	821	637	440	362	231	217	129	96	45	41	40	21	13	7	3	2	5	1	4	1	0	0	2866	1798		
Per-centage	-	-	-	-	-	55.45	44.55	-	25.46	21.32	12.68	9.81	7.56	5.84	4.04	3.32	2.15	1.99	1.18	0.88	0.41	0.37	0.36	0.19	0.12	0.06	0.03	0.02	0.05	0.01	0.04	0.01	0.05	0.26	0.22	16.49		
St. George, East	26	2632	1566	3598	20	1770	1143	2913	819	381	458	232	229	152	128	54	70	45	50	21	33	22	7	0	5	0	1	3	1	1	0	2	0	0	796	126		
Per-centage	-	-	-	-	-	60.76	39.24	-	29.15	13.08	15.72	7.96	7.86	5.22	4.30	1.85	2.46	1.54	1.72	0.72	1.13	0.76	0.24	0.21	0.17	0.21	0.03	0.10	0.03	0.03	0.07	0.00	0.07	0.00	0.27	0.33	4.33	
Chelsea	46	3532	2783	6215	27	2793	1665	4388	1062	867	665	315	457	198	221	117	135	69	80	21	69	12	15	2	16	3	0	0	0	1	0	0	0	0	680	617		
Per-centage	-	-	-	-	-	33.65	36.35	-	24.89	19.76	15.13	7.18	10.41	4.61	5.10	2.67	3.08	1.41	1.82	0.55	1.67	0.27	0.31	0.05	0.36	0.07	0.00	0.00	0.00	0.02	0.00	0.00	0.00	0.15	0.50	14.06		

TABLE VIII.—Showing NUMBER of SCHOLARS belonging to PUBLIC SCHOOLS LEARNING the under-mentioned SUBJECTS.

PARISH.	Number of Schools that made Return.	Number of Scholars belonging to the Schools			Religious Instruction.		Reading.		Writing.		Arithmetic.		Needlework.	Other Industrial Work.		Geo- graphy.		English Grammar.		English History.		Mechanics.	Algebra.	Euclid.	Elements of Physical Science.		Music from Notes.		Dr aw ⁿ	
		Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				Males.	Females.	Males.	Females.	Males.	Females.
St. Pancras -	13	8,460	6,506	14,966	8,176	6,398	8,336	6,092	7,542	5,623	7,075	5,287	5,175	410	463	3,677	2,897	2,789	2,092	1,906	1,418	97	83	123	1,010	321	1,818	1,060	2,429	582
Per-centage	-	-	-	-	90·64	98·34	98·53	93·63	89·15	80·43	83·63	81·26	79·54	4·84	7·58	42·28	36·84	32·97	32·15	23·59	21·80	1·14	0·98	1·49	12·05	4·93	21·40	16·29	28·71	8·95
St. George, East	24	2,019	1,514	3,533	1,958	1,424	1,868	1,242	1,487	1,103	1,433	956	1,082	63	117	823	479	309	156	267	77	-	2	6	85	8	69	100	551	27
Per-centage	-	-	-	-	96·98	94·06	92·52	82·03	73·65	72·85	70·98	63·14	71·47	3·12	7·73	41·46	31·64	16·30	10·30	13·22	5·08	-	0·09	0·30	4·23	0·53	3·42	6·60	27·29	1·78
Chelsea -	39	3,456	2,370	5,826	3,386	2,303	3,210	2,176	2,984	1,898	2,824	1,858	1,875	203	149	1,736	875	1,350	816	1,048	567	40	250	179	416	261	637	97	932	43
Per-centage	-	-	-	-	97·97	97·17	92·88	91·81	86·34	80·08	81·13	78·40	79·11	5·87	6·29	50·23	36·92	39·32	34·43	36·24	23·92	1·16	7·23	5·18	12·04	11·01	18·43	4·69	26·97	1·81

Proportion of Church of England to Dissenting public schools.

The three remaining points upon which I have obtained statistical returns relative to public schools are the following:—

1. The proportion of Church of England to Dissenting schools.
2. The proportion of inspected to uninspected schools.
3. The proportion of teachers to scholars.

It will be perceived from the following table, that in St. George, East, the proportion of church schools to denominational and non-denominational greatly exceeds the proportion in either of the other parishes; the per-centage in St. George, East, amounting to 92 against 67 in St. Pancras, and 69½ in Chelsea.

TABLE IX.—Showing Proportion of CHURCH OF ENGLAND TO DISSENTING SCHOOLS, exclusive of ROMAN CATHOLIC SCHOOLS.

PARISH.	Number of Schools and Scholars.			Total.	Per-centage of the Total Number of Schools.		
	Church of England.	Denominational.	Non-Denominational.		Church of England.	Denominational.	Non-Denominational.
St. Pancras:							
Schools - -	67	16	17	100	67	16	17
Scholars - -	9,053	3,657	3,103	16,793	—	—	—
St. George, East:							
Schools - -	24	1	1	26	92.30	3.85	3.85
Scholars - -	3,314	165	80	3,559	—	—	—
Chelsea:							
Schools - -	32	1	13	46	69.57	2.17	28.26
Scholars - -	4,556	79	1,075	5,710	—	—	—

Proportion of schools under Government inspection to those not inspected.

The same relative proportion with respect to schools under Government inspection does not occur; Chelsea, with only a per-centage of 69½ Church schools, has nearly 73 per cent. under inspection, while St. George, East, has 60 per cent., and St Pancras only about 49.

TABLE X.—RETURN of PUBLIC SCHOOLS under INSPECTION and NOT under INSPECTION.

PARISH.	Number of Schools.			Per-centage of Schools.	
	Under Government Inspection.	Not under Government Inspection.	Total.	Under Government Inspection.	Not under Government Inspection.
St. Pancras - - -	46	48	94	48.94	51.06
St. George, East - - -	15	10	25	60.00	40.00
Chelsea - - - - -	27	10	37	72.97	27.03

I fear that the two columns in the following table, professing to give the number of Government pupil-teachers and assistants, and of paid and unpaid monitors, are not very trustworthy. In some cases assistants were confused with monitors and head boys of classes, who were occasionally intrusted with the superintendence, were returned as monitors; but I think the general average is not far from the truth. The returns, it will be observed, comprise 151 out of 172 public schools.

Proportion of masters and mistresses to scholars in public schools, also of pupil-teachers and monitors, and of those holding certificates.

(See Table XI, p. 338.)

Following the order in which the various schools are distributed in my instructions, I proceed to give with respect to private schools statistical information of a similar character to that already given for public schools. I have borne in mind the direction given me, that no means of ascertaining the present number or condition were available except actual inspection, and that to obtain the fullest information in my power upon this subject would form one of the most important duties intrusted to me. In almost every case I or my clerks have personally superintended the filling up of the forms issued.

The total number of private day schools (as already given in Table No. I., p. 327,) is, for St. Pancras 367, St. George, East, 88, and Chelsea 91, total 546. Contrasted with the return given in the census of 1851 the following is the result:—

—	Private Schools, 1851.	Private Schools, 1858.	Increase.
St. Pancras - - -	239	367	128
St. George, East - -	86	88	2
Chelsea - - - -	76	91	15
	401	546	145

I have already given a column showing the increase in the number of scholars at private schools contrasted with the census of 1851, but in consequence of the different interpretation given to the term "school" from that adopted in 1851, to which I have before adverted, any estimate of the increase of private schools contrasted with public schools, based upon a comparison of the census of 1851 with the present returns, would be fallacious.

Table III, ante, p. 33L

It will not escape observation that, although the number of private schools exceeds so largely that of public schools, 546 against 172, yet the number of scholars in private schools is less by 50 per cent. than those in public schools; there are 25,181 public, against 13,633 private scholars.

The next return which I have prepared corresponds with Table II. relating to public schools, and shows the per-centage, with reference both to attendance and ages of scholars.

TABLE XI.—Showing Proportion of MASTERS, MISTRESSES, and other TEACHERS to Total Number of SCHOLARS in PUBLIC SCHOOLS.

PARISH.	Number of Schools that made Return of Master, &c.	Total Number of Scholars.	Total Number of Masters.	Number of Government Pupil-teachers and Assistants.	Number of Monitors paid and unpaid.	Number of Masters, &c., holding Certificates of Merit.
St. Pancras	25 Boys' Schools	4,703	29 Masters 1 to about 162 These taken together give 1 to about 62.	47 1 to about 100	207 1 to about 23	13 Masters.
Ditto	23 Girls' Schools	2,546 Girls	31 Mistresses 1 to about 92 These taken together give about 1 to 40.	39 1 to about 73	65 1 to about 44	14 Mistresses.
Ditto	42 Infants' and Mixed Schools.	3,741 Boys 3,565 Girls <u>7,306</u>	13 Masters 49 Mistresses <u>62</u> 1 to about 118 These taken together give about 1 to 58.	5 Males 60 Females <u>65</u> 1 to about 112	60 Males 117 Females <u>177</u> 1 to about 42	2 Males. 11 Females. <u>13</u>
St. George, East	7 Boys' Schools	1,093 Boys	9 Masters 1 to about 121 These taken together give 1 to about 61.	9 1 to about 121	17 1 to about 64	6 Males.
Ditto	6 Girls' Schools	827 Girls	8 Mistresses 1 to about 103 These taken together give 1 to about 33.	17 1 to about 49	4 1 to about 206	4 Females.
Ditto	9 Infants' and Mixed Schools.	810 Boys 518 Girls <u>1,328</u>	2 Masters 7 Mistresses <u>9</u> 1 to about 148 These taken together give 1 to about 60.	3 Males 10 Females <u>13</u> 1 to about 102	5 Males 8 Females <u>13</u> 1 to about 102	1 Male. 1 Female. <u>2</u>
Chelsea	11 Boys' Schools	2,378 Boys	23 Masters 1 to about 103 These taken together give 1 to about 39.	50 1 to about 42	23 1 to about 103	14 Masters.
Ditto	11 Girls' Schools	1,273 Girls	11 Mistresses 1 to about 116 These taken together give 1 to about 30.	13 1 to about 98	18 1 to about 71	5 Mistresses and 2 registered Female Teachers.
Ditto	17 Infants' and Mixed Schools.	1,078 Boys 1,097 Girls <u>2,175</u>	21 Mistresses 1 to about 104 These taken together give 1 to about 52.	21 1 to about 104	30 1 to about 72	6 Mistresses.

TABLE XII.—TABLE showing NUMBER of SCHOLARS present at PRIVATE SCHOOLS, with AGES. (See Report, p. 340.)

PARISH.	Number of Schools that make Returns.			Number of Scholars belonging to Schools.		Under 3 Years.		From 3 to 6 Years, inclusive.		Above 6 and not more than 7 Years.		Above 7 and not more than 8 Years.		Above 8 and not more than 9 Years.		Above 9 and not more than 10 Years.		Above 10 and not more than 11 Years.		Above 11 and not more than 12 Years.		Above 12 and not more than 13 Years.		Above 13 and not more than 14 Years.		Above 14 and not more than 15 Years.		Above 15 Years.		Total.	
	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
St. Pancras	208	2,850	3,845	6,005	126	111	766	817	394	435	291	384	233	340	205	317	157	269	108	200	128	168	97	111	45	55	40	58	2,590	3,325	
Per-centago	-	-	-	-	4.80	3.33	20.58	24.57	15.21	13.08	11.24	11.55	9.00	10.26	7.92	9.53	6.06	8.09	4.17	7.82	4.94	5.05	3.74	3.83	1.74	1.65	1.54	1.74	00.88	86.48	
St. George, East	82	1,036	1,140	2,185	95	100	305	324	160	177	80	121	62	91	84	79	61	47	48	42	20	40	25	22	7	19	8	16	934	1,078	
Per-centago	-	-	-	-	10.17	9.28	32.66	30.06	17.13	16.42	85.6	11.22	6.84	8.44	5.78	7.33	6.53	4.80	5.14	3.90	3.10	3.71	2.68	2.04	0.75	1.70	0.86	1.48	00.15	03.82	
Chelsea	73	915	792	1,707	16	21	197	217	111	78	94	61	77	71	51	67	68	62	55	41	62	29	67	84	29	6	18	6	830	693	
Per-centago	-	-	-	-	1.93	3.03	23.73	31.31	13.37	11.26	11.83	8.80	9.28	10.25	6.14	9.07	7.59	8.05	6.63	5.92	7.47	4.18	6.87	4.91	3.40	0.86	2.17	0.86	90.71	87.50	
	452			10,587																											

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Of 546 schools, containing an aggregate of 13,633 children, 452, containing 10,587, have given returns of the number and ages of the children present when the information was supplied.

The per-centages of attendance contrasted with numbers on the books, are,—

	Boys.	Girls.
St. Pancras - - -	90·88	86·48
St. George, East - -	90·15	93·82
Chelsea - - -	90·71	87·50

It will be perceived that the per-centage of attendance of boys in St. Pancras is 10 per cent. greater, and in St. George, East, 8 per cent. greater than the per-centage at public schools, and of girls in those parishes from 6 to 8 per cent. greater, while in Chelsea there is an excess of attendance in private schools of 1 per cent. only in the case of boys, and in the attendance of girls the proportion is in favour of the public schools by $1\frac{1}{2}$ per cent. In the Educational Census Report of 1851, it is stated that the attendance on the day of enumeration was 91 per cent. of private, and 79 per cent. of public schools. The experience of two of my three parishes confirms this.

The same preponderance of per-centage in the ages of the children is observed in private as has been already noticed in public schools, except that there are fewer in proportion under the age of three, and more between three and six, than in public schools. By far the highest per-centage of attendance occurs in the three years from three to six, and at the respective ages of six, seven, and eight.

(See Table XII., p. 339.)

Number of private schools established since 1851.

Private schools are from their character so ephemeral, that no very important conclusions can be derived from the following return of those established since 1851. During the progress of the inquiry changes were frequently occurring; schools were given up, and fresh schools were opened; and in some instances, particularly in St. Pancras, I found it necessary upon a second visit to correct previous returns.

TABLE XIII.—Showing how many PRIVATE SCHOOLS were Established before and how many since January 1851.—(Returns from 448 out of 546 Schools.)

PARISH.	Number of Schools Established.		TOTAL.	Per-centage of Schools Established	
	Previous to January 1851.	Since January 1851.		Previous to January 1851.	Since January 1851.
St. Pancras - - -	107	189	296	36·15	63·85
St. George, East - -	44	38	82	53·66	46·34
Chelsea - - -	32	38	70	45·71	54·29

The returns of average daily attendance in private schools are, I fear, still less trustworthy than those already given with reference to public schools. I have, however, taken them from 444 out of my total of 546 schools, and give the result. It will be seen that the proportion of excess in the average attendance at private schools over that in public schools is not widely different from the proportion already established in the attendance on the days when the returns were respectively furnished.

TABLE XIV.—AVERAGE DAILY ATTENDANCE IN PRIVATE SCHOOLS.

PARISH.	Number of Private Schools that made Returns of Average Daily Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number of Scholars in Daily Attendance in the foregoing Schools.	Per-centage of Scholars in Average Daily Attendance.
St. Pancras - - -	298	6,695	5,448	81·37
St. George, East - - -	74	2,004	1,695	84·58
Chelsea - - -	72	1,707	1,389	81·37
	444	10,406	8,532	—

A comparison of the proportion of children taught various subjects with that already given for public schools presents some facts worthy of note. The proportion of boys who in the private schools in St. Pancras learn music from notes is only $9\frac{3}{4}$ per cent. contrasted with $21\frac{1}{2}$ per cent. of those who learn it in the public schools, and in Chelsea $12\frac{1}{2}$ against $18\frac{1}{2}$ per cent. So of drawing, —the private male scholars in St. Pancras are only $19\frac{1}{2}$ per cent. against nearly 29 per cent. in the public schools, and in Chelsea $19\frac{1}{2}$ per cent. against nearly 27 per cent. There is a slight excess in the proportion of those receiving religious instruction over those taught reading, arising from a similar cause to that to which I have before adverted in the case of public schools.

(See Table XV., p. 342.)

In estimating the adequacy of the supply of teachers to scholars, some little confusion was at first occasioned by the mode in which the wording of Circular N. was interpreted, masters and mistresses did not consider the term "teacher" to include them, and where no teachers were employed in addition, the return was not filled up. However, this inaccuracy was soon corrected, and from the returns received from 362 out of 546 schools I have calculated the proportion of teachers, including under this term

TABLE XV.—Showing NUMBER of SCHOLARS belonging to PRIVATE SCHOOLS LEARNING the under-mentioned SUBJECTS.

PARISH.	Number of Schools that made Return.	Number of Scholars belonging to the School.			Religious Instruction.		Reading.		Writing.		Arithmetic.		Needlework.	Other Industrial Work.		Geography.		English Grammar.		English History.		Mechanics.	Algebra.	Euclid.	Elements of Physical Science.		Music from Notes.		Drawing.	
		Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				Males.	Females.	Males.	Females.	Males.	Females.
St. Pancras -	296	2,849	3,838	6,687	2,600	3,369	2,604	3,556	1,720	2,285	1,615	2,098	3,258	118	652	1,130	1,025	1,116	1,613	910	1,389	158	141	111	232	44	277	472	547	152
Per-centage	-	-	-	-	91·26	97·78	91·40	92·65	60·37	59·54	56·89	54·66	84·90	3·97	16·99	39·66	42·34	39·17	42·03	31·94	36·20	5·54	4·95	3·90	8·14	1·12	9·72	12·30	19·20	8·96
St. George, East	83	1,036	1,146	2,185	929	1,071	912	1,012	464	428	416	883	917	2	45	253	292	271	345	231	241	-	13	9	58	88	1	90	52	57
Per-centage	-	-	-	-	89·67	93·21	88·03	88·08	44·79	37·25	40·15	33·33	78·94	0·10	3·92	24·42	25·41	26·16	30·03	22·30	29·97	-	1·25	0·87	5·60	3·31	0·10	7·83	5·02	4·06
Chelsea -	72	915	792	1,705	754	704	767	719	603	477	585	467	669	-	33	466	374	476	379	414	354	23	86	75	105	-	114	100	177	11
Per-centage	-	-	-	-	82·46	88·88	83·83	80·78	65·90	60·23	63·93	58·96	84·47	-	4·17	50·93	47·22	52·02	47·85	45·25	44·70	2·51	9·49	8·20	11·47	-	12·46	12·63	19·34	1·39

masters and mistresses as well as assistants and monitors, to be the following :—

—	Boys' Schools.	Girls' Schools.	Mixed Schools.
St. Pancras :			
Proportion of Teachers -	1 to 20	1 to 11	1 to 16
St. George, East :			
Proportion of Teachers -	1 to 42	1 to 14	1 to 23
Chelsea :			
Proportion of Teachers -	1 to 23	1 to 16	1 to 17

The last statistical return I have prepared relative to private schools shows the numbers of the various descriptions of schools and of the male and female scholars in them. They are divided into three classes :—

Distinction of private schools. Superior, middling, and dame schools.

- 1st, Superior, terms exceeding one guinea per quarter.
- 2nd, Middling, terms from 6d. a week to one guinea a quarter.
- 3rd, Schools of which the terms do not exceed 6d. a week.

(See Table XVI., p. 344.)

The number of Sunday schools has been already stated to be 156, of which there are in—

Sunday schools. Table I., p. 327.

St. Pancras - - -	102
St. George-in-the-East - -	17
Chelsea - - -	37

I subjoin a table showing the number and ages of the scholars present when the returns were made, and of the per-centages of each age. The highest total per-centage of attendance is in St. George-in-the-East, where it includes 90½ per cent. of the boys, and nearly 90 per cent. of the girls, belonging to the schools. In Chelsea, the totals are 83¼ per cent. both of boys and girls; and in St. Pancras, 76¼ per cent. of boys, and 79 per cent. of girls. The per-centage of ages presents the same preponderance, from three to six, to that which I have remarked in the returns from public schools, but not nearly so large a proportion of scholars of the ages of six, seven, and eight, while those above 15 years considerably exceed in number the public day scholars of similar age.

Number and ages of scholars present.

(See Table XVII., p. 345.)

A comparison between the scholars belonging to Sunday schools returned in the census of 1851 with the number ascertained in 1858 shows that, in St. Pancras the proportion of Sunday scholars to population has increased from 1 in 20½ to 1 in 13, and in Chelsea from 1 in 17 to 1 in 13½, but in St. George-in-the-East the proportion has remained nearly the same, 1 in 16. The proportion of schools between 1851 and 1858 is as under :—

Sunday scholars in 1858 compared with 1851.

	1851.	1858.
St. Pancras - - -	34	102
St. George-in-the-East - -	13	17
Chelsea - - -	19	37

TABLE XVI.—TABLE showing NUMBER of PRIVATE SCHOOLS, with their various DESCRIPTIONS and NUMBER of SCHOLARS belonging thereto.

PARISH.	Total Number of Private Schools.	Number of Scholars.			Number of Schools of each Description.			Description of Schools, with Number of Scholars belonging to each Description.*									Number of Dame Schools teaching only Religious Instruction, Reading, and Needlework, with Number of Scholars therein.			
		Males.	Females.	Total.	Superior.	Middling.	Dame.	Superior.			Middling.			Dame.			Number of Schools.	Males.	Females.	Total.
								Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.				
St. Pancras -	367	4239	4868	9107	101	169	106	1809	1566	3465	1511	2225	3736	829	1077	1906	40†	290	298	588
Per-centage -	—	46·55	53·45	—	27·52	43·60	28·88	20·85	17·20	38·05	16·59	24·43	41·02	9·10	11·83	20·93	10·90	3·18	3·27	6·45
St. George, East	88	1086	1216	2302	9	31	48	163	118	281	395	541	936	528	557	1085	31	294	303	507
Per-centage -	—	47·18	52·82	—	10·23	35·23	51·54	7·08	6·12	12·20	17·16	23·50	40·66	22·04	24·20	47·14	35·24	12·77	13·16	25·93
Chelsea -	91	1047	1177	2224	27	41	23	405	449	854	452	409	951	190	229	419	9	75	75	150
Per-centage -	—	47·08	52·92	—	20·07	45·06	25·27	18·21	20·19	38·40	20·33	22·43	42·76	8·54	10·30	18·84	9·80	3·37	3·37	6·74
GRAND TOTAL	546	6372	7201	13,633	137	232	177	2467	2133	4600	2358	3265	5623	1547	1863	3410	80	659	676	1335
Per-centage -	—	46·74	53·26	—	25·09	42·49	32·42	18·10	16·64	33·74	17·29	23·95	41·24	11·35	13·67	25·02	14·65	4·83	4·96	9·79

* This table shows, 1st. Superior, all schools of which the the terms exceed 1 guinea a quarter.
2nd. Middling, 6d. a week, and not exceeding 1 guinea a quarter.
3rd. Dame Schools, under 6d. a week.

† Of the above, 4 schools in St. Pancras are kept by persons receiving parochial relief,

TABLE XVII.—Showing NUMBER of SCHOLARS present at SUNDAY SCHOOLS, with AGES.

PARISH.	Number of Schools that made Return.			Number of Scholars belonging to the School.		Under 3 Years.		From 3 to 6 inclusive.		Above 6 and not more than 7.		Above 7 and not more than 8.		Above 8 and not more than 9.		Above 9 and not more than 10.		Above 10 and not more than 11.		Above 11 and not more than 12.		Above 12 and not more than 13.		Above 13 and not more than 14.		Above 14 and not more than 15.		Above 15 Years.		TOTAL.	
	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
St. Pancras -	88	7,164	7,711	14,875	32	40	814	980	625	592	562	612	613	552	599	627	549	565	441	546	359	481	206	371	226	273	367	466	5,403	6,105	
Per-centage	-	-	-	-	0.59	0.65	14.90	16.05	11.07	9.70	10.29	10.03	11.22	9.04	10.96	10.27	10.05	9.26	8.07	8.94	6.87	7.88	5.42	6.08	4.14	4.47	6.72	7.63	76.26	79.17	
St. George, East	16	1,255	1,566	2,761	2	2	205	213	163	175	121	145	95	144	116	137	84	116	135	141	105	98	49	67	72	46	47	70	1,134	1,354	
Per-centage	-	-	-	-	0.18	0.14	18.08	15.73	9.08	12.92	10.67	10.71	8.37	10.64	10.28	10.12	7.41	8.87	11.90	10.41	9.26	7.24	4.32	4.95	6.35	3.40	4.15	5.17	90.36	89.91	
Chelsea -	36	2,366	2,714	5,080	49	29	408	377	175	300	178	226	227	207	187	196	198	200	162	199	126	156	97	117	85	309	84	131	1,074	2,347	
Per-centage	-	-	-	-	2.48	1.24	20.57	16.06	8.86	8.52	9.02	9.63	11.50	8.82	9.47	8.35	10.03	8.52	8.21	8.48	6.38	6.64	4.01	5.00	4.31	13.16	4.26	5.58	83.43	86.48	

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The returns of 1851 do not comprise any Roman Catholic Sunday schools in any of the three parishes.

TABLE XVIII.—SCHOLARS in SUNDAY SCHOOLS compared with POPULATION.

PARISH.	Scholars of all Ages in 1851. (Education Census.)	Population in 1851. (Census.)	Scholars of all Ages in 1858.	Population estimated in 1858.	Proportion of Scholars to Population, 1851.	Proportion of Scholars to Population, 1858.
St. Pancras - - -	8,050	166,956	15,482	198,953	{ About 1 in 20½	About 1 in 13
St. George-in-the-East -	3,053	48,376	3,451	53,935	{ About 1 in 16	About 1 in 16
Chelsea - - -	3,370	56,538	5,361	71,732	{ About 1 in 17	About 1 in 13½

Average attendance at Sunday schools compared with numbers belonging to schools.

The average attendance at Sunday schools is shown by the following table :—

TABLE XIX.—Showing the AVERAGE ATTENDANCE of SCHOLARS in SUNDAY SCHOOLS, as compared with the Numbers belonging to the School.

PARISH.	Number of Sunday Schools that made Returns as to Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number in Sunday Attendance in foregoing Schools.	Per-centage of Scholars in average Sunday Attendance.
St. Pancras - - -	101	15,482	10,541	About 68
St. George-in-the-East -	17	3,451	2,280	„ 65
Chelsea - - -	37	5,361	3,493	„ 65

The per-centage of attendance on the 30th March 1851, according to Mr. Horace Mann's Return, was, St. Pancras about 69 per cent., and Chelsea and St. George-in-the-East each about 70 per cent.

Scholars in Sunday schools who have attended a week-day school five or more than five years, and who have never attended a

In connexion with that branch of my instructions which directs me to ascertain how far Sunday schools serve to keep up the education already acquired in day schools, I have prepared a return showing the numbers and proportion of scholars who have attended a week-day school five years and upwards, and of those who have never attended a week-day school. The following is the result :—

RATIO per Cent. of SCHOLARS who have attended a WEEK-DAY SCHOOL for Five or more than Five Years. week-day school compared with the number of scholars in schools.

—	Boys.	Girls.	Total.
St. Pancras, per cent. -	35·94	35·33	36·22
St. George-in-the East, per cent. - - -	21·59	13·86	17·37
Chelsea, per cent. - -	34·99	39·84	37·68

RATIO per Cent. of SCHOLARS who have never attended a WEEK-DAY SCHOOL.

—	Boys.	Girls.	Total.
St. Pancras, per cent. -	8·56	7·67	8·09
St. George-in-the-East, per cent. - - -	16·03	8·50	11·90
Chelsea, per cent. - -	16·08	22·60	19·60

The Church of England Sunday schools do not bear so large a proportion to Dissenting schools as the public schools do. The following table gives the numbers of schools and scholars, and the per-centage of schools :— Proportion of Church of England to Dissenting Sunday schools.

TABLE XX.—PROPORTION OF CHURCH OF ENGLAND TO DISSENTING SUNDAY SCHOOLS.

PARISH.	Schools.				Per-centage of the Total Number of Schools returned.		
	Church of England.	Denomi-national.	Non-Denomi-national.	Total.	Church of England.	Denomi-national.	Non-Denomi-national.
St. Pancras: Schools -	50	41	11	102	49·02	40·19	10·79
Scholars -	6,897	6,901	1,529	15,327	—	—	—
St. George, East: Schools -	8	9	—	17	47·06	52·94	—
Scholars -	1,159	1,892	—	2,951	—	—	—
Chelsea: Schools -	20	16	1	37	54·06	43·24	2·70
Scholars -	2,700	2,587	85	5,352	—	—	—

The last statistical return I have prepared relative to Sunday school shows the proportion of teachers to scholars, and of paid to voluntary teachers. It will be seen that the preponderance of voluntary teachers is so great as hardly to admit of comparison. Proportion of teachers to scholars in Sunday school; and of paid to voluntary teachers.

TABLE XXI.—Showing PROPORTION of PAID and other SUPERINTENDENTS and TEACHERS to TOTAL NUMBER of SCHOLARS in SUNDAY SCHOOLS.

PARISH.	Number of Schools that made Return.	Number of Scholars belonging to the School.			Number of Paid Superintendents and Teachers.			Number of Voluntary Superintendents and Teachers.		
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
St. Pancras - - -	101	7,412	8,070	15,482	11 1 to about 67	11 1 to about 73	22	631 about 1 to 12	882 about 1 to 9	1,513 22
St. George-in-the-East - -	17	1,385	1,666	3,051	1	—	1	143 about 1 to 9½	154 1 to about 11	1,535 1 to about 10
Chelsea - - -	37	2,389	2,972	5,361	—	1	—	204 1 to about 11½	274 1 to about 11	1 297
										298 1 to about 10
										468 1
										469 1 to about 11

The number of evening schools* in the three parishes constituting my district has been already stated to be—

	Schools.	Scholars.
St. Pancras - - -	50	2,522
St. George-in-the East - - -	11	760
Chelsea - - -	10	515

Evening schools. Table I., ante, p. 327.

In 1851 the inquiry into evening schools was limited to schools for adults. No means of instituting a comparison, therefore, exist between the number of schools and scholars then and now. At present the proportion of scholars at evening schools, juveniles as well as adults (but exclusive of Literary, Scientific, and Mechanics' Institutions), appears to be—

In St. Pancras - - -	about 1 in 79
„ St. George-in-the-East - - -	„ 1 in 71
„ Chelsea - - -	„ 1 in 139

Proportion of scholars to population in 1858.

The average attendance, compared with the numbers on the books, is the following. The returns, it will be observed, are from 64 out of 71 schools.

Average attendance at evening schools.

TABLE XXII.—Showing the AVERAGE ATTENDANCE of SCHOLARS in EVENING SCHOOLS, compared with the Numbers belonging to the School.

PARISH.	Number of Evening Schools that made Returns as to Attendance.	Number of Scholars belonging to the foregoing Schools.	Average number in Evening Attendance in foregoing Schools.	Per-centage of Scholars in average Evening Attendance.
St. Pancras - - -	48	2,467	1,488	60·32
St. George-in-the-East - - -	6	566	335	59·19
Chelsea - - -	10	515	257	49·90

I have added a table, showing the number and per-centage of schools established before and since 1851. I fear it is not much to be relied upon; but it appears from it, that, in St. Pancras, there has been an increase of about 7 per cent., and in St. George-in-the-East of 80 per cent., while in Chelsea there has been a decrease of 40 per cent.

Number of evening school established before and since 1851.

* The returns with respect to evening schools are not nearly so perfect as I could desire. The form of Circular O. was not adapted to private schools, of which I found a larger number to exist than I expected.—J. W.

TABLE XXIII.—Showing the NUMBER of EVENING SCHOOLS
Established before and since January 1851.

PARISH.	Number of Schools Established		TOTAL.	Per-centage of Schools Established	
	Previous to 1851.	Since 1851.		Previous to 1851.	Since 1851.
St. Pancras - - -	21	26	47	44·68	55·32
St. George-in-the-East -	1	9	10	10·00	90·00
Chelsea - - - -	7	3	10	70·00	30·00

Number of evening scholars who have attended a week-day school five years and more, and who have never attended a week-day school.

In order to guide me in forming a judgment how far evening schools afford a secondary education to persons who have already attended school, and how far they are merely designed to enable those who wish to do so to supply the defects of early neglect in education, I prepared tables showing the number of scholars who had attended a week-day school five years and upwards, and of scholars who had never attended a week-day school. The following is the short result:—

RATIO per Cent. of SCHOLARS at EVENING SCHOOLS who have attended a Week-day School for Five or more Years.

—	Boys.	Girls.	Total.
St. Pancras, per cent. -	39·35	16·82	28·95
St. George-in-the-East, per cent.	29·27	52·74	38·29
Chelsea, per cent. - -	19·93	26·79	22·72

RATIO per Cent. of SCHOLARS at EVENING SCHOOLS who never attended a Day School.

—	Boys.	Girls.	Total.
St. Pancras, per cent. -	28·44	21·29	25·14
St. George-in-the-East, per cent.	20·30	13·36	17·63
Chelsea - - - -	These returns were too imperfect to enable me to prepare tables from them.		

Among the directions given to the Assistant Commissioners is one to the effect, that it will be well, in seeking information, to take down the answers of an intelligent witness, read them over to him, and after receiving his corrections and explanations, obtain his signature. This induced me to suggest the expediency of allowing printed forms of questions to be circulated under the sanction of the Commission. I have inserted in the Appendix the substance of the replies from 36 of the parties, to whom I addressed the questions supplied to me for that purpose. By so doing I have added grievously to the bulk of my report; but I trust your Grace and the Commissioners will not disapprove the course I have taken. I attach great value to these replies, not only because the majority of them embody the results of years of experience upon the subjects which we have only a few months to investigate, and are from correspondents whose names and position in the educational world command respect for their opinions, but because the accomplishment of any plan for the improvement of popular national education depends for its success so materially upon the support of public opinion, that it seems to me very desirable to obtain and record the feeling prevalent among those who take the deepest interest in the subject upon the various points submitted for our investigation.

Information derived from answers to questions issued under authority of Commissioners.

Appendix, p. 411.

III.—*Condition of Education.*

It is very difficult to give an answer with regard to the adequacy of the supply in general terms for the whole district.

Supply and demand.

The demand is unequal, and depends much upon the activity and energy of the leading ministers and the popularity of the schools; but in apportioning the accommodation this should not be taken into account. It is to be assumed that educational zeal exists everywhere, that all are good schools, and that there is room for all the children, whether they desire education or not.

So far as public schools are concerned, an average obtained by comparing the area of school accommodation with the number of children who ought to be educated, would probably make the supply nearly equal to the demand, and fully equal to the demand of those on whose behalf education is actually desired. But, unhappily, education is not governed by the ordinary commercial relations of supply and demand. The superabundance of one district cannot be taken in aid of the deficiency of another, and therefore any general average which should simply contrast the area of school accommodation with the entire population of the district would only mislead. Starting with the principle, that every district in every large London parish should have a sufficient supply of good schools to educate all its children from three to fifteen, I am of opinion there is still a considerable deficiency.

Supply of public schools.

I could multiply instances in which the demands for admission greatly exceed the accommodation. In Chelsea, at Whitelands, at Trinity Church Schools, and at three or four other schools, there are constantly from 20 to 30 candidates waiting their turn

for admission. In St. Pancras, at the excellent schools of the Home and Colonial Society, the number of applicants waiting varies from 50 to 100. At the Perry Street Schools, and many other popular establishments, similar pressure occurs; but the following example shows the existence of the strong demand in a case where, from its recent establishment, the school has not had time to acquire any considerable reputation.

In November 1858, during the progress of this inquiry, the London and North-western Railway Company built and opened a boys' and girls' school for the children of persons employed in their service. Each school was built to contain 220 children; the terms for the servants of the Company range from 2*d.* to 6*d.* a week, in proportion to the wages of the parent; but the public are permitted to send their children at a uniform rate of 6*d.* per child. At the time of my visit, the number of children of the public was 126 to 94 children of railway servants, and the master and mistress had each been compelled to refuse upwards of 100 applicants. So far as the Company is concerned, the accommodation is no doubt sufficient for the special purpose for which it is designed; but the case illustrates the extent of demand, even where the public are not invited but only permitted to attend.

Again, in one district of St. Pancras, where there is ample demand, no schools can be established owing to the impossibility of finding a site, while in another there are large and spacious schools not half full, but unfortunately nearly three miles intervene between the two districts.

Throughout all three parishes, but especially in one district in St. George-in-the-East, it was painful to see the shifts to which earnest and active ministers were reduced to accommodate applicants for education; railway arches and all manner of odd and unsuitable buildings were pressed into the service at a terrible sacrifice of ventilation and cleanliness; yet, upon an average of the whole district, the supply of public school buildings is, perhaps, not much below the requirements of the population.

It will be observed that in the statistical returns already given, there is an apparent excess of accommodation compared with average attendance, of upwards of 8 per cent. in each of my parishes, but these include infant schools, where the allowance of space is larger in proportion, and of course make no distinction between schools where the attendance is good, and those which are not half filled.

Supply of private schools.

In forming a general estimate of school accommodation, private schools must not be overlooked; and although any general statistical returns upon the point could not be obtained, I think the supply is far more commensurate with the demand than is the case with public schools. Notwithstanding the general want of fitness of the buildings in which they are carried on, comparatively few of which possess even a schoolroom specially built for the purpose, I observed upon the whole more room than scholars; indeed the statistical returns already given show

See ante, Table I., p. 327.

strikingly the disproportion between the number of schools and scholars when contrasted with public schools. If the question be confined to private school accommodation, without reference to quality, I incline to think the supply is quite equal to the demand in all my district.

I am desired in the instructions to determine approximately the number of children for whom no means of education are provided, and to form an opinion as to the age at which boys and girls respectively usually leave school. Upon the former point the information I have obtained does not justify me in expressing a very positive opinion; but, adopting the estimate of children between three and fifteen obligingly furnished to me by Mr. Flint, the Registrar of the Commissioners, as 79,381, I have arrived at the conclusion that means of education exist for about 70,000 of that number.

The statistical returns with respect to ages already given, and my own experience, establish the age of 10 to 11 as that at which boys, and 10 to 12 as that at which girls, usually leave school.

In addition to the replies which are printed in the Appendix, I obtained as much information as I could by detailed inquiry among residents in my district, both teachers and parents of children, upon the subject of the will and power of parents to send their children to school and keep them there. The result has been to impress my mind with the conviction that, so far as regards not sending the children to school at all, want of will much exceeds the want of power—that this want of will is rapidly decreasing, and decreases in proportion to the pains taken by district visitors, and others having access to the poor, to explain to the parents the advantages of education. I think the source of this unwillingness is indifference resulting from ignorance, and not any objection either to the kind of education, the capability of the teacher, or religious difference.

But when religious differences are pushed to such extremities as to inflame popular passions the case is different. A district of the parish of St. George, East, painfully illustrates this. The population of the rectory district is 30,000, that of Christchurch 13,000, and St. Mary, 6,500, and the rectory district contains the important establishments of Raine's Charities, but the number of children under education at public schools connected with the church in the rectory district is far below the number at either of the other two districts. When I first visited the parish it was stated to me that some of the schools in that district were only in the course of organization, and I was requested to defer my visit to a later period. I came again at the close of the inquiry, and, instead of progress, I found one Sunday school, which at my first visit had been commenced with some promise, entirely closed, and the other schools all more or less disorganized, and with diminished instead of increased numbers. As I stood waiting at one Sunday school room door with a group of children, I remarked to one that

she would have a good many companions at school as the afternoon was so fine. "Oh no, sir," was the reply, "they are all gone to church to see the row."

Wages of children.

The last question upon this head set out in the instructions, "Do parents neglect education on the ground that they cannot afford to forego the wages earned by their children?" applies with greater force as a reason for neglect or refusal to keep children long at school, than for not sending them at all. This difficulty undoubtedly lies at the root of all attempts to keep the children of the poor at school steadily and for a sufficiently long period. Many and frequent have been the representations made to me by parents (whose respectability and earnest desire to keep their children at school I knew) of the impossibility of dispensing with the aid of the children's earnings. In several cases I satisfied myself that the wages of the parent were really insufficient to maintain his family. The school fee is of trifling importance—that is not grudged, but the 2s. or 3s. a week brought into the common store by the child's employment are the temptation. In the metropolitan districts there are facilities for earning money from the age of six and upwards, and the variety of occupations is so great as to render a detailed list almost impracticable. In aid of the parents' unwillingness to forego the child's wages, comes the strong desire on the part of the child itself to be independent and gain money; and as if these were not powerful enough, there is too often added the temptation of the indiscreet patron who will not consent to let pass the opportunity of giving a child a start in the world because he is a little too young. An illustration of this occurs to me. I was examining a public school with one of its patrons and active managers, with whom I had been conversing on this very point, suddenly he asked the master if Harry A. was there. Harry was brought forward—a bright-faced intelligent boy who had pleased me much with his answers. "Oh! Harry," said my friend, "I am glad to say I have found a good place for you with Mr. M. the grocer, a vacancy has just occurred, and you may go at once." The child's bright face grew brighter still, and off he went rejoicing; but as he was going, I called him back, and asked him his age. "Nine and a half," was the reply. My question conveyed to my friend the thought which was passing through my mind, and he felt it necessary to explain the peculiar circumstances of the case, how that the lad was the only son of a mother with five daughters, and she a widow. But of course every case has its own speciality, and I venture to introduce this as not a solitary instance in which I found actual practice somewhat at variance with principles professed.

It very often happens, too, that children are kept at home to take care of the house and younger children. In St. George-in-the-East, I found a little boy of seven left in sole charge, not only of three babies belonging to his own mother, but of two more belonging to a neighbour, who was engaged with his mother upon what he called a "heavy cleaning job." The boy was upon the

books of a National school, but had been away nine days, and said, he expected to be kept at home at least a week more. This was only a case of partial interruption; but I have in my note book records of so many cases of children, both boys and girls (in the majority of instances, girls), kept entirely from school to take the place of their mothers, that I have no hesitation in reporting the result of my inquiries upon this point to be, that it does often happen that girls are kept at home to take care of the house, and that even where the exigencies of business do not absolutely require it, the habits and custom of living among the poor involve to a very great extent the neglect, total or partial, of the education of the elder children by their retention at home to discharge the duties of parents in their absence.

In connexion with this subject I subjoin the evidence given me by Mr. Roberts, the very able and intelligent master of one of the largest and most efficient public schools in the parish of St. Pancras; he says:—

This (the unwillingness to forego wages) is the hinge on which works the whole or nearly the whole question of early withdrawal from school. With the present knowledge and habits of the working classes, they can with truth, and do very largely make the plea that they cannot afford to keep John or Tom at school later than nine or ten years of age, not because they cannot afford to pay 6*d.* per week for schooling, but because they cannot afford the amount that his food and clothes cost while he is earning nothing.

Let me cite the following case in illustration:

A decent lad, tolerably industrious, gets up a fair amount of reading, writing, arithmetic, and Scripture, attends Sunday school, leaves the day school to go apprentice for five years; he completes his apprenticeship at 19 or 20, but has, in the meantime, formed an attachment to a girl. With all the hopes and ardour of youth untempered by judgment, because unenlightened by education on the subject, and trusting to good luck for the future, they get married—often going into furnished lodgings, with not a penny beforehand beyond his weekly wages; these, scanty at first, for his labour is worth less than the matured and skilful workman's, are all they have to depend on.

The family comes fast of six or seven, before the father and mother are respectively 30 years old. With such a state of things, nothing can be saved. Such a man must sink in the scale of society; his means are insufficient for the common necessaries, not to say the comforts, of life; his children must be badly fed, scantily provided with clothing, and often kept from school by the twofold causes, no shoes and no money for school fee. A man in such a position must send his children to work early; the boy of nine can't be kept for less than 3*s.* 6*d.* or 4*s.* per week, and what can a man do with this boy, and, perhaps, five more children all younger, on even 30*s.* per week. With him it is not a question of 6*d.* per week for school fee, but 4*s.* or 5*s.* per week less income by keeping the boy from work.

I don't believe half that is asserted about the disinclination of parents to send their children to school, nor of their cupidity and avarice in desiring to make something out of them. The fact is, that by the time Tommy is nine or ten, half a dozen brothers and sisters have accumulated, and therefore he *must* get his living. The

course of this family through life will serve to illustrate many phases of the causes of misery and crime little thought of, and little known or suspected by those not constantly among our town working population. Let us follow up some of the children. Take the eldest, "John," we will call him; after attending school very irregularly, he leaves at nine or ten, has acquired the use of the means of obtaining education, but none of the thing itself. He goes to place in a shop or factory as errand boy or factory hand. Here he is surrounded by temptations. To him the right thing to do is to learn to smoke and drink, as a means of early asserting his manhood. His standard of all moral and other acts is just what the majority of his companions do and eschew. Even if he had been well trained up to this time his mind is not sufficiently matured by age to resist temptations. He is sent on errands and loiters away his time. From want of knowledge, time to him is not money. He gets into other bad habits; perhaps, he is idle, for nature revenges herself on society for bringing up young children into labour so early. He sees no inducement yet to steady perseverance; he is but a child, and fond of play, so gets discharged. He runs the streets or loiters about home till another place is found for him; this is too hard or too confining; that he does not like and leaves: besides, he has learned to smoke, and, with another boy a little bigger, has the courage to call for a pint of beer at the bar of a public house; when he goes home it is just to his meals and to bed; and what a home is it; the mother is out washing, ironing, or charing almost every day, and he eats the food prepared or laid out by his little sister whom he abuses and beats. The rest of the children, when not at meals, are playing in the street or now and then sent to school, where they come or not almost as they please, for mark, father and mother are both out, so if teacher sends to know why the children are from school the message seldom reaches their ears.

But John now is growing up a big lad—a youth, and although he may not develop into a finished vagabond, yet from his idle desultory habits, and want of punctuality, his services are not worth much, and he is one of those so frequently out of work; but he is now 19, it is summer time, work has been plenty for four or five months, and he, repeating the error of his own father, gets married years before he ought, and brings over again with this act all the train of evils, of part of which he has himself been the victim. The next younger brother passes through all the same gradations, and very probably ends his course at the hulks. Then the sister, the next, perhaps, in order, she grows up to 10 or 12 without domestic or moral training, for remember, her mother goes *out* to work, or if not, she is herself, from want of early domestic training, a bad manager, a slovenly, dirty, woman. This girl is not, however, without training of some kind; she and they have been huddled together perhaps in one room, perhaps in the only room of the family, where father, mother, and all are, where it is impossible the proper decencies of life can be observed, and where she has learned more at 12 than many a "high-born dame" knows at 20.

After following out very graphically, and at greater length than my limits permit me to record, the downward career of the girl, resulting either in profligacy, or a still more unhappy marriage than her parents, attended of course with still lower degradation to the children, Mr. Roberts continues,—

Now this is no imaginary picture; cases of this kind have come under my own notice, and though all these evils are not combined in every case in one family, yet they are faithful types of a class very large in our towns. What then can we gather as to the causes of misery and crime? What is this, out of which we have seen grow indirectly such fearful evils? Most properly it should be called "*want of forethought.*" What has grown out of this one act of the "decent lad" getting married too soon after being out of his time? A family without the means of providing the decencies of life, and without the means of providing education. What have they perpetuated in society? Ignorance, idleness, extravagance, and in some or all of its many phases misery, and (too probably) crime. How then can we remedy this state of things? Was not *ignorance* the first cause of all the evil? But ignorance of *what*? not of reading, writing, and arithmetic, grammar, geography, Scripture and catechism. These the "decent lad" we started with had acquired to a fair extent; he was well educated, according to the prevalent ideas of a good education for the working man. Ignorance then of *what* was it? Of his social duties. Ignorance of the remote effects of certain acts on himself, and the community of which he formed a unit. Yet with this sort of ignorance our schools and promoters of education have yet, strangely enough, not grappled, though how systematically do they wage war against ignorance of reading, writing, and arithmetic.

Let me add here a short summary of the reasons which prevent children from being sent to school, with which I have been favoured by Miss Mayo, whose great reputation as an educational authoress, as well as her experience in teaching at the Home and Colonial Schools, entitle her opinion to the greatest weight.

Miss Mayo describes the causes to be the following:—

1. The immediate results of education not being evident, it is little appreciated.
2. Schools are not made sufficiently attractive—the teaching is not calculated to interest.
3. Low wages and the help to supply the deficiency to be obtained by the early employment of children.
4. The all prevailing and dreadful prevalence of drunkenness in parents, which absorbs the means which would provide for the education of their children.

My information as to the parts and description of education valued most by parents is derived from conversations with intelligent fathers and mothers of children, and schoolmasters. I have arrived at the conclusion, that the greatest value is attached to those branches which are supposed most effectually to prepare the children for earning their own livelihood, and to those which enable them to contribute to the instruction and amusement of the home circle. Reading, writing, arithmetic, and geography, I find most popular under the former, and reading, drawing, and music under the latter head. Grammar and history are but very little cared for. At one public examination at which I was present the parent of a child (a common labourer) came forward and made a speech, thanking the master and managers for the benefits conferred upon him, by teaching his daughter drawing, exhibiting,

Description of
education
valued most by
parents.

with pride, some very creditable specimens drawn by her for her own amusement. He gave a very lively description of the delight he and his wife had in looking over her while she was so occupied, and one of his boys read to them; and declared that the attractions of such an evening had often kept him from the public house.

With girls, substituting needlework for geography, there is the same feeling of preference; but I find a strong dislike to other portions of female industry. Parents not only consider such subjects below the dignity of "education," but they think they can give the children better instruction in them at home. This feeling extends even to those branches which are more intimately connected with their means of earning a livelihood. A school for cookery has recently been established in Albany Street, St. Pancras, under the superintendence of a professed French "chef," and the philanthropic ladies who have founded it allow a certain number of girls from the National schools to be sent there for tuition without payment. I was informed by the incumbent of the district (a most zealous promoter of education, whose schools are of a very high character), that it was a matter of extreme difficulty to obtain the consent of the parents of six children (the number to which he is limited) to their availing themselves of this privilege. To illustrate further the stupidity of the objection, and the value of the advantages of which the children are deprived, I found at the establishment pupils paying 30s. a week and more for the instruction; and I saw scraps of cold mutton and little bits of bread converted into "croquettes," "rissoles," and other tempting refinements of cookery, at an expense so trifling as to be within the reach of the parents of these very children, and with a result which would go far to educate and improve the national taste in feeding. Again, with regard to the boys, I found manual labour and out-door industry generally unpopular with parents. In some cases I traced this dislike to the apparent connexion between the system and the workhouse, from its general introduction at these schools; in others, to a belief that it was an excuse for their doing the work of the school, and wasting the time which the parents paid for and expected to be devoted exclusively to schooling.

Out-door
industry un-
popular.

Upon this point I beg permission again to cite the evidence given to me by Miss Mayo:—

I believe that well-conducted schools generally fill; therefore that much depends upon the efficiency and popularity of the teacher. Schools would be more valued were the children taught to read intelligently and pleasantly, to write a clear good hand, and girls to work well. These are points which the poorer classes appreciate, and they may be so taught as to furnish mental exercise and moral discipline, and leave time for the other branches of instruction. It is a mistake to endeavour to make schools self-supporting by needlework. School is the place for learning, not for business. Care should be taken to let parents know what their children are doing and their improvement. A quarterly report sent to each parent works well. Where the poor have been systematically visited with the object

of setting before them the benefits of education, and the advantages within their reach described, many have been aroused to a sense of their duty.

I am glad to be able also to call in aid the experience of a lady, whose magnificent support of education among the poor, as well as her personal devotion of time and labour to the cause, entitle her opinions to no ordinary respect. Miss Coutts has responded to my application for assistance, not only by communicating her own sentiments, but by favouring me with introductions to gentlemen of educational experience in a manner which, I trust, she will forgive me for thus publicly acknowledging. I subjoin the following extracts from the evidence of Miss Coutts:—

Those who conduct schools should not forget that the children are only partly theirs; experiments in education should therefore be very carefully tried amongst the poor. A considerable class amongst them consider it somewhat of a favour to send their children to school. Others look upon school as the means of making their children 'fine;' these prefer that useless things should be taught, such as *crochet-work*, for girls, and abstruse names of things or places to boys, and regard more the quantity than quality of instruction given in schools. This class, in my opinion, frequently leave their children longer at school than the hard-working man, merely for the chance of their getting on in the world, and out of their own sphere in life. Shopkeepers and those in possession of more settled incomes belong usually, though not exclusively, to this class.

In reference to the question of wages of children under 15, it should be remembered that in a family there are usually several children between the ages of 8 and 15. Each child may earn very little, but the whole amount (at the end of the week) of the children's earnings must make a great difference in the household comfort. Besides which there is this very important consideration; when the children are placed out in the world with employers, should their parents die they are not wholly destitute and obliged to go either to the workhouse, or to begin life without any supervision or care whatever. I do not hold the opinion, therefore, that the amount of wages is the sole reason in industrious households for the removal of children from school at an early age. I believe sober, steady working people, wishing to do their duty to their family, will often remove a child earlier than the careless, the discontented, or the ambitious. And in my judgment, the urging children to remain at school has been pushed much too far, both for the interest of the individual child, and for the social condition of the working classes as a body. It is quite certain there must always be a certain number of agricultural labourers, good or bad, and amongst artizans and shopkeepers a second-rate class. It is equally certain that there are in every class of society certain professions of which a practical knowledge must be acquired early, or not at all, and in which scholarship is in a manner quite a secondary affair. If in the lower working classes of society, the whole or the principal effort is to make competitors for such occupations only as require scholarship, the very stupid, the idle, or the vicious, will be alone found capable or willing to undertake all those numerous occupations which require early habit to acquire a practical knowledge of, but to fulfil which scholarship is not essential. Instead of a respectable body of poor, we shall have a body of vagrants. As regards girls, the case is quite as strong—stronger, inasmuch as girls of

every rank begin life earlier. In the country (in summer especially), the women of the family are usually employed in the fields. The eldest girl must therefore be at home. In towns, women go out charing or nursing, or taking needlework, washing, &c. In all these occupations, the elder girl has either to mind the family or to assist the mother. Besides which, from the greater docility and aptitude with which they then learn the duties of their station, it is even more important to girls, to be early in service, and as a poor man's wife must lead a life of activity, with ceaseless demands on her temper, cheerfulness, forethought, and health, it is to her a double misfortune, if, from remaining too long at school, she should lose those habits indispensable for her happiness, and form tastes and habits only suited to those who have leisure at their disposal. I believe the too great stress laid upon scholarship, and on habits of mental activity alone, leads many girls to seek to become teachers; failing in this, their prolonged education, and the cultivation of their tastes for reading, drawing, and music, unfit them for the management of humble homes; thus, discontented with their position, they swell either the host of incompetent middle-class teachers, or gratify the habits of life and mind engendered at any cost to their welfare. It has been remarked that girls in Reformatories and Unions do not turn out well, and it seems to me for a somewhat similar reason. They become used to a style of living wholly different, not only to their own homes, but to those which they enter as servants; for even the houses of the wealthy seldom have the conveniences and appliances for washing and cooking found in these institutions.

It appears to have been overlooked that habits and tastes are formed by education, and that when the condition of girls or boys does not enable them to gratify the habits and tastes thus cultivated a foundation of discontent is engendered, which in those of a passive character may only lead to discomfort, but which in those of a more active character will be surely gratified at any risk.

Prizes and certificates for long attendance.

Prizes and certificates for long attendance are but very slightly in operation in my district. In a few public schools I found the practice adopted. At Whitelands (Chelsea), the Rev. Mr. Baber, the secretary, is in the habit of printing and circulating among the parents, with an address, the names of the children who have attended 176 days or upwards, and of giving to every child a written certificate of regularity. His experience is, that the certificates are greatly prized by those who get them; that in a few cases they have lengthened the period of a child's school life, and that in more they have promoted regularity of attendance, but that to make the certificates known and valued many years will be required.

Miss Mayo also bore testimony to the fact that she had found schools greatly recommended by the practice of giving such certificates.

At one school, where a Bible was given with the certificate, the master considered the inducement effectual to keep his boys six months longer on the average than they would otherwise have remained. But on the other hand, at four large public schools, I found the system had been abandoned as practically valueless, and I met but one or two parents of children among

many with whom I conversed who really and sincerely appeared to care for them. The large employers of labour in my district differ in practice as to requiring any certificate or testimonial; but they all concur in requiring that it should vouch not so much for length of attendance as for good conduct. Thus in the Great Northern Railway Company, every candidate for the post of lad-clerk or lad-porter must produce testimonials of character from the school at which he has been educated, and from two house-keepers; but at the North-western Railway, and with Pickford and Company,* no testimonials or certificates are required.

In connexion, not with length, but with regularity and punctuality of attendance, I may introduce here the mention of a custom which I saw carried on with much success at a public girls' school in St. Pancras. All the children who are in before the door closes are given a red ribbon to wear as a distinction during school time, and after a month's consecutive, regular, and punctual attendance the ribbon is ornamented with a rosette. The managers and mistress concurred in their testimony that this operated as a powerful stimulus; and I can bear witness to the pride with which the decorations were exhibited to me.

Prizes, as distinguished from mere certificates for long attendance, I found but little regarded; the general state of schools, with respect to their funds, prevented their being sufficiently numerous or valuable to exercise any appreciable effect in promoting or lengthening the attendance of children.

In St. George, East, indeed, there exists an institution which offers a prize of no ordinary value for long attendance at school. It is termed Raine's Foundation, and consists of an asylum where 40 girls are lodged, clothed, boarded, and instructed free, with this singular privilege attached:—Each girl who remains till 16, and then passes six years in employment or service, and at 22 brings back a certificate of good character, is entitled to draw lots for a marriage portion of 100*l.* Two of these portions are allotted every year, and the award is made the occasion of a festival to the school, and conducted with much solemnity. In connexion with the asylum there are two schools, one for boys, and one for girls, limited to 50 each, at which the education and clothing are free, and upon these are engrafted National schools of the ordinary character, the children paying 2*d.* and 1*d.* a week. From the National school the children are promoted by merit to the select "fifties," and from the 50 select girls are chosen, likewise by merit, the 40 inmates of the asylum. So far as girls are concerned, a more powerful stimulus to long and punctual attendance can hardly be devised, and I was informed, both by the rector and several of the trustees, that the effect upon the immediate neighbourhood was extremely beneficial. The girls of the asylum are

* In September, Messrs. Pickford and Co. had in their offices in St. Pancras 57 boys of the following ages:—Under fourteen 7, under sixteen 26, and under eighteen 24; of these 18 attended a Sunday school, and one an evening school; 38 were educated at public, 13 at private schools, and six partly at private and public schools.

known by the familiar name of the "Hundred Pounders," and are naturally in great request among the young men. It is a condition of the permission to draw for the married portion, that the candidate for the young woman's hand should be approved by the trustees, and this operates as an inducement to good conduct on the part of the young men. A girl who is unsuccessful on one occasion is permitted to try her fortune over again so long as the conditions required by the trustees are in force, and this again operates still further as an inducement to steadiness and perseverance in good conduct.

At the boys' school there is an apprentice fee of 3*l.* for boys who stay till after fourteen, and then leave with a certificate of good conduct, but this is found practically inoperative in prolonging their stay. At my visit there was not a single boy of the age of fourteen at the school.

Even at the asylum, although I am bound to admit that the universal testimony of the neighbourhood is in favour of the institution, and of its powerful effect in promoting the stay of the children, my individual experience is rather of an opposite character. During my investigation four of the favoured prospective "hundred pounders" ran away; and I was informed that the previous year no fewer than eight girls had demanded to be sent home. Some questions of diet and the irksomeness of confinement were stated to me to be the reasons of dissatisfaction.

Effect of
character of
school.

I have not found the character of the school for efficiency nearly so much regarded by the parents as its reputation for making the children happy. In several cases the decision of the parents, both in the selection of the school and the stay of the child there, was entirely guided by its own choice, and many cases fell under my notice in which the child was allowed to change its school from time to time, *ex proprio motu*. In the majority of cases I found the changes the result of information from playfellows that "treats" were to occur at a particular time at a particular school. In one case the reason assigned was the friendship of two boys, who wished to be together; to effect this one had left a school of excellent reputation, within 100 yards of his father's house, and came more than a mile to his friend's school. I found, however, instances in which the inclination of a parent to send his son was affected by the supposed merits evidenced by the numbers and general reputation of the school, and these grounds very much overpowered any preference arising from the identity of the religious persuasion of the school with that of the parent.

Industrial
training.

Pursuing the order in which the subjects of inquiry are treated in my instructions, I now propose to treat of industrial and work-house schools.

Out-door
Industry.

The nature of my district forbids almost entirely the addition of out-door industry to the school. I have rarely found even a playground, and the absence of this adjunct, involving as it does a recourse to the open streets for air and exercise, is a grievous

hindrance to town education; but the provision of land sufficient for the practice of field and garden labour is evidently an impossibility.

The only specimens of out-door industry, therefore, upon which I can report are those connected with the workhouses in my district, and one National school, to which I crave leave to refer rather more in detail.

The parish of St. Pancras, as I have already stated, includes a portion of the chapelry of Highgate, comprising the church of St. Michael. In connexion with this church are schools situated at a very short distance beyond the actual boundary of the parish, but containing a large proportion of children from it. I have been secretary and one of the managers of these schools from their erection in 1852. They were established, as our first circular expressed, "to provide schools on a scale sufficiently large to admit of what is termed the 'industrial' system in addition to the course of education hitherto adopted by schools in connexion with the National Society." The buildings comprise three sets of schoolrooms and class-rooms (having an area of 4,335 feet), for boys, girls, and infants; three good houses for their teachers; twelve dormitories, and industrial buildings, comprising school kitchen, scullery, washhouse, laundry, drying room, &c.

Highgate
National and
Industrial
School.

The land attached exceeds four acres in extent, and is divided into pasture, agricultural land for rotation of crops, garden ground, and small farmyard for cows, pigs, poultry, &c. Apparatus for irrigating the land with liquid manure is provided, and, so far as is practicable on a small scale, all the modern requisites for successful agricultural cultivation are provided.

To effect these objects, an outlay of 7,300*l.* has been incurred, towards which the Committee of Council on Education contributed 2,125*l.* I noticed in passing the strong practical answer given here to the question in my instructions, "Does the prospect of assistance from the Committee of Council tend to increase or diminish local subscriptions and exertions?" Highgate is, no doubt, rather a wealthy district, but it contains less than 2,000 inhabitants, and my experience of what occurred when I was occupied in soliciting subscriptions enables me positively to assert that, without this aid from the Committee of Council, not 1,000*l.* of the 5,000*l.* locally subscribed to meet the Government grant would have been raised.

The schools are noticed from time to time in the Government Inspector's Annual Reports, but as my instructions desire me to ascertain the nature and amount of the industrial training, I have obtained from the master a statement upon this point, which I print in the Appendix.*

Appendix
p. 456.

* I have desired him to retain for me some of the finest specimens of our farming produce, mangold wurzel, and the kohl rabi or Hungarian turnip; and I shall take the liberty of leaving them at the Office at Westminster, for the inspection of your Grace and the Commissioners.

The industrial education given to the girls comprises plain needlework in all its branches, baking, care of dairy, housework, cookery (including the preparation of broths, and delicate articles of food for the sick poor, distributed under the direction of the district visitors), washing and laundry work. Girls of the 1st and 2nd classes are allowed to do needlework for one hour after school-time, receiving payment for it, and an annual prize is given. One girl, not less than 13 years old, is elected annually by examination for free admission to the dormitories; this entitles her to gratuitous board, lodging, washing, clothing, and education for four years.

There are also attached to the schools a clothing fund, a shoe club, a lending library, an excellent playground, and a cricket field.

Of the beneficial effects of the division of the day, between school and labour, upon the children themselves, both mentally, morally, and physically, I can speak with the fullest confidence. We are fortunate in possessing in our master, Mr. James (trained at St. Mark's College), a most able and zealous teacher, and our mistresses are excellent. In addition to the testimony of the inspector's reports, I may appeal to that of some of my colleagues on this inquiry, and of several patrons and masters of schools, who have been so good as to visit and give me their judgment upon them, in confirmation of my assertion that the in-door education is quite equal to the average of the good metropolitan schools.

I dwell upon these particulars in detail, because I am anxious to make it apparent that all the industrial attractions which can well be adopted abound in our schools; and therefore, if in spite of all these and the incidental inducements to parents to prolong the stay of their children at school, which I have noticed, it be found that the ages of the children do not at all exceed the ages of those at ordinary schools, and that the attendance is not greater, it must be admitted that a stronger illustration could not well be presented of the "indifference," at least, with which the poor regard industrial education; and, notwithstanding my strong personal feeling in favour of the system, I must admit that this is the case. As respects the keeping of the children to a greater age, Mr. James states most truly that the result has been singularly opposed to our expectations.

Of two under-gardeners in my own service, both equally respectable intelligent men, one will not send his children to an industrial school because he considers it so important that the child until it is 12 years old should receive "schooling," that he grudges the occupation of time in anything else; he instances his own case: he was one of a large family, obliged to leave school before he was nine years old, to help to maintain his father's family by out-door industry, and he bewails most feelingly the inconveniences he has suffered through life from the want of "schooling." The other sends his children to the schools, and considers industry the most important branch of education. He

in like manner instances his own case; he was brought up at the Turnham Green Schools in 1818, where, according to his account, only three hours a day were devoted to schooling, and the rest of the time to the industrial pursuit of making baskets for the market gardeners, which were sold for the profit of the schools; but this only heightened the zeal of the boys for their "learning," and they were accustomed to send out a picked set to compete with the neighbouring schools, not at cricket, but in reading, writing, and cyphering, for prizes given by the respective masters, or occasionally contributed by the boys themselves. He has brought up creditably a large family, and only the youngest two are now at school. I quote the opinions of these two men, because I know them to be trustworthy, and I think they may be taken as a fair specimen of the division of opinion among parents of children, and the reasons for it; but certainly the balance of evidence taken by me, as well from patrons and masters as from parents, is adverse to out-door industry.

Before I quit the subject of the schools with which I am personally connected, let me notice incidentally how powerful an agent religious competition is in promoting education. Although difference in religious belief is, as I have stated, not regarded by the poor, it supplies managers and patrons of schools with a very powerful motive to take care that the means of education shall not rest exclusively in the hands of those who are not of their mode of thinking.

Religious differences a source of activity in providing schools.

No sooner were the St. Michael's Church Schools established, with accommodation ample for all the poor children in the district, than a meeting of influential resident Dissenters was called, and the following among other resolutions passed:—

That this meeting, while viewing with satisfaction the extended means of education in Highgate, afforded by the new National and Industrial Schools, is of opinion, that a British School should also be established, in order that parents in the humbler ranks may have the same free choice which those in more affluent circumstances enjoy, of sending their children either to a school where the religious instruction is combined with the doctrines peculiar to the Church of England, or to a school in which the religious instruction is not combined with the doctrines peculiar to any Christian church or sect, so that the fundamental principle of Protestantism, the right of private judgment, may be recognized and practically carried out.

Schools were accordingly opened in September 1852, and have since been very successfully conducted. The master, an able man, with high Government certificates, pays particular attention to drawing, music, and home lessons. The school, a mixed one, is always as full as the insufficient building will permit. The children do not read and write better, I think not so well, as those at the industrial school; but their arithmetic and general information are superior, and in singing upon the tonic sol fa principle they are so proficient that 35 of them take part in the Crystal Palace concerts.

A perfectly good understanding exists both between masters and managers of the schools ; but the masters of each complain of the inconvenience sustained by the facility given to parents to remove their children from one to the other, from caprice or insufficient motives.

Workhouse
schools.

Each of my three parishes adopts the system, now so happily prevalent in London, of sending its poor children away from the workhouse for education ; but, as I am instructed to ascertain which of such schools affords the best specimen of the annexation of industrial training to the ordinary course of instruction, I made it my duty to visit them.

I will speak of St. George-in-the-East first, because it is the only parish of the three which has yet built schools for itself, and it is a fact worthy of special mention, that one of the very poorest parishes in London should have expended 18,000*l.* and upwards in the erection of schools for the proper and effectual education of its pauper children.

The establishment is at Plashet, near Stratford, and comprises 12 acres of land—two pasture, the rest arable ; in addition to children of the parish, 100 from Kensington are taken in.

The provision of teaching power is most ample ; there are (1), a general superintendent ; (2), master and assistant master for boys' school ; (3), mistress and assistant mistress for girls' school ; (4), mistress for infant school, and the following staff for the industrial department :—

For Boys:—

1	Master Tailor.
1	„ Shoemaker.
1	„ Painter.
1	„ Carpenter.
1	„ Smith.
1	Drillmaster.
1	Bandmaster.
1	Agricultural Trainer.

For Girls:—

1	Mistress	Needlewoman.
1	„	Cook.
1	„	Scullery Maid.
1	„	Dairy Woman.
1	„	Laundry Maid.
6	„	Nurses.

In order to do justice to this, which is certainly the most complete specimen of the annexation of industrial with mental teaching in my district, I transcribe from my note-book, as concisely as possible, the results of a long day spent at the establishment :—

The farmyard and homesteads are extensive and well built, and there is a four-horse power steam engine. They keep ten cows, 3 calves, 2 horses, about 60 pigs, poultry, rabbits, ducks, geese, and goats. The boys milk ; four of them are specially appropriated to this work, working alternately two days on farm, and two at school. All children above 10 years are taught some industrial work. The girls are kept to one description of work for a fortnight. The boys are taught trades, not with a view of becoming able to practise them on leaving, but that having learnt the rudiments they may be more fit for apprentices. A boy therefore goes to farming, and then to tailoring, and then to shoemaking, &c. in turns, so that when he leaves, he knows a little of several trades.

The girls, in like manner, take the circle of everything useful for a servant to know, so that they may be qualified for nursemaid, or cook, or maid-of-all work.

The following shows the distribution of the children on the day of my visit:—

Girls' School.

Kitchen.		Attendants.		Cleaners.	
11, viz. :		15, viz. :		27, viz. :	
Scullery	- 3	Nursery	- 6	Hall	- 12
Dairy	- 3	Infirmary	- 6	Front Entrance	4
Kitchen	- 3	Lodge	- 3	Dormitories	- 11
Matron's Kitchen	2	Laundry	- 7	Workroom	- 19

Boys' School.

Shoemakers	- 13	Farm	- 21
Tailors	- 17	Housework	- 23
Carpenters	- 2	Painters	- 4
Smiths	- 5	Errands	- 2

The land did not appear to me to be very cleanly cultivated; the crops were cabbages, potatoes, and rye. Liquid manure, supplied with cart; no piping arrangements. The school arrangements are not so modern and well contrived as the industrial appliances. Desks are fixed; no divisions, no curtains. One class-room for each school. A large room attached to boys' school used as play-room, and also used as a class-room. The playgrounds are all paved; it is said to be dry and wholesome, and economical in preventing destruction of clothes, but it does not look natural. Around the playground are the industrial shops. The dormitories are very clean and airy, indeed there is almost too much light and white colour. Ophthalmia was prevalent some time ago, but when the glare was reduced by painting the tops of the windows green and other appliances, the disease was almost entirely removed. The smaller children sleep two in a bed, the rest have separate beds. The infants sleep at the top of the building, and have similar dormitory arrangements; they dine separately. The baths and washing arrangements are very superior; there is a separate swimming bath for each school. The lavatories for boys are supplied with jets only, no basins. The laundry is spacious and well arranged; old-fashioned hand scrubbing; no American machines, but a drying closet.

The boys generally follow in after-life the trade they have most practised here. The half-time system is pronounced by masters and guardians to be of excellent effect, and so far as the boys are concerned, the result of my examination confirms it. As a general rule only paupers are admitted, not those receiving out-door relief; but in exceptional cases the children of widows who are not in the house, and do not receive out-door relief, are admitted.

The guardians expect the boys to leave at 13. There is a great demand for them at Barking to go fishing in temperance ships.

I examined the boys. The first class reading very good, loud, and distinct. I dictated to them from memory six lines from Cowper's "Conversation," beginning "It happened on a solemn," &c.; out of 30, 11 were quite right, and all good, and I was told without hesitation the incident to which the verses related. The fourth class also read very fairly, and the writing was good.

The girls' school was not equal to the boys. I tried them with the same dictation, but with not nearly the same success. In the infant school a Scripture lesson was very intelligently given by the mistress.

At Chelsea the pauper children are sent to the large establishment at Penge, where, in common with other parishes, they obtain nearly similar advantages.

At St. Pancras the children have been hitherto sent to the schools built by the Whitechapel Union at Forest Gate, near Stratford; there are eight acres of land, cultivated by spade, and there are tailors', shoemakers', carpenters', and smiths' shops, all the clothes are made and mended by the children, and the shoes are partly made and entirely repaired by them. There is in short nearly the same system carried out as that which I have so fully described.

The parish of St. Pancras has recently determined to erect schools for itself upon a portion of its own land at Finchley, and a Committee; of which I am a member, was appointed by the Vestry to investigate and inquire into the best means of carrying out this determination. The Committee visited and inspected five of the largest central district schools for the metropolitan parishes, and their report contains this passage, in which I fully concur:—

From the inquiries made, your committee are gratified to find that the adoption of a system of providing a proper physical and mental education for the deserted orphan and destitute children of the various parishes has been attended with the most successful and happiest results, and that both as regards boys and girls there is a greater demand for their services than the supply can meet. One system of education is adopted throughout, and the results appear to be extremely satisfactory.

I have quoted this at length, as it is the judgment which 20 gentlemen of all shades of opinion, and without any bias (unless it be one in favour of economy of rates), have unanimously pronounced.

For myself, while I admit that St. Pancras, from its importance, well merits an establishment of its own, I deprecate any departure from that system of co-operation between parishes which now exists. The central schools have been, almost without exception, built to accommodate much larger numbers than each separate parish demands. At Hanwell they can well receive 1,200, there are now only 900. At Anerley they have the same number, with accommodation for 1,500, and so with others. The advantages of this combination in economy of management, and provision for industrial instruction, as well as the benefit to the children, by their employment in other districts, and removal from the degrading effects of home connexion, appear to me so great that I view any plan which shall interfere with it with much jealousy.

In order to enable me to form a judgment upon the relative merits of the spade husbandry in operation at these workhouse schools, I visited also the reformatory schools at Red Hill. Agriculture is there carried on upon a much larger scale, and the

convict boys certainly have the advantage over the pauper boys both in healthy and intelligent appearance, and in the skill with which they handle their spades and conduct farming operations, but more stress is laid upon out-door employment than schooling. The in-door arrangements are very simple, and the schooling is not first-rate; the chaplain, who accompanied me, said it was not their desire that schools for convicts should contain facilities for so good an education as that provided for honest children. One peculiarity to be noticed is, that instead of assembling 250 boys under one roof, there are five separate buildings, in each of which 50 only are accommodated, the object being of course to prevent the dangerous influence of large numbers, and to facilitate superintendence.

I may sum up this branch of my inquiry shortly, by saying, that the result of my investigation has thoroughly convinced me that the division of the day between school and labour has the most beneficial effect, mentally, morally, and physically, and that a similar system modified, according to the peculiar features of each district, would materially improve the schools of the children of independent labourers.

In the St. Pancras workhouse also there is a school of about 60 or 70 on an average, for children under six and those of parents on a pass order, or who have just been admitted from the receiving ward and remain till disposed of by the Board. I availed myself of this opportunity of acquiring information on the state of education generally of the children of those who apply for relief; it will be found to illustrate powerfully the connexion between ignorance of children and idleness of parents. Of children 10 years and upwards, one-half only barely know their letters, and not one-third can read decently. Of children under six, not more than two in twelve can say their letters. I examined one child, an intelligent girl nearly 11, who, strangely enough, could write very fairly small-hand text, but could not read.*

* I extract the following, just as they occur from my note-book, as a sample of the children who apply, and their average state on admission to the workhouse.

"M. C., girl, 12. Deserted 4 years ago by father; mother, shirtmaker; 1 brother. Was at school 9 months, but was engaged in laundry and learnt very little; went to a place at 10 to mind a child, then went home to work at needlework for mother. Mother can get no work now and obliged to come here.

"(A very intelligent nicely behaved child, cannot read well words of one syllable, and can only just write her letters.)

"L. L., an orphan girl, 10½. 3 sisters and 1 brother, youngest sister 19; brother 15, a bricklayer. Lived with second sister and helped her in mangling; went for 2 years to public school in Guildford Street, her brother paid 2d. a week for her.

"(A pleasing and intelligent child; but she could not read words of one syllable, though she could write a very little and knew her tables.)

"H. M., boy, 9. Mother dead; youngest of 7; father a drover. At ragged school 3 months; used to tramp about streets and sell lucifer matches; can neither read nor write.

"E. G., girl, 14. Just came into workhouse with 2 sisters, 6 and 4. Father dead; mother a washerwoman; 4 brothers and 1 sister, all away from home. At school 1 year and 4 months; was 9 months at service, dismissed because she was too small; helped her mother at home and was taught by her; neither mother or daughter can get work, and they are all obliged to come into house.

"(All 3 promising children; the girl can read and write creditably, and knows the first 4 rules of arithmetic.)

Persons receiving out-door relief.

In St. Pancras it is the duty of the relieving officer, before granting out-door relief, to ascertain that the children are sent to school. The expense of the school fee is always allowed. If it be found that the parents neglect or refuse to educate their children the relief is withdrawn, and upon their coming into the house, as a matter of course, the children are sent to the workhouse school.

In Chelsea, the guardians, upon application, make special payments for education to persons receiving out-door relief, but they neither make it a condition of relief that the children should be sent to school nor withdraw it upon refusal.

In St. George, East, the guardians have only on one occasion availed themselves of the Act and paid for the education of the child of a parent receiving out-door relief. In granting relief they always press upon parents the duty of sending the children to school, but they have not allowed any payment for so doing. A return recently made to the Poor Law Board showed 164 children receiving out-door relief and not attending school. The guardians called before them the heads of these families, and ascertained that there were very few children who ought to be kept at school, and with regard to those, they obtained promises from the parents that they should be sent.

I subjoin a statement showing the industrial employments of indoor and out-door paupers in each of my three parishes, and the proportion of each in 1858.

PARISH.	Ratio per cent. of Persons aged 20 years and upwards, occupied in				Total in the Work-house.	Total out of the Work-house.	Net Total of Paupers Relieved.
	Mechanical Arts, Trade and Domestic Service.	Agriculture.	Manufactures.	Mining and Mineral Works.			
Chelsea - - -	48·6	1·4	3·1	2·4	705	1,653	2,358
St. Pancras - - -	48·4	0·8	4·6	3·4	1,655	3,926	5,581
St. George-in-the-East - - -	52·0*	0·1	5·0	4·5	1,149	2,032	3,201

* This column includes those engaged in navigation.

"R. K. M., boy, 11. Father a costermonger, one of 6; 9 months public schooling, and at Sunday school he does not know how long, thinks a year; used to sell newspapers in the streets, paid according to what he sold, does not know at what rate; does not know how many pence there are in a shilling; thinks he got 6d. to 1s. a week, gave it all to his father.

"(A sharp-looking lad, cannot write, reads words of two syllables with difficulty, can repeat, without understanding them, several verses from the New Testament.)

"M. F., girl, 10½. No father; mother, shirtmaker; 2 brothers; 2 sisters. At public school about 9 months, left it at 8 years old; went to flowermaking and earned 2s. a week. Sisters out at place and brothers away from home. Cannot read or spell, knows her tables a little, and can copy writing.

"(This is the girl mentioned above; she is rather quick and intelligent, and copied smallhand text neatly and quickly, but could not read it.)"

There are no factory schools in my district, nor is the half-time system, described in my instructions, in operation. I shall notice hereafter, under the head of Evening Schools, one at which the children of the London Dock Company's servants attend two nights in each week. Factory schools; half-time system.

IV. Mode of Education.

I have now reached the portion of my instructions which desires me to treat of the Mode of Education, and therein first of schools, their management and comparative efficiency. I think it will be convenient to make this the occasion of introducing such general remarks with respect to schools of all descriptions in my district as I desire to record. Schools, and comparative efficiency.

But the question of comparative efficiency is one which I approach with much diffidence. My district contains some of the most important educational institutions in the metropolis, Whitelands, St. Mark's Training College, and the Royal Military Asylum at Chelsea, and the Home and Colonial Schools in St. Pancras; I have adopted these whose method is generally known, and whose efficiency is as generally acknowledged, as models of first-class education. I found the time required for the careful examination of a large school so considerable that I was compelled very soon to limit my inquiry to the three rudimental branches of reading, writing, and arithmetic. At first I attended the public examinations, and took notes of the manner in which they were conducted, but I soon found that, however interesting it might be as an illustration of the general system of teaching, this course was valueless as a test of comparative efficiency. I therefore adopted the plan of going alone and without previous notice. My test was the same in all cases. In reading, I declined the proffered book, and if, standing at a distance from the children, I could hear and understand what was read, I pronounced the reading good. In writing, I directed my attention more to dictation than to copy-books, and required classes to write down a passage not occurring in the ordinary reading books, repeated by me from memory. In arithmetic, I asked such practical questions as were calculated to test the power of correct and quick calculation, particularly directing my attention to numeration, and writing down sums by dictation, instead of copying them from a slate.

I extract the following from my note book, as specimens of the character and result of my examinations of public day schools. I forbear to multiply instances, for, although they might supply a fund of anecdote which would enliven my Report, the practical advantage to the Commissioners would be so slight that I fear to increase its bulk by their insertion. Public day schools.

National Boys' School.—Arrangements good, but not very modern. Curtains. Caps are raised in circular baskets to the ceiling, and let down when the boys require them.

The schools hold 250 boys, and are always full. There are on an average 15 to 30 candidates waiting their turn for admission; payment 2*d.* a week, unless nominated by a subscriber who pays 1*d.* a week, and the child is taught free. A printed form of regulations is given to the parents of each child, and if a boy be absent, a printed form stating the fact is left with parent; unless his absence be satisfactorily explained he is considered to have left the school, and can only obtain admission again through the committee.

Attended examination of senior class, boys' school. The boys were examined in Jewish history; they read the latter part of Chronicles, Ezra, and Nehemiah; reading good. The following were among some of the questions correctly answered:—

When did the Hebrew monarchy begin?

What happened after Solomon's death about the monarchy?

Who was the last King of Israel, and what became of him?

Who was the chief adviser of Josiah?

At what battle did he lose his life?

From what time do you date the captivity?

What was the Babylonish name of Zerubbabel?

By whom was Josiah prophesied of?

A boy, aged 11½, read a capital composition of his own on "The Civil, Moral, and Religious State of the Jews under Zerubbabel."

The boys were examined in the Catechism, and repeated by memory two chapters in Proverbs, and the 139th Psalm excellently. They were also examined in the first 20 of the 39 Articles, and repeated several from memory; one boy gave readily a definition of "supererogation."

The boys recited correctly (but without intelligent expression), "Eve's lament on leaving Paradise," and introduction to "Paradise Lost." Original compositions of great merit were read on "Life of George III.," "Silk," and "Dog," and prizes were given for them.

The arithmetical examination was very creditable. Five hours were allowed to do, without help, and on paper, 32 sums, compound multiplication to mensuration. 23 were done by two, and 15 by four. Several knew and explained definitions of Euclid.

They were examined in history on events in reign of George IV. and William IV., and in geography of America, and answered fairly.

In reading sentences and parsing, answers not good, except that one boy replied readily that "carpentering" was a participial noun. No singing, except a hymn at close.

Church School (not inspected).—Girls. Reading poor and indistinct; writing, copy-books and dictation both bad. Eighteen only attempted dictation; two were right. Arithmetic better, 9 of 18 answered four questions correctly.

Dissenting Schools (not inspected).—Boys and girls' reading loud and clear, but not with much intelligence. Writing capital, both books and dictation, out of 34 boys, 22 wrote correctly, and of 30 girls, 18. Arithmetic (especially mental) good; but several who answered well in compound multiplication and division could not write down my favourite test in numeration, 1,000,003.

Schools, belonging to Railway Company.—Boys and girls (not inspected). Building only completed November 1858. Indifferently arranged. No playground, except a small covered one under basement. Accommodation already too small for demand. Provision for 220 in each school. Master and mistress have been compelled to refuse admission to more than 100 applicants. They are both able and zealous, the latter especially so. The master was educated at the

Borough Road Schools ; the mistress was a pupil-teacher at Plymouth, and holds a second-class certificate. No pupil-teachers, but in the boys' school 18, and in the girls' 16 paid monitors, who work in relays, half learning while the other half are teaching. No catechism taught. Bible only read. Each child must attend a Sunday school. The average stay of the children at the school is from 18 months to two years. Home lessons are made a great point ; in the regulations delivered to every parent it is expressly stated, "that each child is required to study a portion of some subject at home, and it is expected that its parents will see that a reasonable time is devoted to that purpose." Geography and history are the subjects found most popular with parents. The mistress gives drawing lessons in the evening to some of the girls as a reward for good conduct, and the privilege is eagerly sought. The maps and drawings were very good, and so was the writing ; the reading and arithmetic bad. The contrast between the monitor system as exhibited in this school, and the pupil-teacher's system as exhibited in ordinary inspected schools, very much in favour of the pupil-teachers. The subjects professed to be taught are, for the boys, reading, writing, arithmetic, mensuration, book-keeping, grammar, geography, and history. For the girls, the same, omitting mensuration and book-keeping, and substituting domestic economy and needlework. The school is intended principally for the children of persons in the service of the railway company, and the scale of payment fixed is the following :—

		Each child, per week.
For children of persons in receipt of wages not exceeding 20s. a week		- 2d.
Above 20s. and not exceeding 25s. a week		- 3d.
" 25s.	" 30s. "	- 4d.
" 30s.	" 35s. "	- 5d.
" 35s.	- - - - -	- 6d.

and for all other children 6d. At the time of my visit nearly half the children in each school were outsiders, and paid 6d. a week.

A Penny Savings Bank and Reading Library are established in connexion with the school.

British (mixed).—(Inspected). Attended examination. Printed programmes issued. Singing good, and introduced between every fresh examination. Reading, 2nd and 3rd class poor, and 1st only middling. A capital examination on texts of Scripture, illustrating moral qualities and general conduct, the quality named or subject given, and the child quoting appropriate texts, and giving chapter and verse. The drawing and writing very superior ; arithmetic not good.

Independent Schools (not inspected).—Schoolrooms underneath chapel. Girls and infants together, no curtains ; no divisions. Attended annual examination in chapel ; galleries full of parents and visitors. Printed programmes given out. Boys with books stood on forms in the pews to read. Reading and spelling only middling. Examination in elementary geography and grammar very good. Part singing between each examination very good. First class read 2nd chapter of St. Luke. Reading bad, and considerable want of reverence among boys while reading Bible. Examined in advanced grammar and mental arithmetic, answers very clever.

British School.—Examined boys and girls' school. Reading : boys, indistinct and without intelligence ; girls, very good. Writing, class of 34, dictation ; right, 11 boys, 7 girls. Arithmetic, 5 questions : of 34, right 13 boys, 11 girls.

Charity Schools (not inspected).—Girls, reading faulty and indistinct. Writing in copy-books very good. Dictation very incorrect as to spelling; 22 examined, only 3 right. Arithmetic, 5 questions: 7 out of 22 right.

Church Schools (not inspected).—Boys and girls. Reading very indifferent in both schools; girls the best. Writing, girls, good; boys, middling. Dictation, 22 girls, only 3 right; boys 16, not one right. Boys dirty, and monitorial supervision very imperfect. The district is a very poor one.

Church Schools (inspected).—Boys, girls, and infant schools. Buildings and arrangements very good. Boys and girls' reading rather below par; the same with girls' writing. Boys' writing good. No drawing taught. In boys' school there are four pupil-teachers and three monitors, who are paid 1s. a week out of school funds. There are about 30 children to each teacher. Home lessons much relied upon, and generally popular. The mistress told me that, when she gives religious texts to be learned at home, at least two-thirds make excuses; but, if the subject be history or arithmetic, the proportion of excuses is less than one-third. The first and second classes have their home lessons copied neatly in writing books to be kept.

Church Schools; boys, girls, and infants (inspected).—Reading extremely good. The mistress attended to pronunciation most accurately. She corrected "jest," pronounced for "just," and "vi-let" for "violet," &c. Writing very good. Dictated to 34—24 right; and I was readily told the incident to which my dictation related (Cowper: "It happened on a solemn, &c."—6 lines.) Arithmetic good. In infant schools the Kinder Garten system used, and a capital object-lesson given on the arrangement of domestic furniture, cups and saucers, &c., and on colours. The eldest class of the infants was taught very efficiently, the construction of sentences, by names of persons, places, and things on blackboard. The general liveliness and evidence of pleasure taken in learning at both schools very striking.

Endowed school (not inspected).—Girls. Writing in copy-books, fair; dictation, bad; out of 16, only 3 right, and none understood meaning, or could tell me what was meant by "surety" or "pensively." Mistress said the quality of the children was very inferior to the ordinary run of National school children. By the founder's will the parents must be the objects of charity. An excuse was made that the children were so entirely unaccustomed to be questioned by a stranger, that they were unduly confused. Mistress registered at Home and Colonial; desires inspection much.

National Schools; boys, girls, and infants (inspected).—Poor accommodation; no divisions; no curtains. Reading only moderate; copy-book writing, good. Dictation: of 26 boys, 11 right; of 24 girls, 14. Arithmetic better in girls' than in boys' school. In infant school an intelligent little girl was learning with a baby on her knee."

The results of my examination of public day schools may be shortly summed up thus:—

1. That the degree of efficiency of inspected schools is very much greater than that of schools which are not inspected.
2. That the course of tuition in inspected schools tends too much to multiply facts, and "cram" the child's mind with reference to

the anticipated inspector's visit, instead of teaching it to learn and exercise its own mental powers.

3. That the subjects taught are not sufficiently adapted to the future occupations of the child, and that oral and gallery lessons with simultaneous answers are too much substituted for individual instruction.

4. That the system of reading pursued by pupil-teachers, and still more by monitors, is faulty; instead of "teaching" to read, it ordinarily consists in only "hearing" to read—too frequently in a slovenly manner and without intelligence; and that the reading-books ordinarily used are sadly dull, and not well adapted to a child's understanding.

5. That writing and arithmetic are usually far better taught than reading.

6. That too much time is occupied in arranging classes, changing lessons, &c., and too little care bestowed upon keeping the attention of every child cheerfully engaged in his studies.

7. That whatever be the system adopted, the real secrets of the success of the school are the zeal of the teacher for his profession, and what the Bishop of Carlisle aptly terms his "judicious love" for the child taught.*

I subjoin an extract from my "Private School Experiences." *Privateschools.*
The same general features occur over and over again, and render repetition still more unnecessary than in public schools. There can hardly be a comparison instituted between the private and public popular day school, the inferiority of the private school is so decided. Some few and striking exceptions occur, but no more than are sufficient to prove the rule. To contrast the wretched hovels in which the children of those who just escape the necessity of the workhouse are huddled together, and the wretched character of the instruction they receive, with the magnificently appointed buildings and excellent tuition provided for the workhouse pauper children, suggests very painful reflections,—not indeed that the latter are so good, but the former so bad.

Experiences of Private Schools.

Mrs. A.—A very respectable but illiterate old woman, with about 20 poor children, paying 2*d.* a week, in a wretchedly dirty room. Told me very gravely that she had several scholars from the National schools, because their parents said they learnt nothing there but clapping hands and singing.

* The Rev. Mr. Hawtrey, in his interesting account of St. Mark's School, Windsor, says, "I have no hesitation in saying, that the way to keep children at school is to make them feel they are loved and cared for. If this is secured, almost everything is secured; and without the consciousness on the part of the scholars that an interest is felt in them it cannot conceive that any teaching will produce satisfactory fruit." I cannot too strongly endorse the truth of this from my personal observation. My fellow managers at Highgate concur with it so entirely, that they have adopted a suggestion of Mr. Hawtrey's, framed to carry out the affectionate family feeling he so much urges. The senior boys are invited to drink tea together periodically with the master, and occasionally with the chairman and other managers. The plan is only in its commencement, but our experience hitherto fully attests its value.

Mrs. B.—A small school, of very similar character; has now only five children; her daughter had 30 children 10 years ago, and she has had 20. She attributes falling off to the establishment of public schools near at 1*d.* a week.

Mr. C.—A large boys' school (61); a dirty building and poor accommodation, but he is an intelligent and capable master. He has six or seven Roman Catholics, Jews, and dissenters among his scholars; he uses the Church Catechism, but does not force it. He says that, without reference to religion, the man who works hardest is best appreciated by parents. He is severely affected by Government schools; his numbers are reduced one half.

Mrs. D.—A respectable school; 6*d.* a week. Has three Roman Catholic children removed from the Catholic schools. They learn Church Catechism, parents not objecting. She has seven Jews, who do not come on Saturday.

Mr. E.—A very respectable school. Highest terms, 1*l.* 1*s.* a quarter. Has many Scotch children, who do not learn Church Catechism, but learn the Assembly Catechism at home. He says (and I have heard it confirmed many times), that whether the principal of the school be Church of England or not, the Church Catechism is almost invariably used. Mr. E. not so much affected by the ordinary National schools as by the middle-class commercial schools recently established. He suffers much from want of some established certificate or diploma vouching for his capacity. Middle-class schoolmasters, he says, have no recognized position in society.

Miss F.—Low class, but very respectable school. Her terms are 4*d.* a week, and 2*d.* more for writing. Out of 20 scholars only seven learn writing; the additional expense the cause of the small number.

Mr. G.—Poor school, but respectable; master intelligent; 21 years a schoolmaster. Has suffered much from the competition of public schools. A great proportion of his scholars are dissenters. Bible read out; no catechism taught. Has discontinued it because objection was taken by parents. Out of 45 boys he has only 5 Church of England.

Mrs. H.—Poor school; has suffered very materially from public schools. The numbers have been reduced from 70 to 16 in ten years.

Mrs. I.—Has had children frequently returned to her from public schools on the alleged ground of expense and bad teaching. When the parents are out of work they remove their children, and send them to the schools where they get taught free, and when in work again they bring them back to her. Her school is a very moderate specimen of the dame class, but she is herself intelligent.

Mr. J.—Only two children. A nice house in a poor street, with an imposing announcement in gold letters on window blinds and on a board. Has had the board up for 12 months without an application. Complains bitterly of the competition of the so-called "Colleges."

Mrs. K.—A nice school, nicely kept; 14 children; read intelligently and looked happy. The mistress bred to the profession, and engaged in it for 30 years. Had formerly 50; utterly reduced by competition of public schools. Used to charge 1*s.* and 2*s.*, now 6*d.* Very lately two tradesmen, a printer and an undertaker, both well able to pay 2*s.* a week, removed their children to the British schools near. They offered to keep their children with her if she reduced her terms to 3*d.* a week.

Mr. L.—A very intelligent man. Was brought up at British and Foreign Schools before certificates were introduced. He thinks certificates of competency to masters who apply and consent to undergo examination very desirable. He has suffered no injury from public schools. His experience is, that where they are freely established they create such an appetite for education in the neighbourhood as more than compensates for the number they take from private schools. I examined the children in writing and reading; the writing and arithmetic very fair, quite equal to the best public schools. The reading hardly so good; some very good drawing.

Mrs. M.—She complains bitterly of the difficulty of establishing private schools, in consequence of Government competition. The school very poor.

Mrs. N.—10 years schoolmistress; formerly in service as house-keeper. Has dissenters of all classes; Roman Catholics and Jewesses among her scholars. The Church Catechism is her only class book, but she does not teach it to them. Is obliged to make a distinction as to the food of the Jews; the parents send it ready prepared (sodden); they refuse to eat meats prepared by her, and the parents will not allow even their plates to be washed with those of the other children. Mrs. N. has had several children taken away and sent to the public schools because they could be taught cheaper, and occasionally they are brought back, the parents being dissatisfied with the instruction. Examined her schools; 11 little Jewesses present. The reading and writing were creditable. A little boy of seven, and a girl of nine, read from Dublin Third Book very well indeed. The children remarkably healthy and clean, considering the poor accommodation.

Mrs. O.—A good school; wishes for certificate, and would go up to be examined if she were not 50; has several children from public schools. All sorts of persuasions among her scholars. Sends to know if parents approve of Scriptures being taught, if not, does not teach them; thinks religious differences not at all regarded by parents. I examined her boys and girls in reading, writing, and arithmetic, all creditable. Complains that the Sisters of Mercy who have recently established a school near her, ascertained the names and residences of her children, and bribed many away from her, to teach them for nothing.

Mrs. P.—A perfect kennel; 30 little children mixed, eldest nine; boy reading "Gulliver's Travels," and firmly believe them true; the mistress not very certain upon the matter.

A general idea of the character of the inferior class of Dames' schools may be gathered from the following Table. It applies to one of the poor districts of St. Pancras, but I could give nearly a similar one for each parish.

Age of Mistress.	Spinster or Widow.	Receiving Weekly from Parish.	Amount paid Weekly by Scholars.	Average No. attending Daily.	Ages of Scholars.	Remarks.
84	- - -	2s. 6d. and 1 loaf.	3d.	6	Under 9	Kept school 18 years; is very deaf and feeble.
73	- - -	2s. and 1 do.	2d.	12	" 9	Kept school 6 years; is very deaf.
72	Spinster	2s. 6d.	3d.	5	" 10	Is very infirm.
50	do.	Nil.	3d. and 4d.	16	" 8	Kept school 16 years.
30	Married	"	2d. and 3d.	7	" 9	" 12 months.
59	Widow	"	3d. and 4d.	17	" 10	" 13 do.
50	Spinster	"	3d., 4d., and 6d.	20	" 10	" 2 years.
60	Widow	"	3d.	4	" 7	" 6 months.
48	do.	"	6d.	28	" 12	" 7 years (a fair specimen.)
68	do.	"	2d. and 3d.	18	" 10	" 13 years.
65	Spinster	"	2d. and 3d.	20	" 10	" 35 do.
48	Widow	"	3d.	9	" 5	" 2½ do.
47	Spinster	"	9d. and 1s.	20	" 12	" 20 do. (A good school, but none paying 1s. when I visited it.)
22	do.	"	2d., 3d., and 4d.	21	" 11	Kept school 5 years.
50	Married	"	3d. and 6d.	15	" 10	" a few months only.
49 & 60	do.	Received bread and relief at Workhouse occasionally.	2d. and 3d.	8	" 9	
-	do.	- - - -	2d. and 3d.	11	" 8	The man in workhouse.

To apply the name of education to the instruction given in such schools as the above is an abuse of the term. The children bring their own books,* or rather portions of books, for they are usually in fragments; and there is an utter absence of all school machinery.

But the inferiority of private to public schools, so far as respects rudimental education, is not confined to the poorest class. I have been permitted to examine the children at several schools where the terms were high and professors abounded, and I found the quality of reading, writing, and arithmetic sadly below the standard which I expected from the imposing character of the establishments. I heard a class of 16 young ladies read, and there was but one who read with distinctness and intelligence, though four conversed with me readily in French, and two played capitally a very difficult sonata of Beethoven. My substitution of simple numeration for fractions and algebra sadly perplexed them, and the difficulty which some of the younger girls had in spelling the days of the week and in writing my customary specimen of dictation would hardly be credited. Nor must this be taken as the experience of a single school, or to be confined to young ladies only. I met with similar instances, both in young gentlemen's and young ladies' academies, in sufficient number to convince me, that in too many cases the foundation is sacrificed to the ornamental super structure, and that inspection and an improved system of education are almost as necessary to the middle and higher as to the poor schools.

Certainly, if the education were accepted on the faith of the "curriculum" announced in the prospectus, there would be little room for complaint of its insufficiency. I have collected rather an amusing list of school programmes, but I have met with none more comprehensive in its promises than the following; applying, it will be observed, to a school whose terms bring it fairly within the scope of this inquiry. I should add that it is a very fair specimen of its class.

CLASSICAL AND COMMERCIAL ACADEMY AND GRAMMAR SCHOOL.

Course of Instruction.

Reading and elocution.	Commercial correspondence.
Writing, ornamental penmanship, &c.	Mathematics, Euclid, algebra, mensuration, and mechanics.
English grammar, composition. The analysis of sentences, and the history of the English language and literature.	Natural philosophy.
Geography, physical, political, and commercial.	History, ancient and modern.
The use of the globes.	Drawing.
Arithmetic, slate and mental.	Political economy.
Book-keeping, by single and double entry.	Shorthand.
	French.
	German.
	Latin.

Terms, in advance, 15s. 6d., 12s. 6d., and 10s. 6d. per quarter.

The first payment adjusted to the time of entrance. Payments weekly if preferred.*

Evening private schools I met in greater numbers than I expected, but they very rarely presented any peculiar features worth recording. They were generally temporary additions, for the

* I have lodged a specimen of those found by me frequently in use at the Dames' Schools at the offices of the Commission.—J. W.

winter months, to the day schools, and at those I visited, the attendance was very small. The evening public schools did not seem to me to be conducted with nearly the same efficiency as the day schools, and a much greater amount of carelessness and want of attention was exhibited by the children; indeed, two or three appeared to be little more than occasions for boys and grown-up men (and the combination is most prejudicial to the school) to congregate and plot mischief. At one, in connection with a well-conducted Church of England day school, among other amenities, a dead cat was thrown about among the scholars, and eventually at the teacher. At another, a volunteer teacher found it necessary to call out a strapping lad of 17, and give him a sound thrashing. In the girls' school, the breaking-up is a sad occasion of mischief. The young men watch the time of dispersing, and not only tempt the vicious, but insult and annoy the respectable girls. Certainly in many of those I visited I am induced to think the moral evil outweighed the educational benefit.

In St. George-in-the-East, however, I met with an instance of the happy combination of half-time and evening school, carried on with so much ability and success that I shall take the liberty of noticing it more in detail. It merits attention also as an example of the important aid in the promotion of popular education which may be rendered by public companies. I allude to the Evening Schools of the London Dock Company. I print in the Appendix an interesting account of their origin and course of action from the master.

London Docks
Schools,
Appendix,
p. 459.

The school is held in a capacious and lofty building in the Back Road on four evenings in the week; it is not under inspection. The accommodation is for 80 children, and the school is divided into two sections, each section attending two evenings. The attendance is a condition of employment at the docks, and is compulsory. The education given is rather of a technical character, to fit the boys for superior employment in the Company's service. The reading hardly reached the standard of a first-class National school; the writing was very good, and the mental arithmetic perfectly marvellous. There were great signs of thought and intelligence everywhere. In reading, the subject was a lesson on natural history, abounding in hard scientific names. The boys in the second class had been reading to me that the tiger was carnivorous and the ox was not. I endeavoured to get from them the scientific term opposed to carnivorous; this they could not give; but a lad readily answered me that the ox was "vegetarian."

I inquired of several of the lads the nature of their employment, and found many to be lamplighters, warehouse cleaners, or engaged in functions to the discharge of which education was not indispensable; but I was informed that even for these duties the advantage of the educated over the uneducated was strikingly apparent, and that they commanded better wages. Grammar and geography are not taught, except in so far as the latter is brought out in the ordinary reading lessons. There are two assistant teachers, but no monitors. A library and savings bank are attached.

I was amused at an instance of the commercial spirit which pervades the establishment. Instead of the customary school register, I found on the table a very thick ledger, in which each boy is entered as if he were a bale of goods, and regularly debited and credited in respect of his qualifications and progress, and the result; this is done so systematically, and with such minuteness, that I think it worth preserving; and I have accordingly printed in the Appendix a specimen sheet with which the master was so good as to supply me.

In evening schools generally two of the principal difficulties I have found to prevail are, the want of proper and permanent teachers, and the difficulty of arranging the scholars according to their progress in education.

We have attempted this year at Highgate, hitherto with much success, to provide for these difficulties. The master of the day school being relieved entirely from the afternoon labour by an assistant master, who also teaches under him in the morning, conducts an evening school, composed exclusively of boys between 12 and 17; he is aided by a layman and a clergyman, each assisting continuously for one month. A second evening school is held for adults only, above 17, and is conducted by the Scripture reader, aided by the same clergyman and another layman, also acting continuously for a month. Instead of the ordinary reading books in use in the day schools, Robinson Crusoe and other amusing and instructive works of a similar character are used; and a library and reading room are attached, with permission to the scholars to stay and use them after the school is over.

I must not omit to note, that I found evening schools very popular with parents of children, and that several most intelligent managers and masters looked to them as the most effectual remedy to counteract the prevalent evil of leaving school so young. All concurred that they must be put upon a different footing, and assimilated more completely to the public inspected day school; and, as an important aid in effecting this, the Minutes of Council of 1858, giving facilities for the introduction of trained and assistant teachers, are universally approved.

My district contains several specimens of ragged schools, but all the most considerable will be found the subjects of full reports in the annual publication of the Ragged School Union. My examination of them has convinced me that they furnish another illustration of the general principle, that, where anything very cheap and good is provided, the class which takes advantage of it is not so much that for which it is specially designed as a superior class, which does not actually need, but is glad to avail itself of the benefit.

I obtained lists of the occupations of the parents in several ragged schools, and found them to differ in no appreciable degree of competency to pay, from similar lists obtained at ordinary public schools, but, upon inquiry into the moral character of the parents, I found a material difference. In one school in a district

of St. George-in-the-East, no less than 25 parents, almost all in the receipt of wages averaging from 18s. to 30s. a week, were known to the teachers to be drunkards or otherwise vicious. Among the respectable poor, even inmates of workhouses, with whom I have conversed, a great dislike was expressed to ragged schools. They complained that the promiscuous intercourse with a large number of children of the worst character was attended with frightful consequences, and cases were mentioned to me where the schools had been actually resorted to by young criminals in order to recruit their ranks from those they might succeed in corrupting. The instruction given in all those which I visited was of a lower character than in the workhouse or reformatory schools; and although I freely admit upon a balance of good and evil the good effected by these schools largely predominates, I am induced by what I have seen of them to hope that they may be rendered unnecessary by the substitution of reformatory schools, and those certified under the Industrial Schools Act.

The Boys' Home in St. Pancras is the first establishment certified under the Act of 1857, and I think it presents a mode of dealing with the class of poor outcast children who are really beyond the pale of the ordinary National school more calculated to ensure their permanent welfare than the ordinary ragged school. I concur with its able Honorary Secretary, Mr. Bell, in the following remarks:—

In viewing ragged schools the committee felt that their plans and modes of working were deficient in the element which alone can elevate the "ragged" boy to self-respect; that is to say, his reception into his new home as a member of "a family," to be fed, educated and trained into a future "working man."

The two great errors into which there is always strong temptation to fall, are first, to afford a mere "refuge," a temporary, and therefore, practically, a useless shelter, for the vagrant boy; secondly, to utilize the labour of the inmates so thoroughly as to neglect that physical and intellectual education which is due to each boy. We are, as we think, as much bound to put bone and muscle and sinew into our boys, as to put knowledge into their heads; the fear and love of God into their hearts, and some practical industrial training into their fingers. Any one of these neglected shows a weakness in the system.

Whatever doubt may exist as to the introduction of the industrial system in ordinary public schools, there can be none as to its positive necessity in all refuges and reformatories, and although I have not found either in St. Pancras or Chelsea the usual school education of the children at institutions of this character approach nearly the standard of the ordinary National school, I have been quite satisfied that the ready means of gaining an honest livelihood is the most appropriate and the most keenly appreciated subject of tuition.

In illustration of my remark that the children in the refuges are precisely those who are the legitimate objects of ragged school education, I extract six of the cases on the books of the Boys'

Home. Did space permit I could give many more of a similar character.

M. S. (15 years), was pointed out to Mr. Bell by the master of the — Ragged Day School. He was then "on the streets," but was noted as an industrious boy, eager to work, but useless for want of education. His father was dead, and his mother had married again, and had a family. They were wretchedly poor, and the step-father ill-treated this boy, and forced him to lead a vagabond life. Received into the Boys' Home, was troublesome at first, but became (in about 4 months) a steady, industrious lad. Was trained in the usual way; became a handy lad; put to the bricklaying trade; and before he had been 12 months attached to the Boys' Home earned 6s. a week.

G. H. (13 years), son of a widow, a washerwoman: one other son. Had been in the shoe-black brigade, and in — (Ragged) School; dismissed from the former; was dishonest and disobedient; ran away from the Boys' Home, and was brought back after 8 days' absence; he had enticed 3 other boys to abscond with him. Is still after 18 months in the Home; the master reports him a troublesome boy occasionally, but affectionate, and greatly improved. He appeared to work industriously, and is bright and intelligent looking.

E. A. (15 years), mother a widow; takes in needlework, and goes charring. Two other children, girls. This boy was sent to a ragged school, but was irregular in attendance; used to occupy his time in playing in the streets, and, as all such boys say, "opening the cab doors," *i.e.* mendicancy. At the end of six months in the Boys' Home has obtained a situation as carpenter's boy at 5s. a week. Lives still in the Home.

D. C. (12 years), son of a widow with 7 children; Irish. One of the best boys in the school. Sent under the terms of the Industrial Schools Act, by magistrate at police court, having been brought up for unlawful possession of a pewter pot. Had received no education; he could neither read, write, nor even wash himself; was nearly starved; and so grossly ignorant that the theft, if proved, could hardly be held to be a moral offence. The master reported that like many of the boys he ran away within his first week; was brought back, and on further acquaintance with his new home took cheerfully to the work. Evidently he is contented and happy now, and is trusted to go out at any time.

G. H. L., orphan (17 years). Had been dismissed from the shoe-black brigade for unsteadiness. When received into the Boys' Home he was filthily dirty, and was suffering from the itch. One of his legs was a mass of open sores. He said it "was always so," and plainly did not understand what real cleanliness was. He could read and write very fairly, and was pretty well advanced in school-work, but had no principles of industry, and had never been engaged in regular, steady work. The diligent and generous attention of the master eventually cured his bodily malady, and he is now serving in the Royal Artillery, with an excellent character.

Mr. Bell says, "I firmly believe that this young man (now nearly 19) was saved from a life of beggary and disease, preying on the London world, by his stay in the Boys' Home. I saw him first under a gateway in the Strand. I strictly inquired into all his history, and when I look at this fine young soldier now I am astonished at the change."

J. B. (11 years), son of a widow, a monthly nurse. Put to several National schools, but played truant at each, and was fast

“going to the bad,” when he was arrested as a “vagrant and disorderly,” and taken before a police magistrate. The mother was summoned, and in consequence of her inability to give sureties that the boy should be kept at a proper school, the magistrate sent him to the Boys' Home, under the terms of the Industrial Schools Act, making an order on the mother for a payment of 3s. a week. He appears a steady, industrious boy, and one who has been rescued by the operation of this Act from becoming a criminal burthen on the public.

The short result of my inquiry upon this branch of my instructions is, that in my district ragged schools do not sufficiently retain the distinctive features with which they were originally instituted, and that thus, while they give instruction to those who desire to receive and often use it for a bad purpose, they do not supply a moral and mental education to those who most want it.

Endowed
schools.

Upon endowed schools I have but few remarks to offer. One of the most interesting I have already mentioned, Raine's Asylum, in St. George-in-the-East.

I inspected the Foundling Hospital. The master and mistress are both able and zealous, and the educational machinery most ample; but, upon examining the children, I thought their state of education much lower than that of the children of the London Orphan Asylum, of which I have been a manager for some years. I was also a good deal struck with the apparent physical difference between the children of the two asylums. Those at the London Orphan Asylum appeared to possess a higher degree of natural intelligence, and to be in a better state for the reception of instruction. An illustration of the improvement which has taken place in the national feeling with regard to the character of education passed under my notice at the Foundling.

So early as 1774, Dr. Burney proposed a plan for forming a public music school by means of the children of the hospital. His motives were thus set forth:—

In England, where more splendid rewards await the favourite votaries of musical excellence than in any other spot on the globe, there was no establishment of any sort for forming such artists as might satisfy the real connoisseur in music, and save English talent from the mortification, and the British purse from the depredations, of seeking a constant annual supply of genius and merit from foreign shores.

Unhappily, the Doctor was too far in advance of his age to have his plan appreciated. The prejudices of the day were fatal to it, and it was abandoned. Now, however, the case is different. A juvenile band, of about 30 boys, from 9 to 11, has been formed; and although the Doctor's idea of making England independent of foreign talent has not been exactly realized, a signal success has attended the experiment. Mr. Brownlow, the Secretary, thus describes its effects upon the general character of the boys:—

As a considerable portion of the time allotted to the practice of music is drawn from the ordinary school hours, great care has been

taken to ascertain how far the band boys are, when brought in competition at the annual school examination with other boys not in the band, affected by this arrangement, and the results have shown that a full proportion of the prizes awarded for scholastic pursuits has been constantly carried off by band boys. This success at school may fairly be attributed to the salutary effects of music upon the character of the boys receiving instruction in the art, it imparts a vivacity to their tempers, and by its enlivening influence renders the mental capabilities more energetic and susceptible of general instruction than the faculties of the other boys who do not enjoy the advantages of musical tuition.

With reference to Sunday schools, the statistical returns already ^{Sunday} given show that they are chiefly attended by children, and are ^{schools.} in connexion with day schools of different religious denominations. The education, considered as education only, and a substitute for the ordinary school, is very poor. The instruction is confined almost universally to religious teaching, even the teaching of letters to infants is made to assist in this; indeed the remark frequently occurred to me in my visits that many of the teachers considered themselves charged rather with the spiritual responsibilities which attach to the minister than with the simple duties of the teacher. This induced them to substitute exhortation and prayer for hearing and questioning. But it is impossible to overrate the zeal and love of those who devote themselves to the task. I have sometimes been tempted to think that the affectionate sympathy and love of the volunteers more than compensated for their want of training and professional qualification. A brightness and apparent love for the occupation, both on the part of pupil and teacher, are more perceptible in this than any other description of school. Probably something may be attributed to the Sunday clothes and best bonnets, which are very conspicuous features even in so-called "Ragged" Sunday Schools, but, independently of this, a sympathy and kindly feeling appear to exist between teacher and taught which must have a powerful influence for good upon the feelings and habits of the children during the week.

The ordinary system adopted is, reading and questioning in classes, singing, and an address from the principal teacher. The reading was, as a general rule, not equal to the average of the public day schools, and sadly too little understood. A girl of 11 was asked what she meant by "frailty;" she replied, "the parson." The teacher, a lady of the superior class, anxious perhaps to save the credit of the pupil, suggested, "Speak louder, my dear; you cannot be heard." The reply was the same, and at last it was clenched by mentioning the name, "I mean Mr. ———," "ma'am." So, instead of "running the way of thy commandments," the repetition was "running away with;" and these were by no means solitary instances of want of intelligence. The addresses also delivered impressed me with the absence of educational feeling about them. They were generally sermons or exhortations, and in many instances singularly unsuitable to a child's

apprehension. I took down the following passages from the address of the priest at one of the few Roman Catholic Sunday schools I visited. I quote it, of course, without reference to any doctrinal differences, but simply as a specimen of what an educated and able man (for I can speak favourably not only of his reputation but of the state of his schools) thought adapted to the intelligence of children, the eldest of whom was not 17.

Plato, commenting on Socrates, thought he would go to heaven because he was so clever, and saw through the errors of the pagan system; but St. Augustine, who you know, my children, is one of the revered fathers of our Church, had great doubts whether he could be saved, because he did not believe in Jesus Christ. * * *

Suffer death; yes, at the Cross, rather than commit mortal sin. You may be nearer carrying the principle into practice than you believe. There is a strong opinion which has gained ground among pious and reflecting people, that, shortly before the close of the world, some think in three years, there will come a terrible time of persecution. Antichrist will be permitted to be triumphant for a time, and you may be called upon to testify, as the saints of old, with your lives.

At one school, in St. Pancras, of 700 children present, there was not one who did not attend or who had not attended a day school. This, which is a congregational school, presented one of the few specimens in which instruction, as distinguished from mere reading and exhortation, was attempted; and I therefore notice it more in detail. There were 34 male teachers, comprising shopmen, shopkeepers, book-keepers, artisans, and clerks. 32 female teachers, comprising a laundress, two needlewomen, shopwomen, and ladies. "Mimpris's system of graduated and simultaneous "instruction" is adopted; and "The Treasury Harmony of the four "Evangelists" is the book used. At the close of the reading, the whole school was questioned by the master, each class in turn. Occasionally, a practice which I did not meet with elsewhere is introduced. A boy stands up, and challenges all questions; he keeps his place till another boy "poses" him; the "poser" then stands up, and fights till he is in turn displaced, and so on till the intellectual combatants are exhausted. The master has found this system of mutual examination attended with much advantage. The school, of course, opened and closed with prayer and singing.

Let me further illustrate the description of Sunday-school teachers by specimens of some I met with in various schools. In one (Wesleyan), of six female teachers, four were milliners, one a needlewoman earning 1s. a day and her tea, and the other a private schoolmistress. Of the male teachers, two were coopers, one working tailor, one working plumber, and the rest artisans or clerks. At another school, two teachers were domestic servants and two dressmakers; and at other schools I found a policeman, railway porter, Thames waterman, cobbler, printer's compositor, and baker's assistant, among the teachers. Mixed with all these was, of course, a fair proportion of the "superior class," and it struck me that this mingling of ranks in so noble an occupation was not the least among the incidental advantages of the Sunday-school system, not to the taught alone, but also to the teachers.

I met with but one instance of a purely secular Sunday school in my district. It is in St. Pancras, and is in connexion with what is termed "The Jenkins' Secular School." There are classes on the Sunday morning, from 10 to 1, for French, reading, writing, arithmetic, history, geography, and grammar, and on Sunday afternoon for natural philosophy. On the occasion of my visit there were about 18 pupils, from 14 to 30 years old, in the French class, about 12 of similar ages learning writing and arithmetic, and 14 reading (of whom four were foreigners, learning English). A reading-room and restaurant are attached, and some young men were playing chess and reading or writing there. There is also a lecture hall, and lectures are delivered every Sunday night. The admission fee is 2d. The following was the list of subjects for February:—

- 6th. A review of the Queen's Speech. (Open to question at the close.)
- 13th. Responsibility; theological and secular.
- 20th. Logic; its uses and abuses.
- 27th. The political and social influence of Shakespear's plays.

The average attendance was about 50.

I annex a short extract from the trusts of the will under which this school and the day schools have been established:—

Upon trust that my trustees rent or acquire in a legal way one or more commodious hall or room not less than 40 or 50 feet square, with requisite offices, in some good public and central situation in London (preference being given to Oxford Street and the neighbourhood), and shall make all necessary payments for lighting, repairing, &c., and shall obtain from time to time other halls in lieu of former ones, or in addition thereto, according to excess and state of funds at their disposal, so that one or more good and commodious halls at all times hereafter be kept up for purposes herein mentioned. And such hall and rooms shall be designated "The Jenkins' Institution," and shall be appropriated as reading-room, library, and place of resort for working men, operatives, and artisans during the evenings, and as a school for the children of such classes during the day-time. And such halls or rooms may also be used and appropriated at convenient times during the day-time and evening for the purposes of lectures, discussions, and debates. And such use of the said halls or rooms shall not be prohibited or denied to anyone or more particular class or sect, on account of any peculiarity in their religious, political, or other tenets or doctrines."

Jenkins' Secular School.
Trusts of will of founder.

I now return to the order of my instructions, and propose to speak of the government of schools, and especially of the subject connected with it on which the Commissioners most desire information, the working of systems of central aid and inspection.

Management of schools.

That which is under the management of the Committee of Privy Council largely preponderates in my district, and the portion of it which commands the most universal approbation is inspection. In the majority of the uninspected schools I visited, inspection was considered rather a privilege than an obligation, and a strong desire expressed that it should not be confined to those schools to which aid was granted.

Privy Council system.

Thus, the North-western Railway Company, who are prevented from coming under the operation of the Council system by their inability to guarantee that their building shall remain for ever devoted to the purpose of schools, make a special application each year for inspection to the British and Foreign School Society; they would gladly submit their schools to Government inspection, and even pay for it, if requisite. So in several cases, where the school building is under a church or chapel, or where the teachers were not certificated, or other disabilities existed, I found a strong desire expressed for inspection.

I have met with very few cases in which Government assistance is refused from conscientious scruples. At St. George-in-the-East, the "mother-superior" of the Home Mission Schools, and at the Catholic and Apostolic Church the ladies managing the school founded their objections on this ground, but I am of opinion that this scruple operates to a very slight extent.

Ante, p. 363.

I have already cited a strong instance in the schools of which I am secretary of the great assistance afforded to voluntary contributions by the prospect of Government aid. I have not found it to operate in the contrary direction. Two cases were brought under my notice in which it was said that the grant of capitation had injuriously affected annual subscriptions, but, upon investigation, neither of them was substantiated.

I have not met with a single instance in which a committee of management have made it a matter of complaint that they were obliged to give up their own views to obtain grants from the Council.

The facilities for education, and the improvement in its conduct, consequent upon Government aid, have stimulated greatly the desire for it. The result has been, as the statistical returns show, a large increase both in public and private schools. In one district of St. Pancras, where, about three years ago, public schools assisted by Government were opened which now contain upwards of 300 children, the other schools, instead of having their numbers diminished, are actually more flourishing. The master of a private school at St. George-in-the-East, gave me evidence to the same effect in his district; but, as a general rule, I found the competition of Government schools calculated to drive private enterprise out of the field. The complaints made were almost universal, and, upon reference to my note-book, I find more than 100 cases in which evidence was given to me of a serious diminution in the numbers of scholars, owing to what was termed the "unfair" competition of Government schools.

The short result of the evidence obtained by me upon the principle of the Government grant is, that it is absolutely indispensable to the maintenance of schools; that the voluntary principle is not sufficient for the task; and that the present indirect control of the state, harmonizing with, and promoting local influence, is preferable to any direct control.

Let me again call in aid the valuable experience of Miss Mayo, upon this subject:—

I think there has been a manifest improvement in popular education within the last few years, and I believe we owe much to the Council on Education, especially to the labours of their inspectors, to their encouragement of training institutions, to the elevating the grade of teachers, and the plans adopted for supplying schools with pupil-teachers. As in all human plans evil mingles with the good, we find, with respect to the students, that, whereas formerly all their energies and all their desires were centred in the acquirement of the principles and practice of education, now every nerve is strained to obtain the knowledge which will enable them to pass the inspector's examination. Our classes of students are now greatly fed by Queen's scholars and pupil-teachers, and the advantage is, that they are intellectually better prepared for their work; but we have not so many of those zealous students who have chosen their profession because they love children, and feel it an honour and a privilege to be so employed, and who bring to their work a vigour and freshness which are barely compensated by the better disciplined mind of Queen's scholars. With respect to pupil-teachers, they are no doubt a great improvement upon the old monitors, but they entail much labour upon master and mistress in those hours which can ill be spared from the preparation for the next day's school teaching.

Several cases are noted by me in which complaints were made of the building restrictions imposed as a qualification for the Government grant, especially those which prohibit grants for rooms under places of worship, and which require that the building shall be set apart exclusively and in perpetuity for educational purposes. I also met with cases in which desirable extensions and improvements had been prevented in consequence of the objection made by the Council to any other than freehold or long leasehold titles; but I do not think the facts in my district warrant more than a relaxation of these rules to meet special circumstances, certainly not their entire repeal. With regard to the condition that the teacher must hold a certificate of merit or be registered, I have met with so many instances of hardship to teachers, and prejudice sustained by schools, that I think the facts warrant the entire repeal of this requisition, but that the sufficiency of the teachers, both in qualifications and proportion to the number of scholars, should still be insisted upon.

The registers of attendance and returns required were the subjects of much complaint. In a school of 400 the quarterly returns occupied the master for the whole of a day; and the aid of a pupil-teacher, still involving the checking and superintendence of the master, did not materially diminish the time required. The points which appeared to be attended with the greatest difficulty were, the quarterly returns of the greatest number of children who have attended the quarter, and the greatest number of days attended by each child. I was informed at several well-conducted schools, that, as at present made, these returns were so incorrect as to be valueless. The preparation of these statistics in school hours was said to involve a sacrifice of time due to the children; after school hours, of that belonging to the master himself; but upon close investigation, I found the objections resolved themselves into a form of the general complaint, that more was expected of

Objections to
administration
of Government
grant.

Registers of
attendance.

the masters of large schools than they could perform, and that a second master for every school having more than 150 children would be accepted as a sufficient remedy.

Return of
average
attendance.

The rules for the return of the amount of average attendance were said to operate unfairly in requiring that every portion of the year should be included. The fair average is reduced below its fair standard by one or two weeks when from some special attraction the schools are nearly emptied. Easter week, the Derby week in the case of schools at Chelsea, and other national or local holidays, were cited as instances. The remedies suggested were, that there should be a general rule authorizing the omission of holidays, or that the returns should consist of 20 or 25 of the highest averages only.

Inspection
should be with-
out notice.

I was on several occasions exceedingly struck with the difference in the state of a school when I visited it in company with the Government inspector and when I went alone, and I formed a strong opinion, that, in order to test the real working efficiency of the school and schoolmaster, the inspector should come without warning. I had several admissions from schoolmasters that more than a fortnight was often devoted exclusively to preparation for his visit.

Capitation
grant.

Complaints were made to me on the subject of the capitation grant, both with regard to the number of days required to entitle to it, and to its distribution when given. In metropolitan districts, where the poor are constantly shifting from one district to another it was urged upon me that the attendance should not be confined to one particular school, but that credit should be taken for the number of days the child had attended at another school during the year, such attendance being duly vouched by the certificate of the former teacher. I met several cases in which the children satisfied me that they had attended at two or in some instances three schools consecutively the whole 176 days, but under the present system no capitation grant could be claimed. Again, dissatisfaction was expressed at the decision of the Council that the capitation grant is to be applied to the ordinary school expenses, and not in augmentation of the teacher's salary, and as a recompence for his activity. I found a striking difference in practice upon this head. In some schools the managers still award the whole, in others a portion only, to the teacher. One example of this I must record. The master was engaged at 80*l.* a year; he was able and active, and obtained a large capitation grant. This the managers paid over to him, but at the same time they made a proportionate reduction in his salary, and intimated to him that they always intended to keep it at the original amount. The general desire expressed to me was, that it should be paid directly to the master, who should be protected from any consequent diminution of his salary, and that the grant should be extended to schools of which the teachers were neither certificated nor registered, upon their submission to inspection or such other test of efficiency as might be satisfactory to the Council.

The practical managing body in all schools connected with either church or chapel is the minister; in charitable foundations, almost universally the secretary. With these are often associated two or three members of committee, who are usually the nominees either of the minister or secretary. In schools under Government inspection, the trust deed provides for the appointment of a number of laymen as managers; but, in practice, I have found this a nullity. In my own schools our managing body comprises the incumbent, two curates, two churchwardens, and twenty-four laymen; and I duly summon this large body every month; but upon looking over my minute book for the last five years, I find the greatest number ever present at one meeting to be ten, and the average five, of whom the incumbent, one of his curates, and myself are almost invariably three. Statements to a similar effect were made to me by several ministers of churches and chapels in each of my parishes, and much regret was expressed at the want of active lay co-operation. If this resulted entirely from confidence in the minister (as in my schools it does) it would be the less to be deplored; but the conversations I have had with managers, as well as with masters upon the subject, have impressed me strongly, that, in the majority of cases, it is the result of indifference. Almost all the better class of masters bewailed to me the rarity of any visits to the schools, except those of the minister, and dwelt upon the encouragement to themselves and the benefit to the boys of occasional inspection by lay managers.

Upon the subject of the financial condition of schools, I have satisfied myself entirely that the payment of school fees is not only beneficial to the schools, but popular with parents, and that the usual commercial test of the price of the article as evidence of its value is applied in full force to education. I met several instances in private schools of children removed from schools at 2*d.* a week to those at 4*d.*, and the parents could give me no better reason for the change than that the school must be better, because they charged more. But in one large public school in St. Pancras, a still stronger illustration occurred of the small value attached to free education. The master gave the district city missionary the privilege of sending 30 boys to his school without charge; he has never yet received more than 15, and those are invariably the most careless and least punctual in their attendance. The missionary reported that he had used his utmost exertion to persuade the parents to send and the children to go, and that they have repeatedly promised to attend. The school is among the largest and most successful in my district, and is situated in Somers Town, St. Pancras, one of its poorest quarters. Of 297 boys, I found 174 paid 3*d.*; 103, 6*d.*; and 20 were admitted free. I found also that upon comparing the regularity of attendance of 100 boys, taken consecutively from the books, paying 6*d.*, with 100 similarly taken paying 3*d.* for one week, the proportion was 93 of the 6*d.* against 70 of the 3*d.* boys.

I subjoin a list of the occupations of the parents of 100 6*d.* and 3*d.* boys respectively. I have selected this from several

others which I obtained, because I think it gives the fairest average specimen of the constitution of such schools in the metropolitan districts:—

	Of 100 Boys pay- ing 3d. a week, there are,—	Of 100 Boys pay- ing 6d. a week, there are,—		Of 100 Boys pay- ing 3d. a week, there are,—	Of 100 Boys pay- ing 6d. a week, there are,—
Black lead packer -	2	0	Jeweller - -	0	1
Bakers - -	7	4	Last maker - -	0	1
Brushmakers -	2	1	Labourer - -	4	2
Bookbinders -	1	0	Law writer - -	0	1
Brickmakers -	1	0	Laundress - -	0	4
Bird dealer - -	1	0	Milkman - -	1	3
Bricklayer - -	5	3	Musician - -	2	0
Brewer - -	1	0	Music engraver -	0	1
Butcher - -	0	1	Painter - -	5	4
Butler - -	0	2	Printer - -	4	2
Barber - -	0	1	Porter - -	3	2
Beershop keeper	0	1	Plasterer - -	0	1
Carpenter - -	5	4	Print colourer -	1	0
Carrier - -	0	1	Pocketbook maker	0	2
Coppersmith -	2	0	Plumber - -	0	2
Cabman - -	3	3	Paperhanger - -	3	3
Coachmaker -	2	0	Pencil maker - -	0	1
Carman - -	2	1	Pastrycook - -	1	0
Cloak maker -	2	0	Paper stainer -	1	1
Coffee roaster -	2	0	Postman - -	2	0
Clerk - -	1	4	Rag dealer - -	1	0
Cabinet maker -	1	0	Sailor - -	0	2
Coachman - -	1	0	Sawyer - -	0	1
Costermonger -	2	1	Sign writer - -	0	1
Clock maker -	1	0	Stoker - -	1	1
Coalheaver - -	0	2	Silversmith - -	0	2
Cook - -	0	1	Shoemaker - -	8	5
Draper - -	0	1	Stone mason - -	0	0
Engine driver -	0	4	Tailor - -	4	4
Excavator - -	2	2	Tinman - -	0	1
French polisher	1	1	Toyman - -	0	1
Farrier - -	0	2	Timber dealer -	1	0
Gold beater - -	0	1	Tobacconist - -	0	1
Gas fitter - -	1	0	Widows - -	6	2
Greengrocer -	0	2	Waiter - -	0	1
House agent -	1	1	Upholsterer -	0	1
Hawker - -	0	2	Wax candle maker	1	0
Ironfounder -	2	0			

As a further illustration of the popularity of payments, I may mention, that, out of 100 public schools charging rates from 1d. to 6d., I found the per-centage of those paying 3d. 53, against 23 of those paying from 1d. to 2d. I am of opinion, therefore, not only that the school fee may safely be raised in proportion to the character of the education given, but that it is essential to the interests, as well of public as of private schools, that it should be so raised.

Schoolmasters ; With reference to the result of the system of education for
public schools. masters adopted at the normal schools, I refer to the full evidence

contained in the Appendix. The opinion I have formed is, that it is well adapted on the whole to effect the purpose for which it is designed. Complaints were made that at the colleges the refinements of social intercourse were not sufficiently attended to, and the students were treated too much as an inferior and servile class; but I found no indications of this in any of those which I visited; nor did the complaints proceed from those who were students at the present time. Appendix,
p. 438.

The tone of instruction given was very much regulated by the character of the inspector. If he were known to make the examination of pupil-teachers a leading feature, they were trained accordingly, without much respect to the general interest of the scholars; and if his custom was to pay the greatest attention to the elder classes, all the teachers' energies were concentrated upon them. I certainly detected on several occasions a disposition to put forward prominently a few select pupils; and on the average I am disposed to think the proficiency of the lower classes hardly bears the same ratio to that of the upper classes which it would do if the exertions of the teacher were equally distributed among all. This remark applies to masters. I think the level of instruction is more fair in girls' schools. In the absence of pupil-teachers, sometimes the head boys were employed in rotation to superintend the younger, and sometimes paid monitors; both these systems are decidedly inferior to that of pupil-teachers. In some schools I found both monitors and pupil-teachers employed with advantage. But, as a general rule, I think assistant masters are much wanted at the large public schools, and that it would be highly expedient to require candidates for a principal mastership to serve two or three years as assistants.

Of the hardships under which the profession of teaching labours I have had abundant complaints. On three occasions 10 or 12 masters of large metropolitan schools did me the honour to meet at my house in conference upon educational matters, and they took the opportunity of putting me fully in possession of their grievances. I also presided at a meeting of the Association of Schoolmasters at St. Martin's Hall, when the same subject formed the principal topic of a lecture, and of the discussion which ensued.* Teachers'
grievances.

But I am constrained to confess that all this united testimony has failed to convince me that the profession labours under any very peculiar hardships. I met indeed with one practical illustration of a grievance. The master of a large well-conducted public school gave me his card as keeper of a lodging-house and hotel in London, managed by his wife and daughters; and, on my expressing my surprise, told me that the uncertainty and want of

* The grounds of complaint which the schoolmasters conceive they have against the system of the Committee of Council on Education will be found detailed in the lecture delivered by Mr. Jones on this occasion (the 25th February 1859), and since published under the auspices of the Schoolmasters' Association.

provision for the future in his profession obliged him to take this step. It is not easy to understand the reason why the augmentation salary of the schoolmaster, once fairly earned, should not be continued under any circumstances, and in any position he may occupy.

As the cause of education itself rises (and it is every day rising) in popular estimation, so are those who are its able ministers rising in social position; and, so far as I have been enabled to judge, there is no profession which has made of late years so rapid a stride in asserting for itself due consideration and respect. I have exceedingly admired the ability, zeal, and high tone of feeling prevalent among the general body of masters and mistresses with whom I have been brought in contact during the progress of this investigation.

Supply of teachers.

With reference to the supply of teachers, the only peculiar feature brought under my immediate notice was the paucity, and consequent difficulty in obtaining, infant school teachers. Mr. Reynolds, the very able Honorary Secretary of the Home and Colonial Schools (which schools, by the way, present the most perfect model of infant instruction I have met with), informed me that this was in a great measure owing to the absence of any separate department for them in the training colleges.

Private school-masters.

Of the private schoolmaster, and more particularly of the private schoolmistress, in connexion with *popular* education, what can I say? The profession, as a profession, hardly exists; it is a complete refuge for the destitute. A list of the occupations previously followed, taken at random from my note-books, shows a contribution from almost all trades and professions. There are grocer, tobacconist, linendraper, sailor, attorney, painter, German, Polish, and Italian refugees, butler, widows or daughters of clergymen, barristers, and surgeons; housekeepers, ladies' maids, dressmakers, *et id genus omne*.

The proportion of those who either hold certificates or have been regularly trained to the profession is not five per cent. of the whole. Several instances in which other occupations were followed concurrently with that of teaching came under my notice; small shops kept, clerkships held, &c. In one case, in St. George-in-the-East, where the mistress was also a "femme sage," the school was broken up for a fortnight while she was absent professionally; yet, upon my second visit, I found the school, comprising 17 children, all under seven, a favourable and clean specimen of a dame school. The woman herself wrote a good strong hand, and conversed in an intelligent manner, and the children spelt and answered questions in their tables very fairly. This case, too, suggests the remark, that I have been surprised at the capacity for teaching with which I have met, where the antecedents have been apparently so unfavourable. In one of the most wretched corners of St. George-in-the-East I found the widow of a petty warrant naval officer keeping a mixed school of 35, from 6 to 12, in perfect order, and the reading, writing, and arithmetic were all up to the average of an ordinary inspected

Capacity for teaching.

public school. She had assisted in a shop till she married, and only tried her hand at education at her husband's death, when she was more than 30 years old.

As an illustration of the extent to which public attention is now directed to the necessity of providing greater security as to the competency of teachers for the middle classes, I may mention, that, while engaged upon this Report, I am interrupted by a visit from two gentlemen, the representatives of a "Society for Promoting National Education," who press me for my signature to a petition to the House of Commons, in which it is urged, as a vital defect in the present system, that no qualifying test as to practical, literary, or moral fitness exists, preventing improper persons from teaching or pretending to teach children in the middle station of life; praying the House to sanction arrangements for inviting or permitting all persons who engage in the profession of teaching for gain on their own account to be trained for it, and obtain from a competent authority a certificate or diploma of qualification; and to take measures for the future examination and inspection of such schools. I am informed that 120 petitions, comprising upwards of 30,000 signatures, have been obtained. The evidence given to me throughout my entire district certainly corroborates the statement of these gentlemen, that there is an increasing desire among teachers of private schools of the middle classes to obtain for their body the privileges of training, examination, and a certificate of merit.

In London it can hardly be expected that the generality of school buildings should be quite equal to what could be desired. The necessity of economising space by putting one school over another, using the basements of chapels, and converting railway arches and ill-adapted buildings to the exigencies of education, are all sad obstacles, and I have found reason to lament that some well-contrived ground plan was not put forward by authority. Many instances came under my notice where buildings recently and expressly erected were ill adapted to the purpose. The prevailing defect throughout my district is want of ventilation. I have found this to exist to such a degree as to be prejudicial to the health of teachers and children too; very often it was occasioned by the substitution of close stoves for open fireplaces. The internal arrangements of the schools are very generally similar; parallel desks with space in front to form squares for reading lessons, and occasionally a gallery. I did not find the low curtains recommended by Government much used, indeed, in several cases they were removed. At the Home and Colonial Schools shifting wooden partitions are much preferred. At some of the best schools I saw moveable desks and platforms, which appeared to me to present many advantages over those which are fixed; and at the North London Reformatory Institution a very ingenious contrivance is sold, adapted to a building used both as a chapel and a school; a seat with a back, which is converted by opening it into a form with a desk before it.

Schoolmasters.
Middle-class
education.

School
buildings.

V.—*Subject-Matter of Education.*

Subject-
matter of
education.

This head of my instruction presents a wide field for comment, but I must confine myself to a few of the points which bear most directly upon the improvement of popular education.

Reading, writing, arithmetic, and religious instruction form, without question, the staple of the education given at all popular schools; and the system which aims at the direct imparting of knowledge is more prevalent than that which seeks to qualify the mind by intellectual training for acquiring knowledge afterwards. I have rarely found questions put in relation to ordinary subjects so devised as to exercise the reasoning powers. The incapacity of the teacher is at the root of this. How few are there not only among popular but among the highest class of teachers able to exercise duly their own reasoning powers, and until this faculty be acquired how can it be imparted? I have found this state of things fully admitted by intelligent schoolmasters, but they lay the chief blame to the shortness of time during which the children attend, and the early age at which they leave. This, they say, not only prevents the teacher from acquiring intimacy with the thoughts and habits of his pupils, but is fatal to that personal interest in the child so essential to the due cultivation of his mind. Again, the character of the school is illustrated by the examinations of the children, and so long as these are conducted upon the principle of quantity and variety of information displayed, so long is the teacher compelled to support his reputation for good teaching, and the consequent popularity and success of the school, by rapidly "cramming," instead of slowly and gradually developing the understanding.

Collective
system of
instruction.

It appears to me that the collective system of examination so universally adopted has a tendency to promote this. I must admit that I found it generally popular, and I have been told on high authority that it would be impossible otherwise to conduct the instruction of a large school; but my individual experience leads me greatly to prefer the plan of examining each child individually and in turn, letting places be lost and taken according to the correctness of the answers. When, with the permission of a master, I have conducted the examination of a class upon this method, I have been struck with the immediate change excited in the children by competition; alacrity and attention from all, the mind of each called into play, and an independent effort excited, contrasting strongly with the inattention and apathy, or the affectation of readiness to reply, exhibited when hands are held out from three-fourths of a whole class, but the real replies invariably come from two or three of the best or quickest pupils.

Reading
books.

The reading books in most general use, English or Irish, appear to me sadly dull, and unsuitable to the youthful mind. The subjects are too intermixed, and follow each other too much at random. The preface to the Third Irish Reading Book states

this to have been done advisedly, "in order not to fatigue the attention by dwelling too long on one class of subjects." I confess with great deference I think this to be a mistake. I have frequently experienced, when preparing to examine a class after reading, the inconvenience of a sudden change from "The Good-natured Little Boy" to "The Wolf," and from "Cod" to "How to make the best of it."

I have thought sometimes too, that we might, with advantage, borrow a hint from the cheap halfpenny books which I found in use in the dame schools, where children supply their own books, and mix more of the *dulce* with the *utile*. Compilers seem not to have borne in mind sufficiently that children's reading books should be so framed as to excite an interest and love for reading, as well as to convey information; and that to effect this they must be written in simple and easy language, and address themselves to the feelings and fancy, as well as the intellect.

I observed at one or two schools an economy of spelling books, which struck me as advantageous. The children, instead of taking home the book containing their spelling lesson for the evening, copy it out first on paper as a writing lesson, and take the paper only home.

The subjects selected for oral lessons I have generally found chosen with a view to practical usefulness, and the lectures given at the good public schools presented a favourable contrast to those given at Sunday schools in their adaptation to the understanding of the children. But here again so much depends upon the individual teacher that it is difficult to generalize. I met with an amusing instance of the zeal in teaching sometimes shown. At the Home and Colonial Society there are practising model schools, conducted by the students of the training college. One of the little boys came to Mr. Reynolds with a very long face, and said "Please, sir, Mr. ——— has given me 11 lessons this morning!"

There can be no doubt that the cultivation of taste as a part of education has very much increased. Drawing is taught to a greater extent than music or singing, but all are beginning to exercise a sensible influence upon the tastes and habits of children and of their parents. The home lessons, consisting of so many songs committed to memory, and of so many nicely drawn maps and sketches, which afterwards ornament the cottage walls, contribute powerfully to this end. The introduction of singing and music, now so general at examinations and distributions of prizes, increases their popularity. I have been present at several of these concerts, and have been gratified not only with the performance, but with the good taste shown in the selection of the pieces.

An attempt to bring the cultivation of taste and imagination into education still more closely than has hitherto been done is in progress in St. Pancras. It is sought to extend the "Kinder garten" system, now so successfully introduced into the best infant schools, to boys' and girls' schools. As the experiment

Appendix,
p. 463.
System of
Humanistic
Schools.

is interesting, and one which if it succeeds may materially influence popular education, I have thought it desirable to give the master an opportunity of explaining his views, and I accordingly print in the Appendix an epitome of a communication with which he has favoured me. I inspected and obtained returns from the school, but I did not observe any characteristic difference in the conduct of the children. One feature of the plan is to secure the active co-operation of parents with teachers by means of a joint committee; an embarrassing piece of machinery; and, from my almost universal experience that parents do not care to interfere where they feel they are not qualified to judge, I fear very useless.

Religious
instruction.

I am desired, exclusively as a matter of fact, to ascertain what differences exist in practice between the courses of religious instruction afforded by different religious denominations, and what, if any, are the recognized formularies adopted by them. The Church of England is the great educator, both in public and private schools, and the Church Catechism is almost the only recognized formulary. This I found the case in several dissenting and in two Roman Catholic private schools; not that it was pressed upon the scholars, but it was the only Catechism recognized. In some few instances the Wesleyan and the Assembly Catechism were used; and at the Catholic and Apostolic Church School in St. Pancras the children were required to learn a catechism explanatory of the tenets of their church.

Catholic and
Apostolic
Church
Catechism.

I have been much struck with the similarity of the religious teaching given at all schools. On one occasion I left the children of a Baptist school singing the second verse of a hymn of which I found the children of a National school of rather high church reputation singing the third verse as I entered. The general character of religious did not appear to me to be so satisfactory as that of secular instruction. Too much attention was paid to the geography and history of the Bible, the families and genealogies of the tribes of Judah and kings of Israel; and I rarely found the Catechism learnt in such a manner that when I changed the order of the questions or put them in another form I could obtain a ready reply.

Religious per-
suasions of
parents not
important in
the choice of
schools.

The instances both at public and private schools in which I found children of parents of one religious persuasion at schools in connexion with other persuasions, without any terms as to religious instruction, are so numerous as to impress me with an entire conviction that no difficulty in dealing with various denominations will arise in this quarter. This indifference has been made the subject of complaint to me frequently, both by managers and teachers, but I have not found it to arise from a total disregard of religion. Some religious teaching is always demanded, but its kind and quality are left to the discretion of the teacher. With managers and patrons of schools, however, the case is far different; and I have heard and seen enough to satisfy me that any attempt to put down or interfere with the varieties of religious instruction

now existing among different denominations would be most disastrous to the progress of education.

VI. Results of Education.

I now proceed to notice the last subdivision of my instructions,—the Results of Education, and the influence which it has exercised upon the intellectual powers of the working classes.

All employers of labour with whom I have conversed concur in stating that the educated is superior to the uneducated workman, but I have failed to discover an instance in which higher wages are paid for a specific duty to an educated than to an uneducated man. The superiority seems to consist in the greater facility with which he obtains work. A certain amount of education is a *sine quâ non* for employment with most large employers of labour. Thus, at both the London and North-western and Great Northern Railways, no lads are admitted into the service of the company who cannot read and write. The Secretary of the Great Northern writes to me:—

Relative value
of educated
and uneducated
workmen.

We do not insist upon certificates for our lad porters from a schoolmaster, but they must all read and write. If they are decently educated they often rise and become clerks. All come in at one rate of pay, and rise to the better situations by ability and steadiness. We have many clerks who joined as porters, and some have the charge of good stations, and receive from 70*l.* to 100*l.* a year, with house.

Had a stranger accompanied me on my Sunday morning walks through some of the worst haunts of St. George-in-the-East, he would indeed have found it difficult to imagine that a ray of educational improvement had penetrated into those black regions of vice and brutality; not so the policeman who accompanied me; he had known the classical district of Bluegate Fields for 30 years; his proof of the great practical improvement resulting from education was the fact that we were both walking there in safety and without insult. In the most wretched of these foul alleys, from a group of drunken men and vicious women, would start out the little forms of bright-eyed and smartly dressed girls on their way to the Sunday schools; and even the foul-mouthed and brutalized ruffians looked at them with a kindly eye, and an apparent consciousness that they belonged to a different race, and that the generation of savages was passing away.

So, in conversation with the more intelligent among the old inmates of workhouses in all my three parishes, I have received such descriptions of the old times, contrasted with the present, as have left no doubt in my mind of the beneficial influence which education, imperfect as it yet is, has exerted.

In order to form a judgment of the degree in which instruction in writing has extended among the lower and middle classes, I examined, with the permission of the Superintendent Registrar for St. Pancras, 1,600 signatures in the register of marriages, 600 in the register of births, and 600 in the register of deaths,

Writing among
lower and
middle classes.

made during three months of the present year. The following is the result:—

Signatures in	Writing Good.	Writing Bad (showing imperfect instruction).	Marksmen.
Registers of Marriages	- 770	- 618	- 212
Do. ,, Births	- 273	- 219	- 108
Do. ,, Deaths	- 304	- 170	- 126

I was also supplied with the following information as to the state of education among the poor outcasts of St. George-in-the-East, by one of the City Missionaries residing there. Of the prostitutes and thieves who visited him voluntarily for reformation between 1853 and 1858, there were, girls, 1,174; of these could read, 673, could write, 526; could neither read nor write, 374. There were boys and young men, 1,344; of these could read, 791, could write, 660; could neither read nor write, 553.

Working
Man's Literary
Institute.

Who would have considered it possible half a century ago that a literary and scientific institution should have been founded and conducted by a council of working men? But listen to the Rev. Mr. Garbett's account of the origin of the Working Man's Literary Institute, in the Gray's Inn Road, St. Pancras:—

This institute originated in the year 1853. A committee of working men was called together, and from their consultation it took its rise. The particular object in view was, on the one hand, to supply the means of educational progress and harmless recreation, and, on the other, to provide some mutual ground on which the ministers of the district and their Christian supporters might come into contact with the non-Christian working men. It was hoped that by this means class prejudices might be removed, and goodwill conciliated. All the organization of the institute has been arranged with this view. No professedly religious instruction is given in a dogmatic shape. Subjects of religious controversy are excluded from discussion. The management is vested in a committee of working men, elected by the members themselves. Out of this body are elected directors who take charge of particular departments:—1, lectures; 2, reading-room; 3, library; 4, classes; 5, chess clubs, &c. The minister of the district is the president, and an honorary secretary acts under the directors.

The institute is carried on at some disadvantage, in consequence of the unsuitableness of the premises. The accommodation consists of two rooms of tolerably large size, and four class-rooms. The reading-room is open every evening from seven till half-past ten, and at the time of my first visit the following 11 classes were in operation, all, except the two last, conducted by paid masters:—

Elocution.	Discussion.
Book-keeping.	English Grammar.
Writing.	Drawing.
Arithmetic.	Shorthand.
French.	Latin.
Vocal music.	

There were 16 young men and 5 young women present at the writing class, and the writing was very good. The French class numbered 17, all young men.* The subject for discussion on another night was,—“Is it probable that the present excitement in Italy will result in a general successful rising of the people?” It was conducted temperately and with considerable ability. A monthly magazine in manuscript is edited and supported solely by the members; each writes his article on paper of an uniform size, and the book is laid upon the reading-room table. I read the articles in the December number with much interest, and, as a specimen of the intelligence of the members, it may not be inappropriate to give a short epitome of them. The first was on “The prosecution of Count Montalembert.” It breathed fiery indignation against the Emperor; contrasted his haste to punish praise of his ally, with his hearty reception of the addresses of the French colonels. It eulogized Montalembert, and compared him in person to John Bunyan in Bedford Gaol, suggesting as the real secret of the prosecution the Emperor’s disgust and rage at the standing reproach to his dissolute life conveyed by Montalembert’s virtuous conduct. The next essay was, “The coming Reform Bill.” The three points taken were:—1. The extension of the franchise to occupiers of lodgings. 2. The adoption of the ballot. 3. More equable arrangement of constituencies. It commented amusingly upon the awkward dilemma of the then Government; if they brought in a really good measure they would be taunted with apostacy, and lose the support of their own party; if a bad one, they would be savagely denounced, and upset by Bright and his party. Then followed a paper containing a glowing eulogium of the benefits of a cheap press. A comparison was drawn between the present and former times, when there were no institutes or reading-rooms, but the working man was obliged to imbibe his beer and his knowledge together. Brougham, Knight, Chambers, and Cassell were held out as “the idols of every poor man’s home,” and Reynolds and Lloyd were denounced as having abused the demand for cheap reading by forcing on the public numbers of trashy and, in some cases, immoral novels. Next

* The following Table gives the average attendance at 9 of the classes:—

Subject.	Per Week.	Books in Use.
French - - -	50	M. Roques' "Study of the French Language."
Music, Vocal - - -	50	Tonic Sol-fa system and books."
Elocution - - -	62	"D. C. Bell's Modern Reader and Speaker."
Writing - - -	16	—
Arithmetic - - -	14	Various, from Colenzo to Crossley.
Book-keeping - - -	14	"Chambers."
Latin - - -	7	"Rudiman's Rudiments."
Shorthand - - -	5	"Longman's System."
Discussion - - -	12	—
Total - - -	230	

came specimens of poetry, and a romantic legend, and the number wound up with a forcible invective against intemperance, called "The Corner Gin Palace;" the subject was treated not morally but economically, and the meretricious splendour of the "palaces" was contrasted with the rags and squalor of their frequenters, and the miseries of their homes. The character of all the compositions was that of nervous exaggeration, and the Queen's English was not always duly respected, but the general merit was very remarkable. I was assured that they were the genuine productions of the working men, and that the number was a fair average specimen.

Working Man's
College.

Another institution of kindred character exists in my district of St. Pancras, the Working Man's College. This has done, and is doing, much to increase the intellectual results of education. I do not dwell upon it at any length, because, in addition to its printed reports, it publishes monthly a magazine "for the purpose of recording, from month to month, the progress of the college; of pointing out when it comes short of its professions; of receiving hints concerning it from within and without, and of associating its own body with similar bodies in other parts of the country." Two features are specially worthy of notice. It admits its own students into the governing council, and adopts them, when duly certificated, into the work of teaching.

To give an idea of the class of society which falls under the influence of an institution of this nature, I subjoin the following list of the occupations and numbers of students for the four last years:—

Occupations of Students at Working Man's College.	Numbers.			
	1855.	1856.	1857.	1858.
Operatives.—Building trades (carpenters, &c.) -	18	12	17	15
„ Cabinet makers, upholsterers, pianoforte makers, decorators, gilders, frame makers.	14	21	23	14
„ Jewellers, goldsmiths, watch and clock makers, opticians, instrument makers.	12	11	13	17
„ Draughtsman, lithographers, map engravers, engravers.	6	7	9	8
„ Modellers, designers, wire workers -	6	—	—	—
„ Engineers, machinists, smiths -	8	5	4	—
„ Wood turners, wood engravers -	3	3	—	5
„ Printers, compositors, bookbinders -	14	21	25	25
„ Bootmakers, tailors -	10	8	13	6
„ Miscellaneous -	10	15	15	19
Clerks and accountants -	53	63	80	78
Tradesmen, tradesmen's assistants, warehousemen, agents, porters.	36	32	30	25
Professional men -	17	—	—	—
Schoolmasters, teachers -	8	5	14	6
Sundry occupations -	18	13	27	24
Total -	233	216	270	242

Nor are the advantages of institutes of this nature confined to the working class only. I have been myself honorary secretary to the Islington Literary and Scientific Institution from its foundation, 26 years ago, and during that time I have had many striking illustrations of the effect of education in raising the level of intellectual power among the middle classes. We have enjoyed throughout a course of uninterrupted prosperity; we have a handsome and capacious building, a theatre holding 600 persons, a library with more than 12,000 volumes, and the usual accessories of classes, reading-rooms, lectures, &c. Independently of several instances in which men who have since achieved distinction have acknowledged to me their deep obligations to our society and its classes, its beneficial effects in improving the tone of the whole neighbourhood have been a matter of notoriety.*

Middle class
Literary insti-
tutions.

In order to ascertain to what extent these institutions have increased and are now prospering, as well as to note if any great change has taken place in the tastes of the people, so far as reading and lectures are concerned, I issued a set of questions, for which I am indebted to the courtesy of my colleague, Dr. Hodgson, to the various literary and mechanics' institutes in my district.† The result has been only moderately satisfactory, so far as increase and prosperity are concerned; but it has confirmed to the fullest extent my own personal experience, both as secretary of the Islington, and also as treasurer of the Highgate Literary Society (an institution of a similar character on a smaller scale), as to the enormous increase which has taken place in the taste for reading generally, and especially for light and amusing reading. I am not prepared to deduce from this fact the inference that the taste of the reading class itself has degenerated, but rather that the number of readers has increased so vastly as to make the disproportion of those who read only frivolous works more striking than before.

I was struck with a confirmation of the prevailing taste of the age in the terms of the advertising circular of a newly-projected penny weekly paper. It announces the distribution of its literary fare thus:—

<p>“ Tales of— Love. Adventure. Heroism. Sea. War. Home. Foreign Lands.</p>	<p>A column for the— Poetic. Musical. Scientific. Curious. Statistical. Young; and Correspondents.</p>
<p>And a whole PAGE of Fun.”</p>	

* Two London physicians, of considerable distinction and large practice, were among the hardest workers in our philosophical class; and a barrister of very high standing, who has recently published a legal treatise, which is attracting much notice, states in his preface that the chief part of his essay was delivered at our literary class. Mr. Horace Mann also has expressed to me his sense of the great obligation he owes to the institution, and his appreciation of its beneficial influence on the neighbourhood. He writes, “There will be no danger of your making my testimony too strong, for I retain a very vivid recollection of the many advantages conferred upon me and upon my contemporaries of fifteen years ago.”

† I have lodged these, with the answers, at the offices of the Commission.—J. W.

The same tendency prevails with respect to lectures. In St. George-in-the-East I was somewhat startled with the following mixture of the literary and dramatic:—

“——— LITERARY INSTITUTION.

The Members beg to announce that they intend giving their Fifth Drawing-room Entertainment on, &c.

To commence with Charles Selby's Farce of the
UNFINISHED GENTLEMAN,

To be followed by an Adaptation of the Play of Love's Sacrifices, entitled
THE RIVAL MERCHANTS,

To conclude with the Farce of
BATHING.

The entertainment will be interspersed with Songs, Music, Recitations, &c.

Subscription to the class, One Florin per Quarter, entitling each Subscriber to Admission with Three Friends to the Quarterly Entertainment.”

I attended this performance, and can bear testimony to the propriety and good taste which prevailed throughout. The acting was quite up to the average of amateurs, and I was informed that the principal hero was a tailor's foreman.

Penny
periodicals.

But perhaps the strongest evidence, as well of the popular taste for reading as of the character of the books read, is to be derived from an examination of the large series of penny periodicals now in circulation. I have obtained from two of the principal dealers in this description of literature, one in St. George-in-the-East and one in St. Paneras, specimen numbers of the penny periodical publications which they sell, 28 in number, and these are far from comprehending the whole series.*

This is the list, arranged according to their popularity, as indicated by the number sold:—

The London Journal.	Christian Cabinet.
Reynolds' Miscellany. Given gratis with it, The Gipsy Girl, Joseph Wilmot, Ellen Percy, &c.	Cassell's Picture Bible.
Family Herald.	Do. History of England.
Cassell's Illustrated Family Paper.	The Christian World.
The Guide.	The Sepoy's Daughter.
The Home Magazine. Given with it Coombe Abbey, The Deserted Wife, &c.	Amy Lawrence.
The Welcome Guest.	Goldsmith's Natural History.
The Sunday at Home.	Old London Bridge.
The Leisure Hour.	The World at Home.
Quiz.	Valentine Vox.
	Life of P. T. Barnum.
	Tom Bowling.
	Routledge's Natural History.

My informants concur in stating, that each in his district finds not only an immense increase in the appetite for reading, but a still greater improvement in the article supplied. They say fiction is preferred to everything, but it must be moral fiction. One of them bought 17 years ago a circulating library, for which he gave 150*l*. The competition of the penny serials, and the improved style of reading, have so reduced its value that it is now not worth

* I have lodged these at the Office of the Commissioners.

as many pence. I attended the shop of one for an hour on a Monday morning, and was completely astonished at the crowd of applicants for "London Journal," "Family Herald," "Reynolds' Miscellany," and "Cassell's Family Paper."

There is no doubt that the spread of education among the poor Working-class has very materially favoured the spread of taste. I attended a concert in Agar Town, St. Pancras, given "in accordance with the express desire of the working classes." The admission was 2d. The room was fairly filled, and friezes and fustians abounded. There were six instruments and a pianoforte, and the critical remarks I elicited from some of my neighbours evinced a taste and appreciation for good music I was far from expecting in such a quarter.*

The instructions of the Commissioners relieve me from inquiring into the moral results of education; but as they are truly stated to be the most important of all, and therefore any system of improvement which has not special relation to them would be sadly imperfect, I venture to print, in the Appendix, the evidence given me upon this point by the experienced Secretary of the London Female Preventive Institution. He certainly regards dancing and singing saloons for the young with greater dismay than my more limited opportunities of observation induce me to do. Moral results. Appendix, p. 465.

I have now, to the extent of my ability, gone through the various points contained in my instructions. I propose, in conclusion, to state concisely the leading opinions which I find prevalent, and which seem to me well founded. Summary.

First, that education has made and is making rapid progress. From the most poverty stricken and neglected corner of St. George-in-the-East to the richest and most cultivated quarter of St. Pancras or Chelsea a decided increase in the desire for education, and a marked improvement in its quality, are asserted by those whose lengthened experience enables them to contrast the past with the present. I myself can testify to the almost universal admission of its necessity, and the equally prevalent feeling that religion should be an ingredient in it.

Secondly, that the most powerful obstacle to education among the working classes is drunkenness, and that mere knowledge has less effect in repressing this than is supposed. District visitors, and others sufficiently intimate with the poor to see their characters and habits, have confirmed my observation, that with them, as with the upper classes, the most furious passions and the lowest sensuality are not unfrequently combined with great

* I give the programme as a specimen of the music considered attractive for such a district and at such a price:—

PART I.

Overture . . Caliph of Bagdad. *National Song* . . The Hardy Norseman. *Ballad* . . Home, Sweet Home. *Glee* . . Here in Cool Grot. *Cornet Solo* . . Solitude. *Quadrille* . . The Musketeers.

PART II.

March . . Wedding March. *Ballad* . . Little Nell. *Glee* . . From Oberon in Fairy Land. *Waltz* . . Fleur de Marie. *Song* . . The White Squall. *Part Song* . . In going to my lonely Bed. *Chorus* . . "Gloria," Mozart's 12th Mass.

power of intellect and love of reading; but a comfortable home which is much promoted by the industrial training of children, is most effectual in alluring the working man, and preserving him from the temptation of the alehouse. Schemes of education, therefore, which have a tendency to break up the home circle, and to interfere with family affection, cherished by protection afforded, knowledge imparted, and services rendered, are objectionable;* but, with the attempt to extend education, there should be combined the improvement of the dwellings of the poor. At present, too often, they live like beasts, yet without their ignorance of evil, and the results are brutality and vice, which entirely neutralize educational efforts.

Thirdly, that the present system has failed chiefly in what could never have been fairly expected from it,—to fix moral habits before the age of twelve by teaching five hours a day for less than 200 days in a year, in opposition, generally, to all surrounding influences; that as it is impossible to make future advantage to the child appear more valuable to selfish or necessitous parents than his immediate earnings, however small, care should be devoted rather to the improvement of the infant school, and to the attendance of children at the earliest possible age, than to the prolongation of their stay at the ordinary day school; and that provision should be made for the completion of education by the extension and improvement of half-time and night schools.

Fourthly, that the Government system does not press hard upon religious differences. Almost all the life and spirit of educators are the results of religious conviction; and as conscientious and warm-hearted men will never be persuaded to give up their differences, it is better to afford them every facility for working in their several ways, within a reasonable limit, than to oppress education by too much uniformity, or too rigid rules, which would result in leaving it in the hands of the indifferent, and would occasion many of the poor to send their children to uninspected and inferior schools.

Fifthly, that the principle of the present Government system to interfere by promoting and assisting local exertions should be preserved, but that the national grant should be largely increased.

If, in the case of workhouse schools, ratepayers have satisfied themselves that the soundest economy consists in educating universally and highly, and that by this means the perpetuity of pauperism in families is decreased, may not the same principle be applied to the nation? May not the national educational expenditure be largely increased, in confidence that an equivalent will be realized in the saving of the cost of maintaining and punishing criminals, and the restoration of profitable industry to the country?

* For this cause circulating libraries are preferable to reading rooms. The women often say, "My husband (or my son) reads a bit when I sit down to my needle." In one of the districts of St. Pancras the plan of lending entertaining as well as religious books to the poor at home has been tried for four years. They are much valued, very seldom injured, and great thankfulness is expressed for the trouble taken in their distribution. They are often lent from house to house, and frequently a neighbour comes in to hear another read by his own fireside. Besides periodicals, such as "Home Friend," "British Workman," "Weekly Visitor," &c., travels, natural history, and a short entertaining History of England are the most popular.—J. W.

Sixthly, that, to carry out still further the principle of indulgence to religious differences, it should be made a condition of aid that all schools admit children without distinction of sect, consenting, upon the requisition of parents, that the learning of any religious formulary or catechism, or attendance at any particular place of worship, be not required.

I notice here, incidentally, some minor points connected with the Privy Council system, which have been urged upon my attention.

Government is accused of a breach of faith to pupil-teachers in withdrawing from them the prospect of civil service appointments, originally held out. The quality of the students is said to be prejudicially affected by this course. The allowance of only four pupil-teachers to one master, however large the school may be, is objected to as having a tendency to increase expense by rendering a second master necessary, and to foster small at the expense of large schools, in opposition to the general principle that large undertakings are best and most economically managed, and also to throw the best masters out of the profession by diminishing their remuneration, and depriving them of the fair scope for their ability, which they rely upon large schools to afford.*

Complaints are made that head masters and mistresses are appointed fresh from the training colleges, too young to have acquired the experience in life, which is more valuable to them than book learning in forming the character of children.

It has also been represented to me as very desirable that the Government Inspectors should examine all schools without previous notice, and without distinction of religious persuasion, in their respective districts, and that the inspection of the schools of a particular sect should not be confined to an inspector of the same denomination.

During the progress of my Sunday school inquiry at Chelsea, Mr. Lewis, a most active and zealous promoter of education there, gave me full information upon the subject of the Sunday school canvass of April 1856, in which he took an active part. London was divided into four districts; nearly 7,000 canvassers, furnished with tickets of recommendation and proper statistical returns, commenced their operations, simultaneously, and obtained promises to send children to school to the number of 35,000. The advantages resulting from the movement were very considerable. Nearly 20,000 additional scholars were actually sent, in accordance with the promises given. Many empty schools were filled, new schools were opened, a large number of additional teachers secured, and an amount of interest awakened on behalf of the Sunday school

Educational
Canvass.

* Mr. Gover, one of the masters who attended at my house, submitted to me a plan and some elaborate tables, upon which much care had apparently been bestowed, designed to improve the pupil-teacher system, but I have since learned that he has also brought them before my colleague, Dr. Hodgson, and that they are noticed in his report. I have therefore simply deposited them at the offices of the Commission for reference.—J. W.

cause among the churches and congregations of the metropolis which has since borne good fruit.*

Might not a similar course be adopted with great advantage to the cause of popular education? We have seen of late years the overwhelming effect of combined simultaneous action by bodies of earnest men on political events. Why should not the same machinery which was powerful to effect the abolition of slavery and the repeal of the corn laws be applied in aid of the instruction of the poor, and an agitation carried on throughout the length and breadth of the land, which should result in making England, not only as she is, the happiest and the freest, but the best educated, country in the world?

It only remains for me, in conclusion, to express my sense of the kind courtesy of the Secretary and Officers of the Commission, and my obligation to my colleague, Dr. Hodgson, for his active and willing co-operation. I have left many things unsaid which I should like to say, and have but very imperfectly said that which I desire. In the course of the investigation I have accumulated a large mass of reports, circulars, returns, and papers. I have indexed and deposited them for reference at the Office of the Commission.

My Report has been sadly delayed by a severe illness, which confined me to my bed and house for more than two months; but the occupation has been one of the deepest interest to me, and I shall always esteem it a privilege to have been permitted to assist, however slightly, in an investigation having so noble an object as the extension of sound and cheap elementary instruction to all classes of the people.

I have the honour to be,
My Lord Duke and Gentlemen,
Your most obedient servant,

JOSIAH WILKINSON,
Assistant Commissioner for
the Metropolitan district
comprising St. Pancras,
Chelsea, and St. George-
in-the-East.

To the Commissioners
appointed to inquire into the
State of Popular Education in England.

* In his Report of 1855, Mr. Morell, Her Majesty's Inspector, thus describes a similar method adopted by the Calvinistic Methodists in Wales:—

“Furnished with a complete plan of operations, Mr. Philips commenced a series of educational tours through North Wales, holding public meetings, explaining the value of popular education, and urging the people to use their money and their energies of advancing it, on the principle of religious co-operation.

“As the result of his labours, and the general ventilation of the question through the length and breadth of the land consequent upon them, nearly 100 British schools have sprung up in the towns and villages of North Wales. About a third of these have already come under Government inspection, and are enjoying various kinds of annual grants, and many of the others are only waiting a larger supply of certificated teachers to apply for the same advantages.”

APPENDIX.

CONTAINING answers to questions circulated under the authority of the Education Commissioners from 36 respondents, of whom the first 26 are members of the Church of England, and the remainder Dissenters.

Each respondent is distinguished by a number, and the same number is affixed to each answer given by him, so that the information obtained may be identified with the correspondent giving it.

Opportunities of acquiring experience respecting popular education and elementary instruction, and to what districts the experience of the respondent applies.

1. Rev. M. T. Residence and clerical duty for 19 years in London district, and management of schools there.
2. Rev. T. S. From 1841 to 1853, curate, with the charge of schools in three London districts.
3. J. M., Esq. 25 years honorary secretary of a large school in London, above 20 years spending 10 or 12 hours weekly in the school; visiting a considerable number of elementary schools in London; taking an active part in preparing youths for training colleges.
4. J. S. R., Esq. 22 years honorary secretary of a school working under Government inspection, containing 200 teachers in training and 700 children; much knowledge of infant schools previously.
5. Rev. T. P. D. Curate (St. Pancras) and correspondent of schools, and has seen the working of several schools in London.
6. Rev. E. S. In 11 years has had charge of schools in a large mixed manufacturing population, in a large agricultural parish, in a small parish, and in a large London parish.
7. Rev. G. McG. Two years curate in a population of 15,000; six years diocesan examiner; four years superintending large schools in London.
8. Mr. Q. More than 15 years teacher in a poor neighbourhood.
9. Rev. J. F. 16 years secretary to a district diocesan association, 51 parishes, population 30,000; school inspector for half the district, and rural dean. (Norfolk.)
10. Mr. O. 18 years master of a National school; 11 years member of a Church schoolmasters' association. An agricultural district.
11. Mr. F. Master of a country school 11 years; of a town school eight years.
12. Mr. M. An agricultural district.

13. Miss C. Very great experience, both with schools under inspection and with uninspected schools; acquainted with metropolitan districts chiefly.
14. Mr. N. P. Nine years a teacher; an agricultural district.
15. H. V. T., Esq. 40 years engaged in the management of schools, principally in London; many years treasurer and secretary of a large National school, also of an infant school, and teacher in Sunday schools from their first institution.
16. M. S., Esq. Manager of a large school in the suburbs of London.
17. Mr. J. A pupil-teacher, trained at St. Mark's two and a half years; master of an endowed free school in the north four years; master of a school in the suburbs of London.
18. Rev. E. G. Incumbent of district, St. Pancras; much experience in metropolitan schools and middle class education.
19. Rev. C. C. Considerable experience in the suburbs of London and elsewhere.
20. Miss A. Much experience in several schools, and especially in a poor district in St. Pancras.
21. Miss T. C. 16 years visitor of parochial schools in a maritime district, and manager of one near London.
22. Rev. W. B. Incumbent of district in St. Pancras, and manager of large schools there.
23. Miss W. Much experience as manager and teacher in two districts near London, and several country villages.
24. Rev. A. G. Many years manager of two schools in large agricultural districts.
25. W. L., Esq. Agricultural and suburban districts.
26. Rev. D. A. Curate of a London district, and manager of schools.
27. Mr. R. Eleven years master of a school of between 300 and 400 boys, in a poor neighbourhood in St. Pancras.
28. Mr. L. 30 years visitor in Sunday schools (Chelsea), of day schools in London, and occasionally in the country; frequent communication with the parents.
29. Mr. C. Monitor in a British school, Sunday school teacher, assistant master, master of a school in a poor neighbourhood, occasionally visiting schools in other parts of England.
30. Mr. P. Master of a public school in London five years, and in the suburbs (St. Pancras) eleven years.
31. Mr. M. More than 26 years engaged in teaching, as articled pupil, assistant master, and for 16½ years as master, in two agricultural districts, and one neighbourhood of London.
32. Mr. B. A year and a half in an agricultural district; six and a half years in London, master of a school; 11 years in the neighbourhood of London.
33. Mr. G. Master 18 years, both of monitorial and pupil-teacher schools in a commercial and manufacturing district in London.
34. Mr. D. A public school teacher in north and north-west districts of London 17 years.
35. Mr. H. Master of school, London district, 14 years; visitor of poor labouring classes in connexion with Benevolent Society, and member of Educational Institute.
36. Mr. W. 14 years connected, as officer and teacher, with one of the largest ragged schools in the metropolis (adjoining St. Pancras).

I.

SUPPLY AND DEMAND OF EDUCATION.

Question 1.

Generally speaking, have the poor people in the district with which you are acquainted received elementary instruction ?

If they have, have they forgotten or do they still remember what they were taught ?

1. There is a great improvement since 1851 ; the poor in this district can generally read and write a little.
2. A large majority have had some instruction, but not carried on long enough to give them an interest in preserving it.
3. Yes; but being imperfectly learned, it is in a great measure forgotten.
4. Adults generally have not been educated ; where they have, the knowledge is so much more brought into use in London than in country districts that it is not likely to be forgotten.
5. Most can read and write.
6. A large proportion have received it, but many forget.
7. The very poorest have not ; the rest are better instructed than is generally supposed. They remember, but have little opportunity of keeping up their knowledge.
8. Yes, generally ; but so imperfectly, that it is either forgotten or of little use.
9. Certainly not the middle-aged.
10. Generally they are educated, though in some instances sadly neglected.
11. They have. Their remembrance is partial.
12. The adult poor have not ; about $\frac{1}{20}$ of the poor in this district between 13 and 20 have been instructed in the National school.
13. A portion of the children have received more than elementary instruction ; elderly people can read and write. They have usually forgotten all but reading, and the simplest rules of arithmetic. Females about 25 years old have not retained what they have been taught.
14. No. The few who have received instruction have very faint ideas of it.
15. In visiting the poor who have received religious instruction, traces of it may often be perceived ; the subject is better understood, because not wholly new however neglected.
16. Yes.
17. Most can read, but not fluently ; about half can write moderately, and keep roughly such accounts as they require.
18. Most have received some education, but for want of use it is almost lost ; the *one* room of a London labourer affords no opportunity for self-improvement.
19. Some have received it, and some lose it entirely.
20. Very little. Many have forgotten almost all.
21. They have not been sufficiently well grounded to retain.
22. The majority have.
23. The majority have ; but of these far the larger part have forgotten, because they learned imperfectly.
24. Not all. They remember a good portion.
25. Reading with intelligence is rare ; few can write a letter correctly ; they have received a smattering, nothing real or solid.

26. Many have not received elementary instruction in agricultural districts; and in manufacturing places where they have, adults have forgotten it through defective tuition.

27. Two-thirds have received elementary instruction.

28. They have received elementary instruction, and frequently retain it.

29. Adult natives, no instruction; immigrants from London and the northern counties, a little.

30. They are partially instructed. Whether their present ignorance arises from defective instruction or forgetfulness is difficult to ascertain.

31. Generally they have received some elementary education, but nine-tenths of them have forgotten all but what they have occasion to use, *i.e.*, reckoning up a few pence. They have not learned reading and writing well enough to do it with facility, and have not been taught to *think* at all.

32. Yes, generally. Reading has been retained; writing and arithmetic forgotten.

33. Not generally among the adults.

34. The poor have generally received elementary instruction. Much has been forgotten, yet they retain the power of applying to the transactions of daily life each of the subjects comprehended in elementary instruction.

35. Mechanics of district, generally, have received fair amount of elementary education; majority of labourers can read and write.

36. No; the adults are, almost without exception, totally ignorant.

Question 2.

If the poor people in your district have not received elementary instruction, does this arise from a failure in the supply or in the demand for education?

1. The supply is now good.

3. Failure in demand.

4. From both causes. With all the increase of the last 10 years, still there are not enough good schools. New schools at Hampstead, for 300, were filled without any very sensible diminution of the children in other schools.

5. } Failure in demand.

6. }

7. Partly supply; partly demand. A good school creates demand, and is generally full.

8. Not failure in supply now.

9. Formerly in supply, now in demand.

10. In both supply and demand.

11. Both demand and supply very good in this district.

12. In the demand.

13. The demand is uniform and great.

14. From both.

16. }

17. } In the demand.

18. }

19. Both in demand and supply.

20. } Want of demand.

21. }

22. Want of supply.

23. }

24. } Failure in demand.

26. From both.
27. Want of demand more than of supply.
28. Want of demand.
29. Failure of supply. Though there has been a great increase in the number of schools during the last eight years, the population has increased still more rapidly.
30. Failure of demand.
31. In the youth of the present generation there was a failure in supply.
33. } In demand.
35. }
36. From failure of supply.

Question 3.

If from a failure in the supply, are there too few schools or too few teachers? State any facts within your own knowledge in illustration of the wants complained of.

1. Schools are wanted for the poorest class.
2. Schools not sufficiently varied. In all large parishes there should be a free school, a National school, much as at present, and a school of a higher class, with arrangements for the prizeholders of the lower schools to pass on to the higher.
4. Too few schools. There are always from 50 to 100 waiting for admission to the Home and Colonial Model School, and there would be double the number if there were school room.
5. No failure in supply.
6. No failure.
7. Deficiency rather of quality than quantity in agricultural districts, for want of funds. In London the supply is sufficient.
8. Within the last three years several private schools have been closed in St. George's East, and two unsuccessful attempts have been made to open a public school.
9. Very few more schools are required. No failure in supply.
10. Until within eight years there has been no good provision for the education of the poor in some parishes in my district.
11. } No failure.
12. }
13. Whenever a school is opened, whether free or not, it is sure to fill immediately.
14. Too few competent teachers, and too few schools.
16. Failure is in demand.
17. Too few schools.
18. Failure in demand.
19. In London and some parts of the country the supply is not equal to the increase of population.
20. } Failure in demand.
21. }
22. Too few schools.
23. } Failure in demand.
24. }
26. There is still some deficiency of schools and competent teachers.
27. Too few teachers.
28. There may be some want of schools about the north parts of this district (Chelsea). There are several Sunday, when there are no day, schools.

29. Too few schools. The best schools are obliged to refuse many applicants.

30. Not too few schools, but too few teachers. Parents frequently remove their children from one school to another for mere caprice.

31. At present, in my neighbourhood, there is an abundant supply of schools and teachers (High-street, St. Pancras).

33. Failure in demand.

34. The supply of schools is at present equal to the demand for them, but we require a greater number of adult teachers as *educators*. To educate requires a matured mind; a teacher must be well up in his work to educate 80 children. Many schools contain 200, 300, or more, with only one, or at most two, adult teachers. My school (St. Pancras, Albany chapel) is an example, it contains above 300 boys (being under the chapel it cannot receive Government aid). A large number of the children get *instruction* only.

35. Failure in demand, supply ample.

36. No school in their locality or suited to their taste; not feeling the benefit of education, they would not take the trouble to go far for it. Schools formed were too respectable.

Question 4.

If from a failure in the demand, is the cause of that failure a want of will, or a want of power on the part of the parents to procure education for their children? And is it usually a total failure in not sending children to school at all, or a partial one in not keeping them there long enough?

1. Both want of will and want of power. Few children are not sent to some school, but few remain long enough to profit much.

2. No; failure in demand.

3. In a great degree from want of will, though sometimes removed early from poverty, that they may go early to work.

4. The failure of demand has in this district (St. Pancras), decreased very greatly during the last seven years; what still exists is both total and partial. Parents take far more interest in the progress of their children, and pay more attention to the work done at home, than they used to do.

5. Want of will. The children attend irregularly, and leave too early.

6. Want of will more than of power. Partial; not long enough.

7. Want of power rather than of will; difficulty of procuring clothes in winter. Partial failure in the largest schools, the per-centage over 13 years is very small.

8. Not want of will, but of power.

9. In the country, want of power; in towns, I have heard, it is want of will. A partial failure from irregular attendance and early removal.

10. Want of power. Children are withdrawn at an early age.

11. "Time at school the hindrance."

12. Rather want of power than will. Partial; not at school long enough.

13. A partial failure from irregular attendance, often the fault of parents, proved by the greater regularity when they pay.

14. Principally from want of power, also from want of will. Partial: not keeping them long enough.

15. } Want of will.

16. }

17. Want of will. Failure both in not sending them and in not keeping them long enough at school.

18. A partial failure, not keeping them at school long enough.

19. Parents uneducated themselves are careless about their children, and have no desire for their children's welfare. Children are often found in schools without the knowledge of their parents.

20. Want of will. A partial failure.

21. Parents are both able and willing to send their children to school if convinced they will be well taught.

22. Many sent to school who leave too soon.

23. Want of power. Not keeping them there long enough.

24. Both want of will and want of power. Partial; they are not kept long enough.

25. Children are taken away too early.

26. Both disinclination and want of means. Children are not kept at school long enough.

27. Failure principally from want of power. Partial, by too early removal.

28. Want of will principally.

29. There is great desire on the part of the parents to procure education for their children.

30. The failure is generally want of will, and only partial.

31. Want of will; either children are not sent to any school, or sent irregularly, or taken away too soon, or removed from one school to another.

33. Usually a total failure from want of will.

34. If parents were willing, every child might be sent to school, for there are abundance of free schools. The failure is partial, from not keeping the children long enough at school, and from irregular attendance.

35. Partial; they remove them too early, from a desire to profit by their earnings.

36. The parents are totally careless about the education of their children, and in many cases, if sent, they are sent simply to get rid of them for a time.

Question 5.

If the failure in the demand of education be from want of will, what is the cause of that want?

1. Ignorance.

3. In many cases because it is too much trouble to have them sent with the punctuality required in public schools.

4. Generally indifference; not often poverty in this district (St. Pancras).

5. Either carelessness on the part of the parents, or aversion of the children to receive instruction.

6. Stolid indifference of parents; early work; girls kept at home to help mothers, often through their indolence.

7. Very rarely want of will.

13. There is seldom want of will or of power.

14. Indifference.

15. Indifference, and the inconvenience of paying.

16. Being totally careless, or thinking that what was sufficient for themselves is so for their children. It is not the poorest who object to school fees.

17. Ignorance, neglect, drunkenness (which is universally a potent cause), and the bad examples and vicious ways of the parents making the children dislike school discipline.

19. The value of children's labour, honest or dishonest. Having no power over their children. The spirit of independence.

20. Poverty.

22. Drunkenness.

24. Ignorance and sloth of the parents.

26. Ignorance of parents, and low estimation of scholastic attainments.

27. Where will is wanting it arises from a degraded state of moral feeling and intellect.

28. Intemperance to a great extent.

29. Where there is want of will, the parents are of very depraved character.

30. Girls are kept at home for the convenience of the mother; boys sometimes for the sake of their wages, and also because the pecuniary advantages of a better education are not attained at an early age.

31. Ignorance and vice.

33. Living in such filth that they are not fit for better company.

34. Intemperance affects both the willingness and power of no small number of parents.

35. Inability to appreciate education on part of parents.

36. Not feeling themselves the necessity of education, and if able to get a crust in their miserable way without it, they do not sufficiently care for their offspring to secure for them any instruction.

Question 6.

Do parents neglect to educate their children on the ground that the education within their reach is not adapted to their wants? If so, are they right or wrong in this opinion, and what is the proof that they are right or wrong.

1. No; the education is adapted to their wants, and is known to be so.

2. Yes; they remove their children because the attention of the teacher being much directed to showy accomplishments, too great a proportion of time is bestowed on the elder children, and the younger are not thoroughly taught reading, writing, and the first rules of arithmetic.

3. No.

4. They do not neglect to educate, but remove their children early sometimes on that ground. Education under trained teachers is becoming every year better adapted to their wants, and in the Home and Colonial School lessons are given which have a special bearing on the probable future employment of the children.

5. No.

7. The poorest do not consider the adaptation; the respectable generally select the best school, if it is cheap.

8. No.

9. This does not enter into their minds.

10. } No.

12. }

13. Parents do not usually complain that the education is not adapted to their children's wants; they trust to the teachers; but managers of schools do. Much is attempted in schools under Government inspection which cannot be well taught within the time children are at school, and if it could would unfit them for the occupations of their daily life,

especially in the case of girls. Intellectual tastes and scholarship fit children only for a small class of employments, and take up the time in which dexterity and habits of observation, applicable to a much larger class of employments, more within their reach, should have been acquired.

14. }
16. } No.
17. }
19. Seldom for this reason.
20. Not at all.
21. Yes. The instruction now usually given is quite above the position of the children ; the parents do not value it or think it will be of service to them.
22. I think not.
23. No.
24. I think not.
26. In some cases teachers entirely overlook the circumstances of both parents and children. Parents are right to reject useless learning, which wastes time and money.
27. No. I believe parents generally consider that the education they get is suitable to their wants, and herein consists their mistake, rather than in thinking it is not suitable. Their error consists in looking upon reading and writing, with a smattering perhaps of geography and history, for the thing "education." If to these there be added Catechism and Scripture dogmatically taught, the mistake is largely shared by many of the promoters of schools for the people of the present day.
28. They do not neglect education because it is not adapted to their wants ; I know no ground for such an opinion did it exist.
29. }
30. } No.
31. I have not heard that objection from parents.
32. Parents would keep their children at school longer if the education were more "intellectual" and less "technical."
33. No.
34. I think not.
35. I have never heard complaints made of want of adaptation in the instruction. Those who trouble themselves about the matter are just those who are sure to keep the children at school.
36. No such feeling exists.

Question 7.

Do parents neglect to educate their children on the ground of the incompetence of the teacher?

The answers to this are so nearly unanimous in the negative that I have thought it unnecessary to give them seriatim.

Of 35, there are 30 "No" against 5 "Yes."

Question 8.

Do parents neglect to educate their children on the ground of difference in religious belief from the managers of schools within their reach ?

A similar remark applies to this question.

I have only one reply in the affirmative, against 33 in the negative.

Question 9.

Do parents neglect to educate their children on the ground that they cannot afford to forego wages earned by their children?

This question has elicited an entirely unanimous reply in the affirmative. Of 36 answers, there are only two or three who qualify the affirmative by saying the parents "will not," rather than "cannot," afford to forego their children's earnings, and that many do not neglect education entirely, but only take away their children earlier.

Question 10.

If unwillingness to lose wages be the cause, what is the value of the labour of children under 15 in the district with which you are acquainted? Are there any, and what special circumstances in the relations between employers and labourers which affect the attendance of children at school? Does female labour prevail, and does this affect the education of girls?

1. Boys earn 4s., 5s., and 6s. a week.
3. Boys from 8 to 12 frequently gain from 1s. to 5s. a week. Relations between employers and labourers do not affect attendance of school. Female labour does not prevail. (St. Pancras and Holborn.)
4. The labour both of boys and girls is valuable, especially boys; in this district, it has for some years been difficult to get boy pupil-teachers, notwithstanding the advantages offered them. (St. Pancras and Holborn.)
5. Boys under 15 earn from 2s. to 3s. 6d. a week; girls from 1s. to 2s. 6d. There are no special circumstances, nor does female labour prevail. (St. Pancras.)
6. Boys and girls under 15 average 1s. a week, with part of their food. (St. Pancras.)
7. Boys of 13 can earn 3s., 4s., and 5s. a week; in these schools there are 500 boys and 300 girls, the latter being kept at home to assist their mothers; this ratio is reversed in the country. (St. George's East.)
8. From 2s. 6d. to 8s. a week. (St. George's East.)
9. In the country 3s. a week. Many parents are obliged by their masters to send their children into the field, as also are those receiving parish relief. Female labour is carried to great length, education cannot be carried on. (Norfolk.)
10. Average value of wages 2s. 6d. a week. Frequently parents are obliged to withdraw children from school to serve their employer. Female labour in gangs prevails sadly in some parishes. (Norfolk.)
11. From 2s. 6d. to 4s. a week. Girls do only domestic work. (Chelsea.)
12. From the age of 8 to 15 wages are from 2s. to 4s. a week. No. Girls are employed to a very great extent in field labour. (Norfolk.)
14. From 1s. to 5s. a week. Parents are often obliged to send their children to work for their own employer, when they would rather send them to school. Female labour does not prevail much; it unfits girls for domestic work. (Norfolk.)
16. A shilling a week is enough to tempt the parents for boys; girls are generally kept at home to nurse babies. (St. Pancras.)
17. 5s. to 8s. per week. (St. Pancras.) In a parish near a frequented watering place, and where there are many market gardeners, boys are kept at home in the summer and sent in the winter.

18. It affects girls as much as boys in this district; they are kept to nurse children at home, sent to service, and great numbers are employed in making artificial flowers in shops, where often great evils prevail; some are known in which religion is openly derided, and every girl employed is a regular attendant at theatres. (St. Pancras.)

19. A healthy boy or girl gets 9s. or more a week in this district. (Kensington.)

20. 1s. a week and their food. No special circumstances. Female labour prevails. (St. Pancras, Agar Town.)

21. Average 1s. a week. (Richmond.)

22. 1s. 6d. a week and keep for a girl; 5s. without keep for a boy. Much demand for female labour. (St. Pancras.)

23. From 1s. to 2s. a week. Girls are kept to nurse babies, while the mothers go out to work. (St. Pancras.)

24. Boys, 2s. 6d., 3s., and 4s. a week; girls, 5d. and 6d. a day. (Norfolk.)

27. Wages under 15 years from 4s. to 10s. a week. Girls go early to make artificial flowers. (St. Pancras.)

28. Very small value of wages in this district. (Knightsbridge.)

29. Average 4s. or 5s. a week. (Stratford.)

30. From 4s. to 12s. a week. (St. Pancras, Kentish Town.)

31. From 2s. 6d. to 5s. a week; they are employed chiefly as errand boys, and in gardens and fields. Girls are little employed. (St. Pancras, Highgate.)

33. About 4s., 6s., and 8s. (St. George's East.)

34. From 4s. to 8s. a week; girls are kept to be useful at home when the mother helps to maintain the family. (St. Pancras, Tottenham Court Road.)

35. Boys from 10 to 14 earn from 4s. to 8s. a week as errand boys, reading boys, or assistants in shops or offices. (Islington.)

36. About 2s. 6d. per week. Girls leave, and also boys, at a tender age to earn their living or a portion of it. (St. Pancras.)

Question 11.

How is the unwillingness of parents to send their children to school affected—

- (a) By prizes or certificates for attendance?
- (b) By the quality of the instruction given?
- (c) By the character of the school and schoolmaster?
- (d) By the particular systems of school management?
- (e) By the demand of school pence?
- (f) By instruction given gratuitously?
- (g) By experience of the advantages of education in obtaining employment or otherwise?

There is a remarkable preponderance of answers on one side to questions 11 (e) and 11 (f); 28 assert that the demand of school pence is liked, while only one states that it is unpopular, and 18 consider gratuitous instruction is not liked or prized, while three only consider it is preferred.

1. (a) Not by prizes or certificates.
- (b) } Very much.
- (c) }
- (d) Not at all.
- (e) Payment is preferred, if not rated too high.
- (f) Gratuitous instruction not desirable.

2. (a) Not materially.

(b) } Very materially.

(c) }

(d) Not unless there are irksome regulations.

(e) Only with the very poor ; in some dissenters' schools the fee is 1s. a week, and they are crowded.

(f) Gratuitous instruction not popular.

3. (c) The system of pupil-teachers, instead of boy monitors, was introduced into a school several years before the Government scheme ; the school soon filled to overflowing without a superior master.

(d) and (e) There is a strong and wide-spread preference among the poor of London for private over public schools, partly because the former are more *genteel* (this is increased in proportion as the public school is cheaper), partly because the same regularity of attendance is not required.—(Illustration.)—A poor cripple, without legs from infancy, was brought up at a National school ; when about 14, possessing good abilities and teaching power, he was retained as monitor till 18, when he was dismissed for misconduct. He then opened a school on his own account, and got 20 or 30 boys ; this failed through his misconduct, and for some years he lived on alms, wheeling himself about the streets. Once more he tried a school, through the help of friends, who thought he had improved in character. He then took two rooms in a small court, close by a National school in high repute, under an excellent certificated master, an assistant, and five pupil-teachers, where the fee is 2*d.* a week and 1*d.* extra for drawing ; there are 150 boys, and there is room for 50 more. The private school under the cripple is crowded to excess ; the rooms being about 20 feet by 10, and 8 high, the children have scarcely room to sit ; fees, 3*d.* and 6*d.* Boys are sometimes taken from the 1st, 2nd, and 3rd classes of the National school to be *finished at this private school.*

4. (a) The advantage of prizes is very doubtful.

(b) The quality of instruction and manner of giving it have a material effect on both parents and children.

(c) Both have much effect.

(d) Not much.

(e) Not at all ; in our lower schools the charge is only 2*d.* a week, but the parents cheerfully pay double to have their children in the higher.

(f) Gratuitous instruction is not advantageous ; children who go free do not attend so regularly as those who pay.

(g) Has considerable effect.

5. (a) Favourably, as far as it goes.

(b) They are not able to judge.

(c) Is an important point.

(d) The parents do not inquire.

(e) This works well.

(f) Not much.

(g) In some measure effective, but the lower class of labourers hardly estimate the advantage.

6. (a.) By prizes favourably ; Government certificates a failure.

(b) Very favourably.

(c) Favourably.

(d) Objections extremely rare.

(e) Not at all.

(g) Greatly in this district (St. Pancras).

7. (a) Beneficially, but not extensively.

(b) } Beneficially.

(c) }

(d) If teachers have a *direct* interest in the pence, they will keep the school full; if not, they will prefer a small number.

(e) In London pence no obstacle.

(f) What is not paid for is usually not valued.

(g) Valued by the *educated* poor only.

8. (a) Not at all.

(b) This has some influence.

(c) These are powerful.

(d) This has considerable influence.

(e) } Gratuitous instruction not much prized.

(f) }

9. (a) Not much.

(b) } Greatly.

(c) }

(d) Immaterial.

(e) *2d.* a week is as much as they can pay; paying calls the parents' attention to losses of time; weekly payments have the bad effect, that if a child is kept away one or two days, necessarily he is kept away for the rest of the week, to avoid paying.

(f) Gratuitous instruction is valued.

10. (a) Prizes have a good influence.

(b) Has much to do with it.

(c) Works for good or evil.

(d) No influence.

(e) Payments of *2d.*, *3d.*, and *4d.* are well kept up.

(f) What is paid for is far most appreciated.

(g) Applies less to schools in agricultural districts than to those in towns.

11. (a) But little.

(b) } Much.

(c) }

(d) But little.

(e) A moderate fee preferred.

(f) Unfavourably, except in rare cases.

(g) Unfavourably.

12. (b) } By these parents are much influenced.

(c) }

13. (b) Not at all.

(e) They prefer paying a small fee, and sending their children more regularly.

(f) Answers for very poor.

(g) Varies with the requirements of employers.

14. (b) Affects the willingness of parents much.

(c) Character of the master more than anything else.

(e) Favourably.

16. (a) Partially and indirectly.

(b) } Very slightly.

(c) }

(d) }

(e) Not much.

(f) They doubt its value.

17. (c) When a trained master was appointed, the numbers rose in three months from 20 to 80, and continued so.

(e) and (f) When a fee was charged, the number greatly increased from what they were when the school was free; parents thought the superior education worth the fee.

(g) The better class kept their children longer at school, in hope of getting them into offices or warehouses.

19. (a) These operate favourably.
 (b) Seldom.
 (c) The character of the master soon spreads.
 (d) Kindness, firmness, and tact, with a readiness to adapt himself to the peculiarities and requirements of a neighbourhood, will soon overcome opposition and unwillingness, and the master also induces the affection of the children.
 (e) Pecuniary rewards are not advisable.
 (f) Gratuitous instruction is essential in some neighbourhoods.
 (g) Regular attendance at school has been of great advantage to many in obtaining situations.
20. (a) } To a great extent.
 (b) }
- (c) To a great extent.
 (g) Very little.
21. (b) More than by anything else.
 (e) No.
 (f) It is less valued.
 (g) Yes.
22. (a) Would tell, but is not much tried.
 (b) } These tell much.
 (c) }
- (e) Not objected to by the mass.
 (f) It is well to offer it sometimes.
24. (a) (b) (c) (d) Lessen the unwillingness, and will gradually do away with a great deal of it.
 (e) A moderate payment is cheerfully made.
 (f) Gratuitous instruction not valued.
25. (a) Prizes should not be given for attendance.
 (b) Parents will not send their children to school, if they think they learn nothing.
 (d) No influence.
 (e) Parents will find the pence, if they think the school good.
26. (a) Favourably, if they are justly bestowed.
 (b) } Favourably, if good.
 (c) }
 (d) }
- (e) Favourably, if moderate.
 (f) } Favourably.
 (g) }
27. (a) Not much by prizes.
 (b) Quality of instruction } influence the choice of school.
 (c) Character of school and master }
 (d) Management } very little influence.
 (e) School pence }
- (f) Gratuitous instruction not liked.
 (g) Advantages in obtaining employment, yes.
28. (a) Prizes valued by selfish parents.
 (b) Quality of instruction } valued by thoughtful parents.
 (c) Character of school and master }
 (d) School management, no.
- (e) School pence; parents who can, would rather pay.
 (f) Gratuitous; liked by the very poor.
 (g) Advantages in obtaining employment valued.
29. (a) Prizes are an inducement, certificates but little.
 (b) } Character of the school and master powerful inducements.
 (c) }
- (d) System of management of little consequence.

- (e) School pence no hindrance.
 (f) Gratuitous instruction not appreciated.
 (g) Advantages of instruction have considerable effect.
30. Each of the plans (a), (b), (c), (d), (e), (f), (g) has some effect in keeping children at school, but the profit of juvenile labour prevents their efficiency.
31. (b) } Quality and character are weighed by those who value
 (c) } education.
 (d) Not systems, but results, are estimated.
 (e) The provident willingly pay a reasonable fee; the selfish look upon school only as a place where children are kept from tearing their clothes, and look for the lowest fee.
 (f) Gratuitous instruction is never valued; regularity of attendance decreases as the fee is lowered.
 (g) Advantages of education are becoming of greater weight than formerly.
32. (a) Children are not *sent* for the prizes, but are kept at school longer.
 (b) Yes.
 (c) Yes, much.
 (d) } Not at all.
 (e) }
 (f) Gratuitous instruction does not remove the unwillingness of the debased, who will not send their children.
 (g) Experience of advantage acts upon those who *do* send their children.
34. (a) Some parents may be affected by these, but the far greater number by—
 (b) Quality of instruction.
 (c) And character of master.
 (f) They do not value free education.
 (g) Some parents are considerably affected by the expectation of pecuniary remuneration.
35. (a) No.
 (b) Yes, so far as it is in accordance with their views of its utility.
 (c) Very much.
 (d) No.
 (e) and (f) I have ever found that what is paid for (direct) is valued, as well in regard to education as in other things, and what costs nothing is always slighted.
 (g) Yes.
36. I know of nothing that will affect their unwillingness, except a law to compel them to see that their children are educated.

Question 12.

If parents are unable to send their children to school, what prevents them? If poverty prevents them, how does it operate? What is the evidence that they are really unable, and, not merely indifferent on the subject?

2. Rarely unable; a continual change of residence among the poor is a great hindrance.
3. Spending their money in gin.—(*Ex. gr.*)—A boy taken from school by his mother, in the middle of the day, to pawn his shoes for a few pence to buy gin.
4. Poverty does not prevent where there are ragged schools, which, however, the respectable poor particularly dislike.

5. Poverty does not prevent; if unable to afford the school pence, there is no real difficulty in obtaining a free education.

6. Poverty sometimes prevents the more respectable poor, whose pride will not let them send their children to a ragged school.

7. Poverty, and indifference resulting from it, want of clothes, and desire of earnings. Every winter, when work is scarce, there are many applications for free orders for a limited time, which are always given.

8. When parents are not able to pay, children are kept from school, and return when they have power to pay.

9. Poverty; when elder children bring in money, the younger are sent to school.

10. Poverty; where schools are within reach, or parents are assisted, they generally show readiness.

11. Want of clothing.

12. Children are generally sent to school when out of work, which proves that parents are not indifferent.

13. Poverty; want of money and clothes, and great need of the children's services.

14. Poverty; children must work to get food.

16. They are not unable here (St. Pancras, Highgate); the poorest have the pence paid for them.

17. Poverty; parents say they cannot afford to lose the wages of the elder ones, but there is not evidence that they are really unable.

19. Indifference arising from poverty; they have no desire to raise themselves or their children.

20. Not so much unable, as unwilling, to spare their children's services.

21. They are not indifferent, but make great sacrifices to keep their children at school wherever they value the instruction given.

22. Poverty prevents some. Drunkenness makes them unable.

23. Drunkenness generally; but the average wages of a labourer near London will not furnish a decent dwelling, clothing, and food enough for a wife and four young children, even if good managers and sober; they must be helped, and cannot lay by for old age.

24. Not indifferent; because when one child is old enough to leave and earn wages another is sent in its place.

26. Drunkenness, indifference, and poverty.

27. Poverty, arising from want of forethought, as well as vice; improvident early marriages, so that when the eldest child is nine or ten the parents are unable to provide food for him and the younger ones; the want of decent habitations and neglect, while both parents are at work, accustoms them to a mere animal life, so each generation deteriorates.

28. Want of will and intemperance.

29. Where poverty is likely to prevent, the parochial authorities help. The evidence of inability is the maintenance of the family wholly by the parish or a club.

30. Indifference and want of belief in the advantages of education prevent more than poverty.

31. Drunkenness.

32. There are very few districts where the willing poor are unable to pay the small fee required in parochial schools, and even then they are almost sure to be found out and assisted by some city missionary, scripture reader, or district visitor.

34. Poverty does prevent them, rendering them unable to purchase clothing or to pay school fees.

36. Love of drink, which causes poverty, and thus, in many cases, inability to pay.

Question 13.

Is the supply of schools and teachers proportioned to the want of them, or are there too few in some and what neighbourhood, and too many in others, or how otherwise?

4. There is still a want of good schools under Government inspection, but not so great as formerly, in this district. (St. Pancras, Gray's Inn Road.)

5. It is proportioned.

6. Yes.

7. Yes, except for the poorest; we want a school at 1*d.* week. (St. George's East.)

8. It is proportioned.

9. Schools in this district are fairly distributed. (Lynn.)

10. Too few schools and *competent* teachers in some neighbourhoods.

11. Well distributed in this district.

12. Yes, in this district.

13. There are never too many schools. (St. Pancras.)

14. Two parishes in this district (Norfolk) without a school.

15. More schools and more teachers still wanted. (St. Pancras.)

16. Here it is fully equal to the want. (St. Pancras, Highgate.)

17. In the district referred to, there are two good school buildings, not well filled; if united, the funds would allow assistant teachers, there would be a good attendance.

19. Schools are sometimes wanted, and the supply of teachers is everywhere inadequate.

20. In this district it is ample. (St. Pancras, Agar Town.)

22. Not too many schools anywhere.

26. In some too few, in others too many; three small dame schools might be merged in a large efficient school for one extensive locality.

27. Enough schools; too few teachers.

28. In this district, schools are numerous and not full. (Knightsbridge.)

29. In this district, most schools could receive more, except a few of the best. (Stratford.)

30. Generally, in London, the supply is equal to the demand.

31. The necessity of additional schools has often arisen from the managers of existing schools enforcing regulations considered by others antagonistic to the liberty of private judgment.

32. The supply is generally proportioned to the want.

33. It is proportioned.

34. The supply is equal to the demand; few schools contain as many children as they could accommodate.

35. Supply fully equal to the demand.

36. No deficiency in the locality of St. Pancras.

II.

GOVERNMENT AND FINANCE OF SCHOOLS.

Question 1.

Are you acquainted with the working of any, and what, systems of central aid and inspection, or of inspection alone?

1. Well acquainted with the working of Government aid and inspection.

3. Of inspection only, by the Committee of Council.
4. Well acquainted with the Government system of central aid and inspection.
5. Almost exclusively with inspected.
6. With central aid and inspection.
7. With Government and diocesan inspection.
9. Central aid of Government and of National Society, Government and diocesan inspection.
10. Of Government inspection.
11. Diocesan and Government inspection and aid.
12. } Government inspection.
13. }
14. Government and diocesan.
17. With that of the Committee of Council.
22. } With Government inspection.
23. }
24. With diocesan and Government inspection.
26. Both central aid and inspection.
27. The British and Foreign.
28. The British system more particularly.
29. With the Government system, and those of the British and Foreign and National Societies.
31. British and Foreign School Society, and Committee of Council on Education.
32. With central aid and inspection from Committee of Council, and inspection from British and Foreign School Society.
33. Inspection alone.
34. That of the British and Foreign School Society.
35. Committee of Council inspection.

Question 2.

What, in your opinion, is the result of the variety of systems for these purposes now in operation? Do they stimulate, or do they interfere with each other?

It will be observed that the almost unanimous reply is that they stimulate and do not interfere. The numbers are 22 to 1.

4. The Government system has stimulated and improved education to a very great extent, and has not been materially interfered with by any other system.

5. Central aid is useful, as a stepping-stone to inspection.

6. They stimulate and do not interfere.

7. Both are useful. Diocesan takes the schools not sufficiently efficient for Government aid, and raises them.

9. The result is beneficial.

10. Variety brings out what would otherwise be lost sight of.

11. They supply each other's deficiency.

12. They stimulate each other.

13. That greater uniformity would not do much good.

14. They stimulate each other.

16. There is no doubt of the stimulus afforded by inspection.

17. They stimulate and do not interfere.

19. Inspection produces much learning and little common sense. Masters and mistresses prepare for brilliant examinations.

23. They stimulate each other.

24. They stimulate and do not interfere.

26. Generally they stimulate.
 27. Variety of systems stimulates.
 28. Not interfere, but stimulate.
 29. In the British schools the examination in secular knowledge is almost entirely left to Her Majesty's inspector, and religious knowledge examined by their own inspectors, to whose office is added that of "a missionary disseminating a knowledge of the principles of the Society where it was previously unknown." Variety of systems does stimulate, but acts principally on the chief officers of the Central Society.
 32. Decidedly stimulative.
 32. }
 33. } They stimulate.
 35. }

Question 3.

Does the prospect of assistance from the Committee of Council, or from a central society, or either, and which of them, tend to increase or to diminish local subscriptions and exertions?

Out of 23 replies, 20 are to the effect that it increases local exertion, and only three to the contrary.

1. Certainly increases local exertions.
3. From Committee of Council increases them.
4. It has an immense effect, and excites to extraordinary efforts in the erection of school buildings, but the prospect of annual Government assistance tends to diminish subscriptions.
5. I am not aware of any tendency to rely too much upon Government, and doubt if by any exertion it could be dispensed with.
6. To increase subscriptions.
7. Tends to increase local exertions.
9. To increase, on the whole; in some cases, objections are made on the ground of the requirements being too great, or for fear of state interference; four-fifths of the schools in this district would not have been built but for such assistance.
11. To increase.
12. Neither to increase nor diminish.
16. To increase.
17. To increase; hundreds of schools would never have been built without Government assistance.
19. Local exertions seldom like to be mixed up with the complications of the Committee of Council. It is generally the last resource, when aid is sought from them.
22. Promotes attempts to build schools.
24. I think it tends to increase.
26. It has a beneficial tendency.
27. Subscriptions increased by Government aid.
28. Government aid sometimes diminishes subscription.
29. Assistance sometimes increases, sometimes decreases subscriptions.
30. Assistance from Government decreases local subscription; several cases have come to my knowledge where such assistance has been sought, not to make schools more efficient, but to save trouble and expense.
31. It increases them frequently.

32. It increases local assistance and exertion.

34. In one instance, in my knowledge, local exertions were diminished, but in several increased.

35. Increases local subscription for particular purposes, such as building, enlarging, altering, and furnishing schools; but among subscribers in general the feeling seems to gain ground that regular annual subscriptions ought not to be necessary where Government aid is taken.

Question 4.

Does the system of Government or other central inspection affect the efficiency of schools inspected, and how?

Thirty replies are to the effect that inspection is favourable to the efficiency of schools, only one to the contrary.

1. Government inspection greatly improves them, by testing their real condition, suggesting advice, and stimulating to exertion.

2. Inspection materially affects the character of a school, but it is doubtful if it increases the efficiency of the school in the real object desired; there is great danger of essentials being neglected for showy acquirements.—(*Ex. gr.*)—A master said, "My credit depends on the inspector's report. If he makes most account of mental arithmetic and etymological derivations, what can I do?"

3. It increases efficiency, by stimulating masters and managers to strive for a good report; and the inspectors give many valuable practical suggestions.

4. Government inspection greatly promotes the efficiency of schools; other inspections, however valuable, lose much of their weight, because no pecuniary advantage depends on them.

5. Very beneficially.

6. It improves them.

7. Invariably improves them, especially Government inspection, because large sums of money depend on the report.

9. They stimulate the teacher, encourage the children, and give confidence to parents and subscribers. There is danger of too much stress being laid upon subjects pleasing to inspectors, to the neglect of others.

10. It affords great facilities.

11. Favourably.

12. It has a great effect in raising the efficiency of the school. Inspection stimulates both teacher and scholars.

13. Yes; it increases their efficiency, by giving method in teaching, and by the spirit which visits and reports from inspectors infuse into scholars, teachers, and managers.

14. It raises the standard of education.

16. It keeps managers, masters, and mistresses on the alert.

17. It acts on teachers, who are anxious for good reports and pecuniary grants; causes managers to take greater interest in the schools; raises a wholesome emulation among schools of neighbouring districts. Parents in rural districts keep their children longer at school, in hopes of their becoming pupil-teachers, of obtaining the scholar's certificate, or part of the capitation grant.

19. They are cramped by the Government system. Few masters or mistresses venture to adopt any system of their own, however much required, for fear of the inspectors.

20. Beneficially.

22. It promotes efficiency.

23. It promotes industry, but gives undue prominence to mere quickness and self-possession.

24. It rouses to exertion and to correction.

26. It tends most effectually to promote and maintain the efficiency of schools.

27. Very confident that Government inspection is of immense benefit.

28. Inspection decidedly improves schools.

29. The Government inspection greatly promotes the efficiency of schools, particularly in the improvement of buildings, the better organization of schools, and encouragement to teachers. The late abolition of the printed tabulated report has a tendency to lessen these advantages.

30. It stimulates the teacher to obtain the approval of the inspector, and through him of the local committee, also to obtain a good published report.

31. Inspection increases their efficiency.

32. It influences the teachers, by making them feel that their labours will meet with an influential and public recognition.

33. Government inspection highly useful; the reports are attended to by committees, and improvements made; both masters and pupil-teachers are anxious to stand as high as possible.

34. It affects schools, by insisting on a certain standard of efficiency before the grant is made.

35. It, doubtless, affects the efficiency not only of inspected but of uninspected schools, by noticing the points of weakness in the general routine of instruction, commending the good, and seeing that the instruction is not partial, but general throughout the school.

Question 5.

Do any and which of the terms upon which the Government grant is made affect, in practice, the independent management of the schools assisted?

1. The terms do not affect the independence of the schools.

3. Not at all, I think.

4. To some extent, it makes the teachers depend more on the inspectors than on the patrons of the schools.

5. Practically it does not.

6. No; but new terms and conditions are far too often issued.

7. Not as far as my experience goes.

10. The capitation grant enables managers to carry on the expenses of a school in a more independent manner.

11. None.

12. Not in the least degree.

17. I have known clergymen refuse Government aid, on the ground that no guarantee is given by Government that the inspectors shall always be clergymen.

19. Independent management is out of the question under Government rules. The useful is overlooked for the ornamental and brilliant, the latter being most extolled by inspectors.

22. No.

27. Terms of Government grant do not affect the independent management of schools.

28. Terms of Government grant affect schools favourably. One school, in 14 months, raised the fees, doubled its numbers and subscriptions, and got a better class of teachers.

29. Only beneficially, the conditions being to the advantage of the children and school buildings.

31. None of them affect the management of schools.

32. The assistance makes schools more efficient, without affecting the independent management.

33. Not in the least.

Question 6.

Have private adventure schools declined, or otherwise, since the establishment of the Government system of grants?

1. They have declined.

4. The desire for education having been so greatly stimulated, they have probably increased.

5. Probably they have declined.

7. They have declined. One boys' school has fallen from 140 to 55, in consequence of the increased efficiency of the National school.

9. They have declined greatly.

10. Yes; in country parishes.

11. They have not increased.

12. Yes, generally; in this district, five private schools under masters have failed during the nine years since the National school has been under Government inspection.

13. } They have declined.
14. }

17. In this district, the private schools, which took the children of shopkeepers and small farmers, have greatly declined, being unable to compete with good inspected National schools, the parents seeing they can obtain now for 2*d.* or 3*d.* a week a much better education than they formerly did for 1*s.* Private schools for upper classes have found the benefit of employing trained and certificated teachers.

24. I think they have declined.

25. Even middle class schools have been given up, where there was a superior certificated master.

26. Some inefficient schools have ceased to exist.

27. Private adventure schools for the lowest class have declined since Government grants; not those for tradesmen's children.

28. Have not declined.

29. Private schools of an inferior class have declined, not the better ones, though the education received in them is inferior to that in the public schools. Good schools create a demand for education.

30. Private schools have declined.

31. They have declined.

32. No.

33. The smaller ones have declined.

34. I think they have declined.

35. Not where the school is carried on with efficiency. Seldom has a public teacher, who has been well trained, opened a private school without success. In this district (Islington), many private schools have held a good position for years. One strong objection made by parents to public schools is the associating of all classes and characters of children with each other. Many would embrace the advantages of a public school education for their children, but balancing character and attainments, they believe they secure the former in preference to the latter, by placing the child at a private school.

Question 7.

It has been said that the terms of the Government grant, and particularly those which relate to the capitation grant, are such that it is useless to the promoters of schools in poor places. Is this so, in your opinion, and on what facts is your opinion founded?

2. The practical working of the present system is undoubtedly to help those most who want help *least*, and to put aside the case of very poor schools. Where there is no certificated master or pupil-teacher there is very rarely inspection, while these are the very schools in which it would be most valuable.

3. I am strongly persuaded that, to give poor places the advantage they ought to have, the grant should be a smaller sum on *average attendance*, not allowing the average on less than—say 40 weeks.

4. Government grants depend on schools obtaining certificated or registered teachers. As the number of these is not equal to the demand, their salaries have considerably increased. It follows, that the outlay to obtain them almost neutralizes the grants. Experience has shown that 176 days' attendance annually from each child for the capitation grant is somewhat too high.

5. I am not aware that it is so.

6. There is no real provision for Government aid in cases of extreme poverty. The Minutes issued last spring for ragged schools were impracticable.

7. In small rural districts it is very difficult to raise 20*l.* per annum by subscriptions; the pence in a parish of 700 never exceed 15*l.*, therefore no mistress can be procured equal to the requirements of Government. This is a hard case. Half the schools in West Norfolk are thus debarred from aid.

9. Not altogether useless; but, for small schools, of little value.

10. This is true. In poor places, children cannot be kept at school so many days in a year as would entitle them to the capitation grant.

11. No; in this district schools are more efficient for the grant.

12. Schools in this district receive material assistance from Government grants.

14. Yes, to a certain extent; only a very small number of the poorest children are at school often enough in the year.

17. Yes. In a case where the school had obtained a favourable report and had a good attendance, yet because the building was not in a good state (having a flagged floor), and the funds not sufficient to make the required alteration, all Government aid was lost. In peculiar districts, such as mining, market gardening, and watering places, it is impossible to get the children to attend the prescribed number of days.

19. Poor neighbourhoods cannot carry out the requirements of Government, as to site and size of school buildings, their internal arrangement, management, and religious observances of the children, or the trust under which the school is placed, too little power being given for the encouragement of the efforts of the laity.

24. In very poor places it is impossible to comply with the terms of the grant; and the promoter (who is usually the clergyman) either gives up in despair, or does it from his private means.

26. No.

27. In poor places, with small schools, the conditions of the Government grant render it useless; in the case of this district, it is just what prevents them falling behind every year.

29. Almost all the public schools in this poor district receive the usual Government grant, and considerable aid from the capitation, the exceptions being where the managers of the schools disapprove the Government system.

31. I see no reason why any should be useless. If greater latitude were allowed for illness in the capitation grant, it would work more fairly, or if it were reckoned at a per-centage (*ex. gr.*) 48 per cent., upon the days since the child's admission.

32. It is useless in poor places, for they cannot reach 14s. for boys and 12s. for girls annually.

Question 8.

What is, generally speaking, the financial condition of the schools with which you are acquainted? Are they self-supporting, in debt, or supported by subscriptions? Where the resident population is principally poor, do non-resident proprietors usually subscribe? If not, who does? How does the payment of school fees operate? Is it popular with parents? Does it deprive those who are very poor of the use of the schools, and bring in children of a richer class?

1. One school is nearly self-supporting, others are supported by subscriptions, none much incumbered by debt. Residents in richer parts support schools in poorer. Fees are advantageous to the school and liked by the parents; some have gradations of fee and some are without fee.

3. My experience does not extend to many schools; they are not much in debt. In central London, the difficulty of raising funds for schools increases every year, because the more wealthy reside in the suburbs; few new proprietors subscribe in London, and only a small proportion of those whose offices and shops are in the district when they reside elsewhere.

4. These schools are supported by subscriptions from the public, have sometimes been a little in debt, but were helped by special donations. Payment of school fees is popular with parents; generally they have no desire for gratuitous education.

5. Supported by subscription. Payment of school fees very beneficial; it raises the respectability of the school. The very poor can always obtain gratuitous instruction without losing caste.

6. Our schools are in chronic difficulties, constant deficit; partly self-supported, partly by subscriptions. Non-resident proprietors do not subscribe. Members of a congregation chiefly dependent on trades or professions. School fees are popular with the respectable poor, but do deprive the very poor.

7. They generally keep their ground, though with great difficulty. I know none self-supporting, many slightly in debt, all supported by subscriptions. In London, non-resident proprietors do subscribe; in the country, they do not. Payment of fees is popular; when more than 2*d.* a week is charged it does deprive the very poor of the school.

9. Seldom self-supporting; supported generally by subscriptions and payments. Non-residents subscribe, but not in proportion to their interest in the parish. Curates often give 10 per cent., sometimes 15 of their stipend. Parents are generally willing to pay, if they can.

10. Partly self-supporting, and partly by subscription. Parents do not object to the payment of school fees, but the very poor are in many instances shut out from education, this applies most to towns.

11. Free from debt; supported by subscription, and by the more wealthy occupiers and owners. School fees operate favourably and are popular; the scale is graduated and satisfactory.

12. Schools in this district are chiefly supported by the clergy. The school fees are adapted to all classes of parents.

13. School fees are popular; a better class than formerly attend National schools, the very poor are not excluded.

14. Supported by voluntary contributions. Non-residents often subscribe, if not, the clergyman supports the school. School fees operate favourably, and are popular; they do not deprive the poorest.

16. Financial condition good; supported by subscriptions. School fees cause a higher value for education. The very poor have the fees paid for them.

17. Supported by subscriptions; frequently in debt, requiring extraordinary exertions to get them out, such as sermons and appeals to distant friends; after all, the heaviest share of the burden often falls on the clergyman. School fees are not unpopular with parents, if they think the education given worth them; many parents in poor circumstances will make great exertions to pay a higher fee for a better education.

19. National schools are seldom out of debt or self-supporting. School fees answer pretty well. The very poor are no doubt deprived of education. Many children are found in National and other charitable schools who ought to be sent elsewhere.

20. The schools of this district are principally supported by two resident proprietors.

22. Supported by subscriptions. School fees popular, but they do tend to bring in children of a richer class.

23. By subscriptions; sometimes in debt. School fees not unpopular, but they do deprive the very poor.

20. The clergy and resident or non-resident landowners are the main subscribers; tenants are very backward.

26. Generally by voluntary contributions; non-resident proprietors do not contribute liberally, if at all. The ministers of religion exert themselves to secure the maintenance of schools. Payment of a small fee is salutary.

27. Most schools are often in debt; some are self-supporting for current expenses, but do not pay the interest of money expended in building. Non-residents in poor neighbourhoods do generally subscribe. Parents value schools according to the fees charged, and are more willing than able to give high fees. In the case of this district (St. Pancras), a rise in the fees from 3*d.* to 6*d.* made no difference in the class attending, but beyond that it did.

28. It is generally a struggle to meet expenses. Parents would rather pay than not. There should be free schools for those who cannot pay, though it is difficult to raise money for them.

29. Not one school is entirely self-supporting, and only two (slightly) in debt; they are partly supported by endowments, have no non-resident subscribers; most of the subscribers are small tradesmen and reeholders, with a few city tradesmen, merchants, and professional men. Most parents prefer paying the higher fees, and value the education according to its cost, the payment is graduated to as low as 1*d.* a week; to those for whom out-door relief is granted, the children's school fee is added, and their regular attendance made imperative.

30. Supported by subscriptions; non-residents often subscribe to poor schools. High school fees, *i.e.*, 6*d.* or 1*s.*, do deprive the very poor of the schools, but in London there are schools for 1*d.* a week within reach of all.

31. My present school (St. Pancras) is chiefly supported by subscriptions from residents. The fees, 2*d.* and 3*d.*, are quite low enough for all; the parents of children of a richer class voluntarily subscribe or pay 6*d.* a week.

32. At intervals they are in debt. The payment of fees is popular where the school is good; in two instances where the fees were raised to procure assistant teachers the result was favourable, the very poor paying a lower fee.

33. Those unconnected with Government are generally in difficulty; several have been given up for want of funds. Wesleyan schools usually self-supporting, from the higher fee they obtain. Church schools by subscriptions. Schools fees popular; do not deprive the very poor in this district (Limehouse).

34. The school with which I am connected is nearly self-supporting (Albany chapel, St. Pancras), assisted by subscriptions from persons in the neighbourhood; it is in debt. Non-residents do usually subscribe. The higher the school fees, the more regular the attendance of the scholar. Parents generally prefer paying for the education of their children. It has become very clear to me, that if the school fee is above 3*d.* the children of the respectable of the poorer class are kept out of the school.

35. Many schools, so far as the general working and current expenses, are self-supporting; but special expenses, such as repairs of building, supplying or replacing appurtenances of the premises, must be met by subscriptions or aid of some kind.

The payment of school fees, when proportionate to the means of the parent, is always beneficial to parents, children, and schools. It is always popular, and the general sentiment of all classes, and the effect upon the children themselves, are to cause them to value the instruction paid for; the income of the school is also made more certain and steady.

None are deprived of education by a fee being demanded. School fees in this district (Islington) range from 6*d.* to nothing, and where instruction can be obtained without any payment it is but sparingly accepted, and with results patent to the mind of those who impart it. The effect is far from good. I have known cases where, a small fee being paid for the instruction, the regular attendance at school has been regarded as of small moment, but when the same child has been removed to a school where the fee is high, the value of the lost time has been estimated by the fee paid.

III.

EFFICIENCY OF SCHOOLS AND SCHOOLMASTERS.

Question 1.

What is your experience as to the comparative efficiency of—

- (a) Public and private schools?
- (b) Endowed and unendowed schools?
- (c) Inspected and uninspected schools?

It will be observed, that out of 21 replies 19 are in favour of the superior efficiency of public schools, and of 25 answers 23 are in favour of inspected schools.

1. (a) After long attendance at private schools, at 1s. and 1s. 6d. a week, boys and girls have been found fit for the fourth and fifth classes of a parochial school.
- (b) Some endowed schools are well managed, and equal to any elementary school.
- (c) Inspected schools possess immense advantages.
3. (a) Much in favour of public, and
- (c) Of inspected schools.
4. (a) } Experience limited, but in favour of public and unendowed
(b) } schools.
- (c) Greatly in favour of inspected schools, but no doubt the best managed schools were the first brought under inspection.
5. (c) Inspected schools much the best.
6. (a) Private, generally abominably deficient.
- (b) Endowed best, but great temptation to indolence of management.
- (c) Inspected best.
7. (a) Public better than private.
- (b) Unendowed better than endowed, which are generally uninspected.
- (c) Inspected far better.
9. (a) In private schools religious instruction is greatly neglected, and intelligence much below that of public schools, but writing and arithmetic better.
- (b) } Endowed and uninspected schools inferior.
(c) }
10. (a) Education in public schools more practical and sound than in private.
- (c) Inspected far most efficient.
11. (a) Writing better taught in private schools; public excel in other respects.
- (c) Inspection brings improvement invariably.
12. (b) The only endowed school is not popular.
- (c) Inspected are most popular.
13. (c) In some districts uninspected are best, especially for girls.
14. (a) Public schools most efficient.
- (c) Inspected most efficient.
16. (b) "Depends upon the district."
- (c) In favour of inspected.
17. (a) Education in public schools is almost invariably more practical than in private; boys of a similar class from public schools are more energetic and successful in after-life than those from private schools.
- (b) Most endowed schools are in a very unsatisfactory state.
20. (c) Inspected schools most efficient.
21. Inspected schools best.
24. Public, unendowed, and inspected schools best.
26. (a) Public best.
- (c) Endowed best.
- (d) Inspected best.
27. Public schools better than private. Unendowed better than endowed. Inspected better than uninspected.
28. Unendowed schools better than endowed. Inspection a stimulus.
29. Public better than private. Inspected better than uninspected.
30. In private schools much *instruction* is given, but little *education*. Endowed schools generally fail for want of control over the master: (ex.) one where the school is closed half the time, because the master is

engaged on other business. Inspected schools superior to uninspected, as might be expected from the enormous amount expended on *teaching power* by Government.

31. Public, unendowed, and inspected schools decidedly most efficient.

32. Teaching in private schools is mere repetition, with no attempt to cultivate the intellect.

33. (a) (b) (c) Public, unendowed, inspected best.

34. (a) Private schools efficient as regards mere instruction; more mental training in public schools.

(c) Uninspected schools *must* keep up their efficiency, or the inspected would get all the children; they have not got them yet.

35. (a) The public schools are more vigorously and systematically carried on; more general information is imparted, and they are better adapted to the requirements of the bulk of the population. The mental faculties receive a training and development which they do not in a private school. On the other hand, private schools cultivate to a greater extent the verbal memory, exactness, neatness, and self-dependence, the masters acting more as examiners than as educators. In the above statement, I have regarded both as meriting the appellation of "Good."

(c) Both having liberal committees and earnest masters stand on a par with each other, but if either of the above elements be wanting the contrast will soon be seen.

Question 2.

What is your experience as to—

(a) Evening schools?

(b) Industrial schools?

(c) Half-time systems, as means of keeping up what has been learned at ordinary schools, or prolonging attendance there?

1. There ought to be in every parish evening schools and industrial training, especially for girls.

4. (a) Experience limited, but very favourable to evening schools.

(b) Where the school is not large enough to employ two sets of teachers, there is usually a failure either in the intellectual or industrial branch. My opinion is not favourable; I doubt their necessity, and think industrial instruction may be obtained better and cheaper after children have left school.

(c) Experience limited, but favourable to half-time.

5. Not much experience, but evening schools have been found very beneficial.

6. Evening schools most useful. Industrial very valuable, especially for girls; expense, the difficulty. No experience as to half-time.

7. (a) Evening schools very useful to keep up knowledge, and teach those who have been neglected.

9. Evening schools not fit for girls, for young men excellent, but more difficult to manage than day schools. Industrial schools useless for boys, very valuable for girls; too often mere play, and giving girls notions above their station.

10. Each has a good influence; my experience on these points is small.

11. Results *very* moderately favourable in towns.

12. Evening schools have not had a fair trial here.

16. (a) They require amusement with instruction.
- (b) Not so fully appreciated as they deserve by parents.
- (c) No experience, but should think it difficult at an ordinary school.

17. Evening schools at first opening are attended by large numbers, but soon dwindle down to a few steady youths. There is not sufficient stimulus of reward held out. Youths over whom their parents have no control require much of such encouragement. The teaching is not adapted to them; the child-like books of the day school disgust lads from 16 to 20; if such books as *Robinson Crusoe* were provided for them, they would be liked, and answer the purpose quite as well; the teachers are often inexperienced ex-pupil-teachers, quite unable to govern youths as old or older than themselves, who require specially trained masters, since the government and tuition of youths of 16 or 20 differs from that of children.

(b) When boys have allotments they stay a little longer sometimes; but when their industrial training has been good, they are only the more sure of obtaining employment at the usual age for leaving.

19. Evening schools have worked well; when managed upon a useful and religious system, they would rescue many girls and boys from vice.

23. All three good, and increasingly popular.

24. Evening schools very useful.

25. (a) Evening schools are valuable.

(b) Industrial schools excellent for teaching handicrafts, and habits of neatness, order, and industry.

26. Evening schools most valuable.

Industrial schools cannot be dispensed with.

Half-time good.

27. Little experience in evening schools, but think them unsuccessful for the working classes.

28. Evening schools good, but not always well conducted. Industrial schools good.

30. The moral evil of assembling large numbers of young people in evening schools is greater than any benefit they could receive.

31. No experience.

32. But little good is done in evening schools, since both teacher and pupils are wearied by their previous duties.

34. (a) I have not a very high opinion of the value of evening schools; taking into consideration the advanced age of the children, and their indiscriminate association after school hours, I am led to suppose, from what I have seen, that the result will be more evil than good.

35. (a) They answer for young men of good constitution whose daily employment is not laborious, but for youths who are growing I consider they must fail. At such an age a boy requires all the rest and relaxation he is generally allowed from his daily toil, to recruit his exhausted strength. In some the pent up playful disposition, and the wearied frames of others, refuse to support any amount of restraining taxation upon the mental powers.

(c) In a school where a full day time-table is worked, and only a few cases of half-time are found, the attendance may be prolonged, and what "has been learned" may be kept up, but progress is rarely made.

I have no experience as to the result of the working of a factory school.

Question 3.

What is your experience as to the masters and mistresses trained at Normal schools? Has their training adapted them, or has it failed to adapt them, in any and what particulars for their duties; and especially for the more elementary branches of education, particularly reading? Do they show a tendency to be dissatisfied with their position, and on what grounds?

1. I have great reason to approve their training, and have not found them dissatisfied with their position.

3. I have an intimate knowledge of a very considerable number, and keep up correspondence with many in different parts of the country. I think, on the whole, their training has adapted them exceedingly well for their duties, and I have seen no disposition to neglect the elementary branches, though a large proportion of those to whom I refer have first-class certificates. I cannot recall to mind an instance of tendency to dissatisfaction with their position; on the contrary, they seem to be animated with love and zeal for their profession.

4. As to mistresses the Government standard was at first too high, but the questions are becoming now practical; those trained in our schools are well qualified for elementary schools, and generally excel as teachers of reading. Infant schools are almost always conducted by female teachers, and when well trained they are found to answer better in mixed schools than untrained men. Generally they highly appreciate their position.

5. They perform their duties well and seem satisfied.

6. On the whole they are very satisfactory; they are impatient with the younger classes, and give too much attention to the elder. There is a tendency to misunderstand their position, and to be impatient with clergymen and committees. Their high education raises them above their natural associates, but does not supply another class of friends.

7. They are generally well adapted for their duties, and in every respect superior to untrained masters; not dissatisfied with their position.

9. They are generally superior, but often fail in teaching reading and needlework; they suffer from an isolated position, but I have not seen the smallest tendency to dissatisfaction.

10. They are often rather disposed to cramming than to practical working; mistresses allow sewing to be neglected from their too great attention at college to secular pursuits.

11. Not dissatisfied in this district.

12. The trained teachers in this neighbourhood have good schools.

13. Some of them are wholly unsuited to their duties, especially mistresses, who frequently neglect needlework. They are often dissatisfied with their position, because they have acquired tastes and habits which cannot be gratified consistently with their duties; and as to masters, because they can rise no higher in their profession.

16. Decidedly in favour of their training; my experience has not confirmed my opinion of their liability to dissatisfaction.

19. They are above their work; the systems learnt by them are not adapted to the wants of the poor, they are too aspiring; teach their pupils to aspire to things above their sphere. The training system does not capacitate them for their duties in crowded and neglected neighbourhoods. (Kensington.)

21. They are above their business.

22. I am pleased with the result of their training, and am not aware that they are dissatisfied

25. As a general rule, they make excellent teachers. Perhaps the subjects taught in Normal schools are often such as are not required in elementary schools, and those which are required have not sufficient attention; above all, more time should be spent by the students in the practising school. Masters complain that the money they receive for pupil-teachers is insufficient, considering the time devoted to them.

26. In workhouse schools a highly cultivated teacher, might be dissatisfied.

27. Masters and mistresses trained in Normal schools are generally greatly superior to those not trained, but those who have been pupil-teachers are usually less efficient than others who entered the colleges later, as respects *education* distinguished from instruction.

The training which masters receive does not qualify them for forming the minds and habits of children, because where it lasts only one year the whole time is occupied in obtaining the knowledge necessary to get a certificate, and if the training lasts two years the second year is not employed in teaching them to educate, but in adding attainments often worse than useless.

Masters of National schools are generally dissatisfied; their salary is far beneath that which an equal amount of skill and labour would command in any other profession; their position in society is lower than it ought to be, which is the fault of the clergy, who either spoil the work by foolish interfering, or, if it succeeds, take all the credit, therefore the cleverest men leave their schools as soon as they find more profitable employment. British schoolmasters share their grievance of insufficient salary, but are free from "priestly tyranny."

28. Those trained in Normal schools greatly to be preferred. It is to be regretted they are not better paid.

29. Their training fits them to be teachers of elementary knowledge, except reading, for which they have not a good method. They are dissatisfied with their position, principally because they fail in the good manners which would facilitate their rising to a better.

30. As a rule, their training is suitable; their dissatisfaction arises from what they deem insufficient remuneration.

31. Their training does tend to make them impatient of the necessary repetition of common things. They are dissatisfied because their salary is quite inadequate to the position they are expected and qualified to maintain; everybody knows the smallness of their income, and, unlike professional men, they have no rank enabling them to associate on equal terms with richer people. The certificate money being paid through the treasurer or secretary of the schools comes to be considered as part of the master's salary, so that some certificated masters receive less than was formerly paid to the uncertificated; add to this, that they often have to wait two or three months after it is due. The teacher has no brighter prospect before him; there are schools with much higher salaries than the average, but when these schools apply to the training school for a master, they send down a young man just fresh from the college, and do little to help an old teacher after many years of successful labour. Some remedy for this state of things might be found, if the Committee of Council would adopt a more satisfactory method of payment direct to the teacher, if they would undertake to supply teachers of experience, whenever the salary exceeded a certain amount, by opening to the most qualified the office of inspector; and by conferring some honorary title after a long time of efficient service. This might prevent the best teachers leaving their schools, as fast as they can, for some more remunerative profession.

32. One great defect in the training at many Normal schools is the want of a small school for practising teaching.

33. They are generally dissatisfied with their small salary, and that there is no opening to a higher position.

34. Without hesitation, trained masters and mistresses are better adapted for their work, generally, than untrained; but there is scarcely sufficient attention given to their manners. Considering the amount of mental labour and length of time required for training, the small remuneration given during apprenticeships and necessary expenses during that term, there is cause for dissatisfaction with the ordinary salaries ultimately obtained; they are on an average below those of mechanics.

(35.) I have known some who complain of the impossibility of using the higher branches of study they have passed through in college. Still they must (though perhaps unconscious of it), by the mental discipline passed through, have been better able to impart what was applicable to the mental condition of their children.

As to being dissatisfied, they consider their position anomalous. As regards the Committee of Council, it refuses all correspondence with them; and while they are called upon to give not only a mechanical, but a hearty religious, intellectual, and moral bias in the whole of their duties, thus calling up in themselves feelings of sensibility, they are treated, in all matters of professional business, as persons who are not to be consulted or treated with at all. Even the certificate and teaching money they receive is paid to them indirectly.

Again, they feel it is not just to withhold the fractional portion of the year's stipend, upon their removal from one school to another, thus throwing a restriction in the way of a freedom which every man, unless he be a pauper, has a right to exercise. Moreover, they look upon this not as a personal wrong only, but one which affects the whole body of schoolmasters, reducing the rank of the profession, lowering its status in society. There is no outlet for the profession to rise. To a large extent, the missionary spirit and Christian devotion manifested by many teachers who entered upon the office before the present system of pupil-teachers commenced is fast passing away. The office is become one of mere business consideration. This being true, pecuniary advantage and prospective promotion are sought for, as in other professions, and are rightfully expected, and especially so by the most energetic and intelligent, who finding no upward position in the profession leave it.

Again, the large influx of teachers trained at the public expense gives the constant prospect of a glut in the supply, reducing the certain tenure of his position in a school, tending to lower the present rate of salaries, and making him subject, through these means, to submit to humiliation at the caprice of local committees, who are often ruled by one individual, who may or who may not, as the case may happen to be, regard the feelings of the teacher. What follows? The retirement from the profession altogether of the most talented, while those who may be wanting in energy and force of character alone will be content to hold the position.

They have nothing to look forward to but the unbroken level of a life of unremunerating, unacknowledged, and unappreciated labour,—the office spoken of as one of the highest in the land in importance, mentally, morally, and religiously, and yet the officer ignored, slighted, and every prospect of his being put aside or lost to the office for which so much has been expended in time, devotion, and money.

This tendency seems at present to be on the increase.

Question 4.

Does the system adopted by the Committee of Council in reference to teachers trained at Normal schools make it difficult to obtain competent teachers for uninspected schools ?

1. Yes, certainly.
2. Yes.
3. Not when a salary is offered equal to that of an inspected school.
4. Only by increasing the demand for trained teachers, and this arises also from the direction of public opinion. Many who would have become teachers at once under the old system now enter training schools, which delays their work for one or two years.
5. The best teachers generally possess certificates.
6. It has greatly raised the general standard.
7. Yes; because of the increased salary which superior attainments command.
9. Teachers will naturally go to inspected schools for the sake of greater emolument.
10. The difficulty is becoming apparent, and will increase.
14. I think so.
17. Certificated teachers object strongly to uninspected schools, therefore only the less competent take them.
27. The system of the Committee of Council does not make it difficult to obtain competent teachers for uninspected schools.
28. It is difficult to obtain a certificated teacher for uninspected schools.
29. Hitherto the difficulty of obtaining competent teachers for uninspected schools has chiefly been pecuniary; the great increase in the number of teachers threatens so to lower their salaries as greatly to injure their social and moral influence.
30. There is no difficulty.
31. There is now no difficulty.
32. It does, since the Queen's scholars are naturally anxious to make their certificates useful in a pecuniary manner.
34. Not at present.

Question 5.

What is your experience of the working of the system of pupil-teachers? Do the claims of the scholars and pupil-teachers on the master clash with each other; and if so, which are usually neglected? Where there are no pupil-teachers, how is teaching conducted? And what is the comparative efficiency of schools at which they are and are not found?

It will be observed, that out of 24 replies, 18 are in favour of the system of pupil-teachers, and six against it.

1. They do not clash. By monitors chiefly. Juvenile teachers, with very poor effect. Schools with pupil-teachers greatly superior.

2. The efficiency of the pupil-teacher system depends entirely on the master; if he is conscientious there are no clashing interests. Without pupil-teachers, the teaching is partly simultaneously, partly by a rough monitorial system, which answers very badly.

3. It is excellent, if the pupil-teachers are *carefully selected*, and conscientiously taught and superintended. I fear this is much neglected. Their claims do not clash in the few schools of which I can speak from personal knowledge.

4. Very favourable. Under a good teacher the claims of scholars and pupil-teachers do not clash; where they do clash the scholars suffer most. Teachers need not be over-tasked. Monitors are much less efficient than pupil-teachers.

5. The system works well, without conflicting claims.

6. Good pupil-teachers a great blessing; indifferent ones a great curse.

7. It has supplied more teaching power. They do not clash with each other. By unpaid monitors. Schools with pupil-teachers are the most efficient.

9. It is good. Scholars and pupil-teachers are fairly dealt with. Without pupil-teachers, schools are conducted by monitors or the elder children. Schools with pupil-teachers invariably in advance of others.

10. Pupil-teachers are a great acquisition.

11. Favourable in the highest degree. No. Paid monitors. Favourable to pupil-teachers.

12. Schools where pupil-teachers are employed are improving, both in efficiency and in numbers. No. By the master and monitors.

13. It is bad for the character of the pupil-teachers. The time of masters must be fully occupied by scholars and pupil-teachers; if either are neglected, it is likely to be the latter.

14. It works fairly for boys, but for girls more time should be devoted to domestic education.

16. They do not clash.

17. The system is superior to that of paid or unpaid monitors; much good has been done, especially by those first apprenticed. In many, even of the good schools, pupil-teachers are neglected for the scholars, during the portion of the year remote from the inspector's visit, but as that period approaches the reverse is too often the case, the pupil-teachers being too much distracted by their own and the master's anxiety to make up for lost ground; for this cause many are only second-class Queen's scholars or fail altogether at training schools. Some pupil-teachers have not received during their apprenticeship one-half the tuition which Government prescribes; some have no lessons during the school week, but on Saturday study for six or seven hours at once under their master.

By monitors; those who are paid are very efficient, being as old as pupil-teachers in their third or fourth year, and generally better paid. Unpaid monitors are merely the younger children, quite unable to control the classes, so that the lower classes receive no ground-work.

19. Pupil-teachers often objectionable to the children and parents. Both scholars and pupil-teachers are neglected at times; it depends on whether the pupil-teacher is a favourite or not.

21. Mistresses and pupil-teachers too often devote themselves almost exclusively to the upper classes, leaving the lower to monitors, who are frequently bribed by the children or their parents to omit punishments.

22. An improvement, but not all one can wish. The teachers are too young at first.

24. They do clash, and make the life of a conscientious master or mistress so laborious, that it must be very difficult to maintain the cheerfulness necessary to gain the sympathy of children.

25. The pupil-teacher system a vast improvement on the monitorial; the principal objection is that an hour and a half a day, in addition to five or six hours of school, soon tells on the health of the strongest master. Where there are no pupil-teachers, the most advanced children in rotation teach the younger, and the master takes the upper classes.

26. Admirable. The claims of pupil-teacher and scholar do not usually clash; if either party is neglected, it must be attributed to want

of energy on the part of the principal. Teaching is usually inefficient where there are no pupil-teachers.

27. Not efficient.

28. Where there are no pupil-teachers, monitors are employed, and in some schools paid.

29. Pupil-teachers are, upon the whole, better than monitors, though not so much as might be expected, the superior skill of the teacher being often more than compensated by the enthusiasm of the monitor. "I cannot conceive of any school of more than 100 children in which their claims will *not* clash with those of the pupil-teachers, if the chief teacher strictly adheres to the time and subjects prescribed by the Privy Council; it will depend on the master which shall be the neglected party; if he determines on doing justice to both, he must make a liberal concession of his own private time."

30. On the whole, the pupil-teacher system has failed; at first they are of little use, and afterwards they are so occupied about their own studies, and anxiety about their examinations, that their attention is distracted from the education of the children. A remedy might be found in employing them, at the expiration of apprenticeship, as assistants, at a much higher salary than they now have, and retaining them much longer.

31. The present system of pupil-teachers perpetuates the evil mentioned in Answer 3; they are no longer of so good a class as when some Government offices were open to them; their remuneration being small, they come from a lower class, with habits, tastes, and associations likely to drag down the profession of schoolmaster to the lowest level. Re-opening the Government offices (at least to free competition) for the pupil-teachers, would bring back a superior class. To diminish the present too rapid increase in the supply of pupil-teachers, paid monitors might be appointed at the age of 12 for two years, with the promise that only the best of two will be selected for pupil-teacher at 14; this plan would also increase their usefulness. More assistant masters; now one master supplies the place of two pupil-teachers, with the salary of one only; he should have the salary of two, and the advantage of employing such would be great.

32. The supply of pupil-teachers will soon greatly exceed the demand; already many who cannot get employment in schools are cruelly disappointed of the Government places which had been held out to them.

33. The system works well, but from the uncertainty of passing through the colleges, on account of their increasing numbers, and from having no chance of a situation in the Civil Service, the present lads are of a class inferior to the former.

34. When schools are well conducted by a master with monitors, or assistant masters, or both, they will bear comparison with those which have pupil-teachers.

35. Sometimes they do clash. If the pupil-teacher has but little heart for his work, and feels no measure of enthusiasm in his office, the master has to bear the weight of the effects of his ill-applied duties, together with the school, and the pupil-teacher himself often suffers. For if there be life and activity in the scholars they must be attended to, or they will be a constant source of annoyance during school time, and if a teacher give the greatest part of his energies to the school, which must be the case where pupil-teachers do not cheerfully and fully do their duty, the result is sure—the pupil-teacher suffers. Still, I do not consider they clash of necessity. Where a school has not pupil-

teachers, it is either conducted on what is called the monitorial system, or with paid assistants, who stand in the stead of pupil-teachers. Paid assistance frequently works well; the assistants being dependent on the master only, their endeavour is to commend their work to him, and please him in the performance. Again, I have known of some pupil-teachers who, aware that the master has little or no power to dismiss them, except for grave offences, have carried on for months petty annoyances, which, if arising from indolent habits, &c., and not from wilful opposition, are, nevertheless, no small hindrance to the well and harmonious working of the school.

Question 6.

Is there any disproportion between the supply and demand of schoolmistresses, and to what cause is it to be attributed?

1. There are too few schoolmistresses, which arises from their marrying.

3. Yes, on account of their withdrawal by marriage.

4. The supply is not equal to the demand, partly because female teachers are much more frequently employed than formerly, partly because on marrying they leave off teaching, which men do not.

5. No.

6. Supply in *number* greater than demand, in *quality* less. The difficulty of procuring employment for females tempts many to teach.

7. None; but the supply will soon exceed the demand.

9. The supply of efficient mistresses is inadequate. The difficulty is partly in providing them board and lodging, and partly arises from their leaving the employment on marriage.

11. Not for town schools.

16. We have found great difficulty here in obtaining a good infant schoolmistress, though offering 50*l.* a year, a house, and good allowances.

26. The demand is greater than the supply, in consequence of the marriage of schoolmistresses.

27. The supply of schoolmistresses is equal to the demand.

28. No disproportion between supply and demand.

29. Hitherto the demand has been excess for mistresses, owing to frequent marriages; the excess is now much decreased, and decreasing.

30. No disproportion.

31. No experience.

33. No.

Question 7.

What is your experience as to the efficiency of masters of endowed schools, and as to the purity of their appointments?

1. The present masters of the endowed schools in this district are for the most part efficient. They are appointed carefully and conscientiously.

4. Experience limited, but not favourable.

7. Masters generally below par; nothing against the purity of the appointments.

9. They are often appointed for their religious opinions, without proper regard to other qualifications.

11. "Their qualifications are generally political." There are improvements and exceptions.

17. I have invariably found masters of endowed schools to be either good scholars with no idea of imparting knowledge, or uneducated and making the children learn by rote from books. They are often appointed from interest, or misguided charity.

19. They are often appointed through interest.

24. Their efficiency not great.

26. Interest preponderates in the choice of some who are not eligible persons.

27. Half the masters of endowed schools are unfit for their office, being appointed by private interest.

30. At the time they are appointed, in most cases, suitable.

35. Some whom I know are worthy men, ornaments to the position they hold: the most successful of them have been public teachers.

Question 8.

What is your experience as to the efficiency of masters of private adventure schools, and as to the nature of their previous occupations?

1. In one private school in this district (Westminster) the master is an ignorant and pretentious person.

2. I believe them to be generally of a very low class; in poor neighbourhoods often kept by broken-down tradesmen and gentlemen's servants.

4. Experience not favourable; several masters do not appear well suited to their occupation.

5. I cannot think very highly of them.

6. Efficiency extremely small; masters often bankrupt tradesmen, many of no character.

7. Some very efficient; the majority not so. It is a general impression that many who have failed in other occupations resort to teaching for a livelihood.

9. I never knew a case where a man who had failed in his previous occupation became a good schoolmaster.

10. With many teaching is a matter of necessity, from failure in previous occupations; no great amount of good can be accomplished by such a class.

11. They are industrious, and only require training; the profession is greatly improved.

12. They have generally failed in some other employment, and taken to school keeping as a last resource.

13. Private schools for girls of the middle class are wretchedly inefficient.

14. That they are unfitted for the work, and often rendered so by their previous occupations.

24. Generally inefficient.

25. They are generally wholly unacquainted with the art of teaching, and their knowledge is most meagre.

26. By far the majority are very respectable scholars; some conduct their schools with very great success. Persons who have failed in other callings seldom succeed as schoolmasters.

27. Masters of private schools generally totally unfit for their office, morally and intellectually.

29. Most of the few I know possess sufficient knowledge, but are strikingly deficient in the art of communicating it, as compared with certificated masters.

30. Some to better their condition, having left public schools, who are, therefore, well fitted for schoolmasters; some who have been trained for the pulpit, and failed to obtain a charge; some who are fond of study, and wish to have time for it.

31. Their efficiency is in many cases extremely doubtful.

33. Those of the middle class woefully deficient. Various.

34. Many have been masters of public schools, others have been trained for the ministry, some in private schools; with these antecedents there is little ground for doubting their efficiency.

Question 9.

What is your opinion of the subject-matter of education in various classes of schools, in the district with which you are acquainted, in respect of—

(a) Its tendency to develop the mental powers?

(b) Its tendency to supply specific information of practical value?

(c) Its tendency to fit the pupil for his future course of life?

1. In most schools the subject-matter is faulty. The teaching does not interest the mind of the pupil, nor is his future life kept in view.

2. (a) It does not sufficiently develop the mental powers.

(b) But does supply specific information of value.

(c) Does not give the pupil firm hold of the instruments by which *alone* he can carry forward his own education afterwards. There is not time for "ornaments," if a sound elementary education is given.

3. (a) In National schools it does develop mental power.

(c) Excellently well calculated for future life in London, speaking from personal observation and experience.

4. In this school (Home and Colonial) the system of Pestalozzi, as improved by Dr. Mayo, is exclusively adopted; it is admirably adapted to develop the mental powers, to supply specific information of value, and to fit the pupil for his future course of life.

5. (a) Good.

(b) This is of comparatively less importance.

(c) Good.

6. (a) Mental power fully developed.

(b) Practical value not enough considered.

(c) Industrial training not enough encouraged.

9. (a) The tendency is good.

(b) Not much. More might be done, especially in evening schools.

10. The system generally adopted, the work expected by Government inspectors, the style of books and apparatus, all very much tend to fulfil each of these points, but much must rest with the teacher.

11. (a) } Good.
(c) }

13. (a) It stimulates quick boys.

(c) It has not that tendency for girls.

14. The subject-matter of education is adapted to the wants of the children.

16. (a) } It has a fair tendency to all three.
(b) }
(c) }

17. Boys in public schools for the poor cannot have the mental development which languages and mathematics produce; but a boy of average ability, at 12 or 13, in a good school, will have obtained a

fair knowledge of the Bible, be able to read most books fluently, express his thoughts in writing, and keep accounts, besides some notions of geography and grammar knowledge which fits him for his future life and *begins* the development of his mental powers.

21. It does not tend to fit the pupil for future life. Reading, spelling, cyphering, writing, and needlework are not usually thoroughly taught in National schools; the time is taken up too much by geography, mental arithmetic, drawing, and singing.

22. (a) Room for improvement.

23. (a) }
(b) } Good for all three.
(c) }

25. (a) In elementary schools it does not develop mental power; there is too much cramming and repetition of words; the child is not regarded as a "thinking being."

(b) The information is limited. Few of the children who leave our National schools can write a decent letter, keep accounts, or apply their arithmetic to the common subjects of life. As regards the reasoning of arithmetical operations, they are woefully ignorant. In religious instruction, the time is spent on a long list of kings, dates, or history of the Bible; the affections, the heart, the application to the conscience entirely neglected.

26. Improvement, with reference to these tendencies, most desirable.

27. Reading, writing, and arithmetic do, in some measure, develop mental power, but they, together with catechisms and Scripture, are wholly incapable of teaching morals, except in the few cases of religious conversion. There must be lectures on social science, to teach children that it is each man's immediate, as well as future, interest to *produce* more by industry and sobriety, instead of *taking* from those who have more. The vilest trash is the favourite reading of the working classes.

28. Subject-matter of education.

(a) } Yes, decidedly; yet, in some schools, there is both too much
(b) } education and too little; it goes beyond their station, and
(c) } leads to self-conceit.

29. The subject-matter of most of the private schools, properly treated, would develop the mental powers of older children, and would fit the pupil for his future life, but would not supply specific information of practical value. The subject-matter of public schools is generally admirably adapted to secure all three tendencies, especially considering the tender age at which the majority of the children leave.

30. In public schools there seems to be a due mixture of the three tendencies.

33. Most of it does not develop the mental powers, therefore the great object of education is lost, and the man becomes but a machine.

35. Refers to answer to Sect. IV., Question 1 (post).

Question 10.

Is it usual for parents to send their children to schools in connexion with other religious persuasions than their own? And, if so, upon what terms as to special provision for their religious instruction or attendance upon religious worship, and are such terms usually enforced in practice?

The answers are almost unanimous in the affirmative, 31 to 1 in the negative.

1. Protestant Dissenters are willing to send their children to Church schools without any stipulation. In this district (Westminster) it is required that they should be baptized, or be willing to be so. They

are taught alike, and brought to church. Objection from the parents is very rare indeed.

2. Yes; Roman Catholics and Dissenters are taught with the others. Once a dissenting teacher objected, in the most respectful manner, to letting his children go to the Sunday school; but that point conceded, they continued to attend.

3. Yes; children in National schools would generally be allowed to attend at any place of worship their parents frequent. I have never heard a desire expressed for separate religious instruction, even by Roman Catholics and Jews, of whom there are several in the school.

4. If no specific regulations are laid down, and the subject not obtruded so as to raise opposition, a great deal of religious instruction, and even of dogmatic theology, may be given without causing complaint.

5. Yes, many children of Dissenters; parents are willing to accept the religious teaching given. No special provision is made or desired.

6. Parents very careless on this point, but, as a rule, detest a mere secular school.

7. Yes; in London, where attendance at church is not insisted on, we have Jews and Dissenters; there is scarcely an objection to the Catechism, which all learn. If they do not attend Sunday school, it is not from objection to Church teaching, but because they attend somewhere else.

9. Dissenters send to Church of England schools without conditions.

11. Yes, unconditionally.

12. Yes, provided they are not obliged to attend the Church Sunday school. All that attend day schools are expected to attend Sunday school.

13. Yes, without conditions; but Dissenters and Romanists do not attend church. The arrangements usually depend on the directors of the schools.

14. Yes; with no stipulation whatever.

16. Parents of strong religious feelings raise objections, but the masses are content without inquiry.

17. Yes; sometimes on condition that the children may withdraw during the religious instruction, sometimes with the understanding they shall not be compelled to learn the Church Catechism, frequently without any restriction.

19. Very frequently children educated in dissenting schools become members of that community, and the parents often follow. Roman Catholic children often educated in Protestant schools.

20. Yes, frequently, without terms.

22. They are not very particular, and seldom make any terms.

23. Not usual, but when they do, generally without conditions.

24. Quite usual; terms are not strictly enforced.

25. Church of England parents do not object to send their children to a good dissenting school, but Dissenters object to send their children where they "are compelled to learn the Church Catechism, or to march to church on Sunday."

26. Not usual.

27. Dissenters will not generally send their children to schools where the Catechism is enforced, but will do so if their children are allowed to omit it, and to attend their own place of worship.

28. The working classes send their children to day schools without any terms; what they desire is that the Bible should be taught, and the children allowed to attend their own place of worship, and their own Sunday school.

29. Yes, stipulating only to omit the Catechism and attend their own Sunday school; instance—a good National school attended by many Dissenters, and a good British school where children of Churchmen, Roman Catholics, and Jews attend.

30. If a school has a good character, the parents care little about the religious persuasion of its managers, except in the case of Roman Catholics.

31. Yes; generally it is not the parents who make stipulations as to religion, but managers, for the furtherance of their own tenets; they exist chiefly in Church of England schools.

32. Yes; no special provision is made; parents rely upon the religious character of the teacher for the inculcation of the great duties and doctrines of our common Christianity, knowing that minor points will not be forced on the notice of the children. This is the case in British schools; in Church schools the Catechism is taught, but few Dissenters attend them.

34. Yes; I have not heard of any terms.

35. Yes; children of different denominations are constantly found in our schools; conditions are seldom asked for. Jews refuse to read the New Testament. Roman Catholics allow their children to read the Scriptures, but not to learn them by rote. Religious formularies are not generally approved, except by those of the Established Church. All like to have the liberty to send their children to the Sabbath school they may choose themselves. In most public schools, it is a rule that the child must either attend a Sabbath school or some place of worship. In London such terms are not always strictly enforced, but the subject is kept before the mind of the scholars by the weekly inquiry of who were and who were not at school or place of worship.

IV.

INTELLECTUAL RESULTS OF EDUCATION.

Question 1.

What is your experience as to the comparative value of educated and uneducated workmen and workwomen as such?

4. In favour of the educated.
5. No experience.
6. In this district (St. Pancras) the largest employers of labour will not employ a boy who cannot read and write. The better the education, the better the workman.
7. The educated far better, more intelligent, trustworthy, and better able to value a good place.
9. Educated best.
10. The educated are more trustworthy, and attend most to the welfare of their families.
11. The educated have the advantage in towns.
12. Educated workmen are generally prized, but in one large manufactory the uneducated are preferred for quick and neat handling.
14. The educated have one-sixth more value than others.
15. The educated rise in society, and often bring up their children well.
16. In favour of the educated workmen; doubtful as to the domestic servant.
17. The educated workman is far the most valuable; knowing how his tools act, he can do most work in a given time; understanding his

work, he requires less superintendence, and, from his power of thinking, is better able to manage anything out of the general routine ; so that, with the same experience, strength, and natural ability, the educated will be a better workman than the uneducated.

19. The educated, with principle, signalize themselves in every calling.

20. Educated in every way most efficient.

22. Educated better as servants.

23. Educated best ; girls' needlework much valued.

24. The educated are much more intelligent and unprejudiced.

25. The educated apprentice makes the most intelligent workman.

26. The educated are most valuable to their employers.

27. For unskilled labour, better to have a man or girl wholly unable to read or write than one who has learnt mechanically in a National school.

28. The educated workman preferred.

29. Men who show the results of a good school education are sometimes deficient in manual skill, more from dislike than incapacity. Most employers prefer educated men ; some farmers do so.

30. Educated workmen and workwomen generally obtain situations of trust.

32. The educated are preferred at once.

33. Educated are highly esteemed, and command higher wages. Masters say that much damage arises from the ignorance of workmen, and accidents are almost always the result of their stupidity.

34. The educated are so much valued, that they seldom remain mere workmen, except in the army or navy.

35. They are not to be compared, but contrasted. The educated will be found the more apt, methodic, trustworthy, best able to judge rightly as to the relative duties of employer and employed, and the importance of their mutual fulfilment. They do not, as a rule, tolerate ignorance, either in companionship or family, thus acting in their social capacity as promoters of education.

Their homes present marks of neatness, if not of taste and refinement ; their pleasures are raised from what is sensual, to intellectual enjoyment. Where religion is found in combination with education, its value is greatly heightened. I think it would not be hard to prove that much of the progress that education has made of late years might be traced to this combination, in even humble individuals.

Question 2.

What is your experience as to the value which poor people, who have received a good school education, set upon it in after-life ?

3. They value it highly.

4. Very few above the age of 20 have received a good school education.

5. They value it, but will not make a great present sacrifice.

6. They value it highly.

7. They value it highly, and use every effort to give their children the same.

9. Those who have learnt little, lament the loss of early opportunities, and prize what they have acquired.

11. They prize it highly.

13. They value it, but more as a social distinction than a moral benefit.

14. They value highly the ability to read and write; several have said they would rather go without food than without books, others would sacrifice a great deal to read only a little.

16. They are generally thankful.

17. Those who have received it do not much value it, those who have not regret the pecuniary loss.

19. Those who have received a sound religious education consider it a blessing.

20. It is considered of very great value.

22. They are thankful for it.

23. They do value themselves for it.

24. They set a great value upon it.

25. Poor people who know the advantage of education will submit to any sacrifice, in order that their children may be educated.

26. Generally, their estimation of it is very high.

28. Sometimes it is well used.

29. Parents of intelligence and education generally give as a reason for seeking education for their children, that they have felt its advantages.

30. It is generally valued as the means by which they have improved their position.

32. The very highest value is attached to it, shown by their often seeking a better education for their children, by the exercise of great self-denial.

34. They value it highly; in most cases it has been of service to them, and they are particularly anxious that their children should receive as good an education as possible.

35. I consider that they set a just value upon it, so far as they have received the same benefit, judging thus from the self-denial they undergo to obtain it for their children. Let me mention a case in point:—A working carpenter, who has seven children and supports an aged mother; four out of the seven children are kept at school, one of them is a boy $12\frac{1}{2}$ years old, his father being anxious to give him as much schooling as he can, before he puts him to business. The whole of the family (ten persons) live and sleep in two kitchens and two small bedrooms, and the man passes for a respectable man. Who can doubt it?

Question 3.

How far do they avail themselves of such means of keeping up or extending their acquirements as reading-rooms, lectures, evening schools, and the like?

4. The young men and women who have attended our best schools do take advantage of these helps, and the numbers are likely to increase every year.

5. Lectures are generally well attended, but not by the poorest class.

6. Evening schools are much sought after by the younger poor, and the elder may be easily drawn to them. Lectures, if well conducted, on popular subjects, are much liked; (*ex. gr.*) two sets of free lectures last winter well attended, and the whole expense defrayed by pence voluntarily dropped into a box at the door.

7. Reading-rooms and lectures are not well attended; concerts and elocution entertainments are. One institute (St. George's East) has 120 members.

9. They are eager for evening schools. Lectures are not very popular; agricultural pursuits render them and reading-rooms nearly useless.

10. They spend their leisure in reading cheap periodicals.

11. Many avail themselves of these means and of cheap literature.

16. Not much.

20. Not much; they are too weary, and their working hours too late.

22. They show some disposition to do so.

23. They are willing to do so, when not drunken or over-worked.

25. They will attend interesting lectures, especially if illustrated by diagrams. Lectures and libraries draw many away from the alehouse.

26. Not generally, unless allured by popular lectures or newspapers, then they frequently fall into evening classes.

27. They do not avail themselves much of the means of keeping up their attainments. Reading at home would be much better than reading at public rooms.

28. Not to the extent desired.

29. A good deal, but more as an agreeable amusement than a serious improvement.

30. They enjoy reading at home more than attending lectures and reading rooms.

32. Where such means are adapted to their wants and comprehension, they avail themselves largely of them.

34. The class of people for whom they are intended do not avail themselves of these means, on account of long hours of labour, family duties, want of money, &c.

35. Lectures of any amount of interest are very fairly, and many well, attended.

Question 4.

Has your experience enabled you to trace any connexion between the spread of popular education, and the spread of a taste for music, singing, drawing, and other similar accomplishments amongst the poor?

4. A taste for singing, drawing, &c. is rapidly increasing.

6. There is a growing taste for music; teaching good music always raises the character of a school and attendance at it. Musical treats are highly successful.

7. Yes; all our boys are taught drawing—like it; the upper class are taught singing.

9. Improvement in singing; the choice of songs is better. The advantage of education is shown strongly, in the management of club dinners.

11. Music has spread largely, by the use of musical notation.

16. "Only generally."

20. For music.

21. Music and drawing are becoming more popular.

26. Most certainly.

27. A taste for choral singing is increasing.

28. Yes, there is; and this taste is gratified in casinos, dancing rooms, &c., which are ruining our young men and women, for want of provision for gratifying them in a rational manner.

29. There is a decided increase of taste for music, consequent on the improvement of education.

30. These accomplishments are not cultivated among the poor, their labour being such that rest gives them more pleasure.

32. There is great increase of taste for music.

34. The taste for them has certainly increased.

35. I have observed that many who have received a fair amount of practice and taste for singing and drawing at school are found in the evening singing classes and schools of art, some pursuing these attainments as a source of amusement, others making them a study. An elocution class with which I am acquainted has a weekly attendance of 130, and sometimes more; many of those in attendance are between the ages of 14 and 18 years.

MISCELLANEOUS OBSERVATIONS and SUGGESTIONS extracted from the several answers received but not specially applicable to any particular question.

N.B.—The numbers refer as before to the particular correspondent.

GENERAL OBSERVATIONS.

3. Much experience in London. Of boys only, the results in a moral and religious point of view are most gratifying; chiefly, however, where the parents are, if not religious, of good moral character; in many all moral and religious teaching is neutralized by parental example and want of control at home.

4. Work done at home has a remarkable effect on the parents, they are greatly interested in the drawing; arithmetic and needlework are also well attended to, probably because they expect them to be useful in future life. Our experience in this matter is greatly in favour of an increased adaptation of school teaching to the special wants of the labouring classes. Reasonable attention to the physical wants and peculiar feelings of children keeps them contented, and want of it occasions their leaving early.

The children's own inclination to go to school greatly influences the parents, even more strongly among the poor than the rich. When a child is contented at school the parents will make great sacrifices to keep it there; parents frequently give that reason; therefore a cheerful happy school is almost more necessary than a well-taught one to secure the prolonged attendance of the children.

Where payment is taken once in six weeks parents often bring their threepence weekly for the teacher to take care of, lest they should not have the sum ready when due, and cheerfully add one penny a week for drawing.

Some teachers have the art of winning the confidence of the parents almost irrespective of their teaching; a point which ought to be more attended to than it is, both by patrons of schools and teachers.

Different rates of payment might obviate the necessity for ragged schools, which my experience leads me to think great though necessary evils.

Inspectors should be cautious in recommending teachers to schools, that they may not unnecessarily increase the suspicion of favoritism.

It has been suggested that teachers *under 35* should be registered during the next four or five years, and less stress laid on the two years

training; however, the number of trained teachers added every year is rapidly reaching the demand, and if it continues at the same rate for ten years will probably greatly exceed it.

It would be an improvement if pupil-teachers were taken at the age of 15 or 16, and apprenticed for three years only; a better judgment could be formed of their characters, and they would be more useful. There are frequent complaints of pupil-teachers being very weary of five years' apprenticeship and two years' training. Two or three scales of payment to the parents of pupil-teachers, to be applied at the discretion of the inspectors, would be very useful, especially in London and in manufacturing districts.

6. Inspectors are too often not at all acquainted with the practical difficulty of carrying on a school: they are mere clever theorists.

It is difficult to get pupil-teachers, because parents must support and clothe a child for a year, the whole payment of which will be forfeited if he or she does not pass examination successfully; the children chosen for pupil-teachers are the very ones who would most easily obtain situations. A fixed payment for work done, with a special bonus for efficiency, would remove this difficulty.

Farmers' sons nearly the worst educated class; they fall into the hands of mere adventurers. Good middle class boarding schools greatly wanted.

7. The care of the clergyman has more to do with the success of the school than any other cause.

In agricultural districts schools are empty in summer and full in winter; in London this is reversed—the former is from employment, the latter from want.

The advantage of teachers having a direct interest in the pence proved. When the master of this district was appointed there were 140 boys, and the pence amounted to 70*l.*, the master was to have 10*l.* and all the pence; in two and a half years the average number is 283½ pence; 130*l.* by gradual increase. In the girls' school, under the same arrangement, the number has risen from 96 to 153; the pence from 38*l.* to 53*l.* 10*s.*

13. Too much stress laid on scholarship unfits girls for the life of activity and the ceaseless demands upon temper, forethought, and health which a poor man's wife must expect; girls from reformatories, and other places where all sorts of appliances are used, do not become good servants.

The reports of inspectors infuse energy into all schools; it is much to be regretted that the report of each school is not now published separately.

Over refinement in education does not in any class lead to content. Masters and mistresses trained at Normal schools, separated from their own class by tastes and habits, enter into no other: those above them, however much they may esteem the individual teacher, will not associate with his relations. With women-teachers this leads unavoidably to their seeking to marry above their class, often to imprudent engagements of pupil-teachers before they enter training institutions. These circumstances greatly lessen their usefulness in the school, the country is put to great expense, and does not receive the services paid for. Schoolmasters are discontented for want of a prospect of rising; *all* cannot rise in this calling any more than in any other, but if *some* did it would be a prospect for all. Opportunities might be found in the Colonies.

Training in Normal schools is over-refined: the system does not secure the services of persons of the age and condition best adapted for the formation of character in children: the *motherly* element is lost: in

fact, mistresses and pupil-teachers need this influence for themselves, and cannot supply it to the children, and in many points, such as dress and conduct, require the care and advice they should be able to give. Needlework, especially cutting out, has not been sufficiently attended to, yet it is of great importance in a working man's family.

The religious instruction given, unless very carefully attended to, resolves itself merely into an intellectual exercise; it has not usually individuality enough to sink into a child's mind and heart. Education is seldom represented to the poor as a blessing in itself for every condition of life, but as a means to enable them to get into some other condition; by this means the want of self-respect and respect for their class is greatly increased among the poor. A taste for music and other accomplishments does not tend to sound instruction in any class, but leads to amusements and company of a very doubtful description. Parents trusting implicitly to the managers of schools as to the matter and manner of their children's education throws great responsibility on managers, and therefore experiments should be very carefully tried.

One difficulty in sending children to school is, that careful parents do not like them to go with companions they do not approve, and cannot always go with them.

A lad who has been at school till he is twelve or fourteen is not the same creature he was at eight or ten; probably not so docile, homely, or useful; would not do for the same wages, or be kept on the same food, and in skill would be inferior to the boy who began work at ten. The advantage of securing the protection of employers is to be considered. Steady working people will often remove a child earlier than the careless or the ambitious. Urging children to remain long at school has been pushed too far for their interest, and that of the working classes generally.

15. Many instances have occurred to me among the sick poor of seeing that, amidst regrets that the temptations of youth had led to a temporary forgetfulness of early lessons, the seed and impression yet remained. One young man produced from under his pillow the very Bible which had been given him on leaving school; no temptation or carelessness had prevailed on him to part with it, though he owned to sad neglect. Some scholars from a National school have risen in society, conducted themselves and brought up their children admirably; one especially, who married a girl as exemplary among the girls as he was among the boys.

The efficiency of the teachers is of the first importance. Our schools owed their success to two excellent masters, both strict disciplinarians, of whom one rose to a higher station in life, the other continued to be schoolmaster till he died.

Allowing masters a per-centage on the payments of the children works well.

17. Emulation is considerably lessened since the inspectors reports on each school have not been published; formerly masters knew that every one might see them, now they are sent only to the managers.

Pupil-teachers in their first and second years, from want of experience, are only fit for giving instruction, not for *educating*; in the fifth they are so occupied by the approaching change to the college, or to some other occupation, that their minds are not in their work. An assistant master is equal in efficiency to two pupil-teachers; if they were paid the salary of two pupil-teachers in their fifth year, and the head master allowed as for two, there would be far better teaching, while too rapid increase of inferior pupil-teachers would be checked.

If the assistant at the end of three years were allowed to sit for a certificate, provided the inspector's report and his attainments warranted it, a better class of teachers would be obtained. Boys might also be bound for two or three years at the age of thirteen as paid monitors, after which (if found fit for the work) they would become pupil-teachers for two or three years. So that in every large school there would be—for the groundwork of instruction, paid monitors and pupil-teachers; for the higher work of educating, assistant master and head master.

If training colleges would allow students part of their certificate money besides that granted by Government, it would induce them to stay longer, and stimulate to gain high certificates. A successful student gains for his college between 40*l.* and 50*l.* a year.

19. The regulation of school fees is exercised too frequently by the clergy alone, who oftentimes become most unpopular in consequence.

23. Such variety and extent of knowledge is exacted to attain a certificate that pupil-teachers of moderate abilities can never have their minds at liberty to attend to the advancement of the children, consequently they are of less use to masters and mistresses than they ought to be.

25. No sound practical education can be given unless children attend school regularly to the age of thirteen or fourteen.

An hour and a half instruction to pupil-teachers in addition to five or six hours in school soon tells on the health of the strongest master: the confinement and talking are highly injurious; the time to be devoted to the pupil-teachers might be reduced with advantage to all parties.

26. Poverty should be ascertained by strict inquiry, but should be no barrier to education; parents who can contribute to the education of their children should be compelled to do so by law.

Schools liberally supported by local subscriptions should relinquish their claim to Government assistance.

Denominational differences and a rigid enforcement of faith and practice for children of parents belonging to various religious persuasions most assuredly impede the progress of general education.

33. While the inspectors reports were published they were looked for with intense anxiety, and either urged masters to increased diligence or were a source of encouragement; withholding them is the greatest possible mistake, in consequence of which inspection will lose much of its value.

If masters were ever promoted to be assistant inspectors no examination would deter them from trying to obtain the distinction.

HIGHGATE NATIONAL and INDUSTRIAL SCHOOLS, ST. PANCRAS.

Report of Mr. James, the Master.

National and Industrial Schools, Highgate,

DEAR SIR,

August 1859.

IN compliance with your desire, I submit the following statement of the industrial department of the Boys' School:—

We have about five acres of ground, divided into two parts; the first consisting of about $4\frac{1}{2}$ acres, cultivated as a small model farm, entirely on the spade husbandry system; the second of half an acre, two pole

plots, which are let to the elder boys at a rent of 1s. per pole per annum. We have stalls for two cows, sties for pigs, a fowl-house, a room for storing hay, straw, &c., a room for cooking and preparing food for the stock, together with a capacious rabbit-shed and tool-house.*

Our model farm is divided into ten nearly equal plots, each cultivated on what we consider the best system of rotation. We grow principally potatoes, mangel, cabbages, kohlrabi, peas and beans, barley, rye, and Italian rye-grass; the last three are cut green for "soiling off" for the stock, which never eat any of the crops from the ground. The barley and rye are sometimes cut twice a year, and the rye-grass as many as four and five times, by the aid of very frequent and copious applications of liquid manure, which drains from the boys' water-closets, cow-sheds, pig-sties, &c., into a large well, whence it is pumped up into a cistern, and conveyed, by means of iron pipes (laid through the midst of the plots) and a hose, on any plot we like. This has a surprising effect on all our crops; they always appear healthy and vigorous, and our *third* cutting of rye-grass is frequently as good as the *first* would have been without its aid.

One great feature of our method (next to a proper rotation in cropping) is the most rigid husbandry of all the manure made by the stock, and we have always several heaps of refuse, scourings of ditches, &c. decomposing. These are turned two or three times in the course of the year, limed and mixed with the manure, our great object being to have always more or less of this on hand, so as to put in no crop at any time of the year without manure.

About 50 of the elder boys devote one hour daily to out-door industry, when they do all kinds of work under the master's superintendence. They work in two gangs, 25 from twelve to one at noon, and 25 from four to five in the evening, so as not to interfere with the ordinary school hours.

They thus learn on the model farm what they have to put in practice in their own gardens. They are paid one penny an hour for all other time they work for the school. Nearly 15*l.* were paid to them for such extra work last year, and in 1857 nearly 18*l.*

They like this employment much; some obtain considerable proficiency in it, and can be trusted to perform, without superintendence, the most critical operations, such as preparing seed beds, transplanting corn, or thinning mangels, all of which, though simple enough to *men* accustomed to garden and farm work, require much care, and thought too, on the part of a *boy* of twelve years of age. In thinning mangels, for instance, he must be continually thinking what plants he ought to pull out, and which to leave, and, when asked, be able to give his reason for having performed it in any particular manner. Such work as this, I find, makes them more intelligent and thoughtful.

The boys, too, take great interest in the crops which they have themselves helped to plant, watch their daily growth, and invariably plant those in their own gardens which seem to flourish best in a soil similar to their own and return the largest profits. They also pursue the same methods of cultivation.

* In the Third Irish Reading Book, Lesson 93, p. 281, under the title "Small Farms in Belgium," will be found a description of the farm of which ours is designed to be a model.—J. W.

They are all fond of the animals; the elder boys attend to them in rotation, and take much interest in doing so.

Another great object in all this is to cultivate habits of neatness and care in the boys, and with this view we keep the animals as clean, and the crops as free from weeds, as possible. The effect of this is seen in their own gardens.

It may be remarked, that all this cannot be carried out without great outlay. At first, no doubt, the expense is considerable, but when once in operation it is more than self-supporting. Casualties will occur and crops fail, but in nearly every instance the master has had a balance to hand over to the treasurer.*

The present year (1859) promises to be a good one. The income from the sale of produce to the present time is 70*l.*, and the outlay about 63*l.*, spent chiefly in food for cattle, purchase of seeds, manure, mowing, stacking, thatching, and payments to the boys for extra labour. We have from 35 to 40 tons of mangels now growing, which, at a moderate computation, will be worth 40*l.*; 30*s.* worth of cabbages; 5*l.* worth of potatoes; a litter of young pigs, 5*l.* more, and five porkers to fatten and kill by Christmas, which will, I hope, realize us about 8*l.* more. If we have no accidents, I trust we shall have a better balance sheet than on any former year.

A careful account of the expenditure and income is kept, which is always open to the inspection of the managers.

The boys also keep an account of their garden produce, and the three boys who make the most of their produce, and keep their plots in the best order throughout the year, receive prizes from one of the managers. This year, in addition to these, two small prizes were given for the best produce of any one kind. The boys had an exhibition in their school-room, when the prizes were awarded by a nurseryman, who is also one of the managers. This excited very great interest indeed amongst all classes, managers, parents, and children, and has given our allotments an interest which I trust they will never lose.

The profits of the plots to the boys vary from 7*s.* to 15*s.*, the average being about 10*s.*

We have also some of the most necessary carpenter's tools, together with a work bench, in the tool shed, and with these the boys are taught to repair their tools, and make many small things, as they are found wanting; they have also paved the floors of some of our outbuildings, and the gutters in the garden.

This, I find, has a very beneficial effect upon them; it makes them handy, and the advantage to the poor man of having a few simple tools, and being able to do little repairs and odd jobs about his home, needs no comment; indeed, the want of this cannot fail to strike any one who is in the habit of entering the homes of the poorer classes; some of them seem not to have even the notion of knocking a nail in the wall—handles of doors, glass out of windows, chairs and tables going fast to ruin, and all for want of some slight repair at first. Those of them who can at all afford it send for the carpenter, and of course the family miss the money; should they be too poor for this,

* A proportion of the general profits of the school garden and farm is allowed to those engaged in their cultivation; this proportion has been so considerable during the last two years that the boys have actually received more than has been paid for their education; and last Christmas, after distributing the profits, as I have described, and making other payments to the amount of 24*l.* 7*s.* 10*d.*, we carried a balance of 18*l.* 6*s.* clear profit to the credit of the general school fund.—J. W.

things go from bad to worse, until a house once decently furnished presents an appearance of squalid poverty.

As to the result of the industrial work on the length of time the boys remain at school, I cannot speak so favourably. Here it defeats one of its chiefest aims. The boys become handy about garden work, the care of cattle, &c., and employers are willing to hire them in preference to street boys or such as have not had similar advantages, so that boys frequently leave us at eleven and twelve for higher wages than many get at fifteen. From this very cause our present first class are not above the average of ten and a half years. Still, I think, the beneficial effect in the industrial training is beyond all question, especially in a place like Highgate, where, when they grow up, they are so frequently employed as out of door servants by the rich, and have a cottage allotment for themselves.

Thanking you sincerely for the interest you take in us,

I remain your's respectively,

To Josiah Wilkinson, Esq.,
Honorary Secretary.

JNO. JAMES.

LETTER from the Master of the London Dock Company's Evening School, St. George, East.

SIR,

London Docks.

In addition to the notes taken by you last evening, it may not be irrelevant to your purpose, if I state that the Company's Evening School was established in the year 1852.

The Directors having in the summer of that year anxiously considered the condition of the lads in their employ, and observing many instances of neglected education at the time of their entering the Company's service, and the little attention subsequently paid thereto, resolved that an attempt should be made to establish a school for their instruction, it was, therefore, arranged that at least two-thirds of the boys should be the sons or near relatives of meritorious Company's servants, and that a book should be kept for the purpose of registering applications for employment, and that the lads be employed in rotation as vacancies occur.

The school was commenced with 143 boys, on the 10th October 1852, and, from inquiries as to their antecedents, it appeared that of 152 boys then in the service—

24 had been partially educated at private schools.

103 had been sent to National, British and Foreign, Public Free Schools, or to schools at a nominal charge only.

23 had only received 12 months' tuition in all.

2 had attended a ragged school for a short time only.

152

of their religious training,—

140 were professedly Protestant.

6 ditto Catholic.

6 were entirely ignorant of religious distinctions.

Although the greater number appeared to have been afforded means of education to a greater or less extent, it was ascertained that most of the lads had been engaged in some employment at a very early age, much earlier than that fixed by the Directors for admission into the service, and had lost much of the training that had been previously bestowed.

It was found that several were engaged to turn a wheel for silk winding, or at a rope factory, at the early age of six years, while many were placed out as errand and shop boys, at from 10 to 12 years of age.

Having given the particulars of the condition of the lads at the time this school was established, I need not trouble you with particulars of progress year by year, as such will be found in the Tabular Statement of our school report, but it may be useful to state,—

1st. The number of boys admitted yearly from the establishment of the school, in order to show the extent of its influence and benefit, viz. :—

1852	-	-	-	—
1853	-	-	-	64
1854	-	-	-	80
1855	-	-	-	70
1856	-	-	-	76
1857	-	-	-	56
1858	-	-	-	59

or an average of
67 $\frac{3}{8}$ per annum.

2nd. The average attendance,—

	No. of Boys on Books.	Attendance per Cent.
1852	- 143	- —
1853	- 176	- 56
1854	- 189	- 58
1855	- 173	- 70
1856	- 191	- 58
1857	- 168	- 70
1858	- 167	- 85

Allow me also to submit a year's account, showing the average attendance each month, as I have no doubt you are already aware that the attendance at evening schools is much influenced by the seasons, and, as a rule, is much lower in the summer than in the winter,—

October	1857.	Average attendance	65 per cent.
November	"	"	81 "
December	"	"	94 "
January	1858 .	"	92 "
February	"	"	95 "
March	"	"	95 "
April	"	"	90 "
May	"	"	87 "
June	"	"	88 "
July	"	"	80 "
August	"	"	71 "
September	,	,	80 "

3rd. The ages of those in attendance during the last three years,—

Ages.	1856.	1857.	1858.
23	1	—	1
22	—	1	—
21	1	2	—
20	3	—	1
19	3	3	7
18	11	11	9
17	19	16	19
16	30	29	26
15	48	38	41
14	45	42	44
13	30	25	18
12	—	1	1

Those above 20 are young men desirous of remaining at the school, and those under 13 are exceptions to the rule.

In conclusion, allow me to direct your attention to the value of annual excursions, not only as a means of directing the lads to moral and rational recreations, but as a social good, as on these occasions it is evident the parents make an effort, and the son is stimulated, by a pardonable pride, to present a clean and creditable appearance; I have reason to believe (indeed our Savings Bank proves) that the boys make these occasions the event of the year, and hoard their wages to provide a superior suit of clothing, which is useful for this purpose, and brings about a much more desirable object, viz., their attendance and decent appearance at a place of worship.

If these particulars should not fully meet your purpose, it will afford me much pleasure to answer any further inquiries.

I am, &c.

(Signed) E. J. POWELL.

To Josiah Wilkinson, Esq.

LONDON DOCK COMPANY'S SCHOOL, Back Road.

NAME.	Ago.	Date of First Attendance at School.	If the Son, or near Relative of any Person in the Company's Service, or by whom recommended?	Previous Employment, and if sent to School before entering the Service.	If accustomed to attend any Place of Worship.

(continued)

QUALIFICATIONS.

Orthography	Reading.			Writing.							Number of Specimens at entering School.	Arithmetic.															
	Cannot Read.	Read Short Words.	Tolerably advanced.	Cannot Write.	Class 4.	Class 3.	Class 2.	Class 1.	Style.			Addition.		Subtraction.		Multiplication.		Division.		Weights.				Tare & Tret.	Duodecimals	Other Rules.	FIGURES. Number of Specimen at entering School.
1, 2, or 3, Syllables.								Slow.	Medium.	Free.	Simple.	Money.	Simple.	Money.	Simple.	Money.	Simple.	Money.	Add.	Sub.	Mul.	Div.					

(continued)

If the following Tables have been committed to Memory.				Entered the Service as	Subsequent Rank.	Discontinued Attendance at the School.
Multiplication.		Weights.				
No.	Yes.	No.	Yes.			

SYSTEM of the HUMANISTIC SCHOOLS, ST. PANCRAS, epitomized from a Communication made to me by Mr. Johannes Ronge, the Master.

The System of the Kindergarten.

This system consists in a selection of occupations by which the hand and the head are alike active, and as in young children the powers of action generally prevail over those of thought, they advance by doing things and by forming objects sooner to the knowledge of them. The whole is arranged according to the laws manifest in the human mind and organism, and promotes the harmonious growth of the intellectual, moral, and physical powers of the child, preparing it thus for school and life. The occupations may be properly divided into three degrees :
 1. Building with solid bodies (wooden bricks), an occupation fit for children of two and a half or three years, by which they gain notions of objects in making them, and thus building up their minds.
 2. Occupations with linear bodies, as stick-laying, stick plaiting, &c., by which young children cultivate in a higher degree their constructive powers than by means of the bricks, gaining likewise a more minute knowledge of the parts of the objects they make.
 3. Industrial and artistic occupations, as paper-plaiting, cutting, folding of paper, drawing and modelling. The latter occupation calls forth the power of observation more than any other, and kindles a love for nature, by the formation of leaves, nests, fruits, flowers, &c.

The transition from the Kindergarten to the school is formed chiefly by the drawing method, which prepares well for writing, and a box with coloured pasteboard slips, arranged for the construction and formation of letters, serves as a happy introduction to reading and spelling. This method is based upon the principle already mentioned. The children make the letters and words themselves, and by this means keep them better in their memories. The mind forms notions of things by taking them first as a whole, and then entering into details. We have, therefore, for beginners the object and the word, and proceed afterwards to the spelling, having respect to the *laws* according to which the human mind acts. All young children like to move and touch the object which they learn. To respect the law of motion in the human organism and to make use of this tendency, we have the reading-box of coloured slips; by which the children form the letters and words themselves. They learn thus reading and spelling with delight and sooner.

Writing is in principle the same as reading, only that the words are made by writing letters, and we have introduced those copies which the children have first to imitate and then to write freely.

Arithmetic begins in the Kindergarten with the counting of balls and cubes, with the object of imparting a conception of the substance of the numbers. In the higher classes arithmetic is continued according to a practical method.

Drawing.—We continue in the upper class the method of drawing commenced in the Kindergarten, the children draw in the net the various angles, the cube, and circle, and compose figures freely with these fundamental forms. After this they draw without lines from objects, commencing again with the fundamental forms.

Besides these occupations, the system comprehends gymnastics, consisting of games combined with music, so that the whole being of

the child is raised, and the soul is occupied with an idea, while the limbs are exercised. The *improvements* we have made in the Kindergarten system here consist in bringing the occupations into an organism, applying it to the rational character, in extending some occupations which act especially upon the young minds, as, for example, modelling, which we have brought into a scientific order for the higher school, and by the reading and spelling box (our own invention) worked out by a corresponding method of reading and spelling.

The Upper School or Association School.

The fundamental principle of these schools is respect for the individuality of the child, resulting from the conviction that it is a child of God and man, endowed with gifts and qualities requisite to enable it to lead a useful, noble, and happy life, for which the parents and teachers have to prepare it. This requires the free and harmonious development of the child's being, or the culture of the powers of the heart and intellect, as well as of the physical powers, according to the laws inherent in the human mind and organism. By this the character grows naturally, and is to be cultivated by a corresponding discipline. The principle of discipline is the *law* of life or love, *i.e.* love guided by reason and wisdom. The principle of fear and corporal punishment are excluded. We punish children who have not attended their lessons by depriving them of the pleasure which nature produces, and which for children is playing with their companions; children who disturb the class are simply separated for one or more hours. This discipline, to be effectively carried out, requires the co-operation of the parents; and thus the organization of the school results from the fundamental principles.

We established the Upper School, which has the name Association School, in 1855, and have 40 to 50 children on the average. The terms were, first class 10s., second 14s., third 20s. per quarter, without any extras. Usually we have had three or four teachers occupied. The expenses in the first two years exceeded the income, although Mrs. Ronge and myself gave our labours without remuneration. We also did not succeed in enlisting a great number of parents for co-operation with the teachers and the Committee. We were, therefore, obliged, in order to carry out the principle of co-operation of teachers and parents, to raise the terms, and in this way to enlist the better educated classes in the cause. In the beginning, the higher classes would not trust their children to a school which appeared to them an experiment. But after the press had reported favourably we made progress, and have now a greater number of parents co-operating with the teachers and attending our meetings than we had last year.

At present, the organization of the Schools and Kindergarten consists, first, in a Committee of directors, responsible for the maintenance of the principles and the monetary management; secondly, in a Committee of parents and teachers, which fixes the plan of the lessons, the branches of instruction, the rules of discipline, and the programme for the school. These two Committees meet once every month, and all the parents of the school children are called together every quarter; they can also attend, without payment, the monthly lectures given during winter. The Committee of directors maintains an intercourse with the committees of other schools, and promotes the propagation of the system.

Mr. Ronge then enters into a lengthened explanation of the mode in

which the same principles are applied to the higher branches of education, geography, natural science, human culture, social economy, languages, &c., and other matters which are beyond the usual range of popular elementary education.

LETTER from the SECRETARY of the LONDON FEMALE PREVENTIVE
and REFORMATORY INSTITUTION, ST. PANCRAS.

London Female Preventive and Reformatory Institution,
SIR, 200, Euston Road.

I HAVE much pleasure in forwarding the following statistics respecting the educational attainments of 168 young women who have been inmates of this Institution,—121 could read and write; 14 could read, but not write; 33 could neither read nor write.

I think these may be taken as a fair sample of their class in society. From the many interviews I have had with the numerous applicants for admission, I have elicited that the majority have had sufficient education in reading, writing, &c., and have also been instructed in the principles of religion; but with all this, I have discovered a most lamentable ignorance of the important principles necessary to guide with safety and success through life, and I am more than ever anxious to call attention to this, from the fact that while improvements of every kind are daily advancing for the general benefit of the country, immorality prevails to an awful extent in our large towns and cities; and this sad fact is presented to us while far more extensive remedial measures are employed for the amelioration of those evils than heretofore. How is this to be accounted for? I think we may learn much by ascertaining from whence the majority of unfortunate young women are drawn. It is quite true that occasionally young females are found among the fallen who have received all the advantages that careful training could possibly give, but the great majority have not been thus favoured; they comprise daughters of small farmers, tradesmen, artisans, and labourers. But is there so much difference in the moral and religious training of the classes above referred to as to cause the great disproportion alluded to? I think not, although the superior training these enjoy serves to protect them in a measure, and they are more carefully guarded during the critical period of youth, while the others are thrust upon the world by force of circumstances, to support themselves. Domestic servitude is the most valuable kind of labour that dependent young women can apply themselves to, but all have not the desire or capacity for it. There are other kinds of labour presented to young women, especially in large towns, of a kind which offers to the naturally light and frivolous peculiar temptations. Take, as one example, artificial flower making and other fancy work, which abound to a greater extent than ever, giving a miserable pittance to thousands of young females from the age of twelve years. There is a wide difference between the supervision exercised over these persons and domestic servants; the one is engaged by the year, the other only by the day; the respectability of a family is affected by that of the servant, but it is not so in the large work-rooms; the labour of the work is regarded simply as part of the cost of the article manufactured; if it pays, there ends the interest of the employer in the employed. Further, the fancy workers are free from domestic rules and may dress as they please, and generally a fearful love of dress is cultivated, to satisfy which, in many instances, vice is resorted to. During the last few years, also, we have

had an awful addition to the amusements provided for what is termed "the people," in the casinos, dancing-rooms, cheap concerts, &c.; in these places at night many thousands of young persons of both sexes assemble; among them may be found a considerable proportion of those who work by day at these fancy employments, and I must add, that while I have many more applicants who describe themselves as servants, yet there is doubtless a very large amount of vice undiscovered, in consequence of the position in which they are placed. These facts force us to a very important question. Is there any defect in our present system of education? My remarks have applied principally to females, but there is also an equal and perhaps a greater number of licentious young men, and, therefore, looking at a cause affecting the one sex, we may find what affects the other. The end generally sought to be attained by secular education is, to enable the subject to earn a living, and to qualify him to conduct himself respectably in his particular station; the end of religious instruction is to teach him how to get to heaven. The importance of both cannot be questioned; but the secular is certainly defective, and I wish to call special attention to this. It is not enough to prepare a boy for the workshop, or counting-house, or one of the professions, or to teach a girl to read, write and sew, or to learn accomplishments: these are useful only as parts of education. There is the science of morals to be learned, the nature of which you are acquainted with. Is it of any value? You will, I think, answer in the affirmative. Unquestionably, it is equally valuable to all classes of society. Some may object that it might be beyond the capacity of the masses. I think not. It may be so simplified as to be within the scope of the meanest intellect. Others may think that it might tend to raise them above their station. I see no such danger, but rather the reverse, as it teaches to discharge the obligations of life with integrity, as the sure path to honour and success, and demonstrates the inevitable consequences of virtue or vice.

I am, Sir,

Your obedient Servant,

E. W. THOMAS.

Josiah Wilkinson, Esq.,
2, Paper Buildings.

REPORT

OF

W. B. HODGSON, ESQ., LL.D.

REPORT of Assistant Commissioner W. B. HODGSON, Esq., LL.D.,
on the STATE of POPULAR EDUCATION in the METROPOLITAN
DISTRICT, in the UNIONS of ST. GEORGE'S SOUTHWARK, NEW-
INGTON, WANDSWORTH, ST. OLAVE SOUTHWARK, and ST.
SAVIOUR'S SOUTHWARK.

London, July 30, 1859.

MY LORD DUKE AND GENTLEMEN,

WITHOUT preface, I proceed at once to take up in order the several points treated in the "Instructions" to the Assistant Commissioners.

I. *Statistical Inquiries.*—The total number of circulars issued and received (exclusive of duplicates) amounts to 1,565, thus divided:—

L. General Enumeration	-	-	-	739
M. Public Schools	-	-	-	173
N. Private Schools	-	-	-	444
O. Evening Schools	-	-	-	65
P. Sunday Schools	-	-	-	144
				1,565

The table on the next page shows in one view the whole school-provision of the district, including, as it does, day schools (public and private), evening schools, and Sunday schools; with 38,468 pupils in the first, 3,109 in the second, and 27,565 in the third.

While Circular L. was issued to all day schools without distinction, Circular N. has been issued to very few private schools in which the terms of instruction have exceeded one guinea per quarter. In thus attempting to draw the line between the lower and the higher class of what are known commonly as "commercial schools," I have acted in conformity with what I understood to be the views of the Commissioners, and in unison with my colleague, Mr. Wilkinson, whose frank co-operation throughout, and whose assistance at the outset of this inquiry, I would here, once for all, duly acknowledge. In every case, almost without exception, the returns were presented in person, either by my clerk or by myself, and in the case of private schools, wherever possible, the needful information was obtained upon the spot. Where this could not be done, the circulars were sent back by post, or, in many cases, obtained by repeated calls. Admission to public schools was, as a rule, freely permitted; in private schools it was generally, if not refused, only grudgingly allowed. Where, as occasionally happened,

TABLE I.—Showing GENERAL VIEW of the DISTRICT SCHOOL-PROVISION.

UNION.	Day Schools.											Evening Schools.			Sunday Schools.					
	Number of Schools.			Public.			Private.			Total Number of Day-school Pupils.	Number of Schools.	Number of Pupils.			Number of Schools.	Number of Pupils.				
	Public.	Private.	Total.	Number of Schools.	Number of Pupils.			Number of Schools.	Number of Pupils.			M.	F.	T.						
					M.	F.	T.		M.							F.	T.	M.	F.	T.
Wandsworth and Clapham -	71	145	216	71	3,673	3,326	6,999	145	1,713	1,500	3,213	10,212	13	578	174	752	39	2,077	2,292	4,369
Newington -	16	223	239	16	1,750	1,557	3,307	223	2,373	2,596	4,969	8,276	13	205	170	735	32	3,300	3,745	7,045
St. George's -	42	67	109	42	3,697	3,628	7,325	67	706	789	1,495	8,820	16	667	468	1,135	34	3,441	3,318	6,759
St. Saviour's -	19	44	63	19	1,594	1,049	2,643	44	627	495	1,122	3,765	11	157	181	338	19	1,394	1,527	2,921
St. Olave's -	15	30	45	15	1,040	694	1,734	30	335	481	816	2,550	5	65	42	107	11	870	1,264	2,134
East London -	33	34	67	33	2,152	1,719	3,871	34	308	666	974	4,845	7	170	232	402	15	1,991	2,346	4,337
Totals -	196	543	73	196	13,906	11,973	25,879	543	6,062	6,527	12,589	38,468	65	1,842	1,267	3,109	144	13,073	14,492	27,565

all information was refused, further personal or written remonstrance almost always succeeded in removing the opposition.* In some public schools of which the managers, being strict voluntaries in education, forbade the teachers to make a return, I was allowed, more or less freely, to make out a return for myself. In only one case, with a private school teacher, did I find all argument ineffectual, and his letter in reply to one from me is given in the Appendix, p. 571.

In no case, so far as I remember, have I experienced any personal rudeness or incivility; even where the greatest jealousy has been expressed regarding the Commission, and where the severest strictures have been made on "inquisitorial meddling," "abuse of public money," "ridiculously minute inquiries," &c., &c., I have been able to soften down the resistance; and many most pleasing and not unprofitable conversations have had this inauspicious beginning. From no class of persons have I received more aid and more civility than from clergymen, with only one exceptional instance, and that due to very trying bodily illness. If, without invidiousness, I might mention one name, it would be that of the Rev. W. Cadman, the truly Christian rector of St. George the Martyr. It is gratifying to be able to declare that of the many hundreds of persons of all ranks, creeds, opinions, characters, and professions with whom I have come in *contact*, I have come into *collision* with not one; I trust I have *given* as little offence as I have *received*.

On the other hand, I am bound to say, that only in a very small minority of cases did I find, at least among private school teachers, any perception of possible advantage from this inquiry to the education of the country, or any interest in the inquiry further than as it might affect their own personal position; too many had good reason to fear that they at least were not likely to gain by any extension of public education, and with such it was often somewhat difficult to deal. Inquiries unwillingly answered are not likely to be carefully answered, and I have had trouble to guard against possible exaggeration of numbers of pupils, &c. One practice I found very common, that of stating, as the number of pupils actually in the school when the return was made, the number which the school had reached at some former time,—of course, a higher number, but which the teacher was apt to regard as "our number," the number which the school ought to have, from its having once, it may be generally, had it. I do not in any instance *assert* the commission of wilful fraud.

In general, I may say that the returns which it has cost me the greatest trouble to obtain are precisely those on which the least reliance can be placed; those promptly made I have found to be generally full and accurate; in many cases, the evasion and procrastination and omission of important details, and the tendency to substitute vague averages for present facts, were exceedingly

* One lady was afraid that she might be entrapped into signing a petition "or something." "Her husband had once scolded her for so doing." She has since sold her school, and with the fixtures, transmitted to her successor her hatred of what she called "furring out."

trying. The return which had the distinction of being the very last to be received was not obtained till after ten calls, seven by myself and three by my clerk, and five or six letters. In some cases repeated calls were necessary, in order to have omissions supplied and errors corrected. The general impression, I think, I have found to be, that if less information had been sought, more reliable, if less extensive, information would have been obtained. The very magnitude of the task imposed induced carelessness in its execution, and many teachers complained bitterly of the burden, as an addition to their other oppressive duties. One master, whom I found very willing to oblige, requested a delay of several weeks, as his every hour was devoted to preparing himself for a coming examination. The grievance was often increased by the necessity of making returns to other persons, and sometimes other returns connected with this same Commission. Again, very frequently the materials did not exist for making the required returns; no registers had been taken, or they had been destroyed, or they were not to be found; they were in the custody of some treasurer or secretary who was not within reach, or who had mislaid them; or the master had only of late joined the school, and had no means of knowing what passed before his time.

In no respects, probably, are the returns more defective, or has more difficulty been found, than in that of *finance*. Of this department the teacher was rarely cognizant, and there was often great difficulty in obtaining any information from the secretary or treasurer. In a few cases it was refused, because returns are regularly made to the Charity Commissioners; in at least one case because the treasurer was "too much occupied with his own affairs to do anything of the sort." Each place has, of course, its own difficulties, and I do not wish at all to exaggerate those with which I have had to contend. But, while London presents an advantage in enabling the whole field to be, as it were, occupied simultaneously, and so, in allowing time for inevitable delays, I cannot but think that in London, more probably than in any other place, the constant and universal pressure of business makes it difficult to give attention to anything that does not enforce its claim; while an Assistant Commissioner, who in "the provinces" is generally known, recognized, and aided, is in London quite unknown, unhonoured, and unconsidered. On the whole, I could not but feel that my visits, to private schools at least, were not more welcome than those of the tax-collector, with whom I was often supposed to be allied, while I was not armed with the authority which, in his case, compels attention, if not respect.

In one or two instances difficulty arose from schools established and maintained by individual beneficence being regarded as public schools. In these, as in many other cases, it was apprehended that some mistake must have been made, as "they were not under Government." Of course, it was in schools connected with the Committee of Council that the means of supplying information existed most amply, from the registers being most accurately kept. In many schools, especially private, registers seem to be quite unused. Year by year, however, school statistics are more extensively and carefully recorded.

The value of the results depends much on the mode in which

they were obtained, and not the least important part of the inquiry has been the preliminary search for schools. The first step taken was to obtain from the poor-rate collectors a list of schools within their several districts. By all of these returns were made more or less correctly, with more or less delay. All, without exception, showed the utmost readiness to promote the object. Only one among them inquired, before making his return, at what rate he was to be paid. All expressed their contentment with the very moderate remuneration that was made to them, and it was with difficulty that one was induced to accept any payment whatever. But in the lists thus obtained many of the poorer schools were not given; for example, where the rates were compounded for by the house owner, not paid by the tenant. Not unfrequently teachers gave information of the whereabouts of their rival neighbours. The pupils of one school would report the existence of other schools near their homes. City missionaries, policemen, postmen, children in the streets, old inhabitants, all were, at times, of service. Then it was necessary to explore in person alleys and lanes and courts, to knock at the doors of houses here and there, to walk up one side of a street and down the other, on the watch for some of the various indications of the presence of a school. Discoveries were sometimes made in most unlikely holes and corners. Sometimes the landlord had forbidden any ticket or sign to be exhibited. After all the diligence that has been used, I cannot venture to say with perfect confidence that the ground has been thoroughly exhausted; so numerous, so very small, so very obscure and hidden are many of the dames' schools.

The following tables show the number of schools that, from whatever cause, have filled up Circular L. only, with the number of pupils therein, and their ages.

TABLE II.

UNION.	Schools that have filled up Circular L. only.			Schools that have filled up Circulars L. and M.	Schools that have filled up Circulars L. and N.	Total.
	Private.	Public.	Total.			
Wandsworth and Clapham	67	5	72	66	78	216
Newington - - -	18	1	19	15	205	239
St. George's - - -	3	8	11	34	64	109
St. Saviour's - - -	3	4	7	15	41	63
St. Olave's - - -	—	1	1	14	30	45
East London - - -	8	4	12	29	26	67
Totals - - -	99	23	122	173	444	739

TABLE III.—Showing the NUMBER of DAY SCHOOLS (Public and Private) that filled up Circular L. only, with the NUMBER of PUPILS therein.

UNION.	Number of Schools.			Public.									Private.									Total Number of Pupils.				
	Public.	Private.	Total.	No. of Schools.	Number of Pupils therein.			Number of Pupils under 3 years of age.			Number of Pupils above 15 years of age.			No. of Schools.	Number of Pupils therein.			Number of Pupils under 3 years of age.			Number of Pupils above 15 years of age.					
					M.	F.	T.	M.	F.	T.	M.	F.	T.		M.	F.	T.	M.	F.	T.	M.		F.	T.		
Wandsworth and Clapham	5	67	72	5	171	222	393	-	-	-	-	18	18	67	998	638	1,636	-	-	-	167	234	401	2,029		
Newington	-	-	1	18	19	1	-	318	318	-	-	-	-	4	4	18	250	315	565	1	2	3	13	61	74	883
St. George's	-	-	8	3	11	8	412	785	1,197	-	-	-	-	-	3	75	75	150	-	-	-	-	12	12	1,347	
St. Saviour's	-	-	4	3	7	4	356	136	492	-	-	-	-	-	3	37	31	68	-	-	-	-	2	2	560	
St. Olave's	-	-	1	-	1	1	76	84	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	160	
East London	-	-	4	8	12	4	190	173	363	36	24	60	-	-	8	14	235	249	-	1	1	-	32	32	612	
Totals	-	23	99	122	23	1,205	1,718	2,923	36	24	60	-	22	22	99	1,374	1,294	2,668	1	3	4	180	341	521	5,591	

Of the 122 schools represented by Circular L. only, 99 are private, 23 are public. Of these 23, 13 are Roman Catholic schools, from none of which was any return received. The number of pupils in the Roman Catholic schools have been taken in most cases from the last published report (for 1857) of the Catholic Poor School Committee; in a few cases it has been estimated from observation on the spot, or from information indirectly obtained. The numbers are probably under-estimated.

Out of 99 private schools from which Circular L. only was obtained, 67 are in the Wandsworth and Clapham union alone, that district being distinguished by the number of upper-class schools for both sexes; the total number of private schools in that district being 145 out of 216, the total number of its day schools of every kind. In like manner, of 2,668 pupils in all upper private schools, 1,636 are contributed by this union alone. In the more democratic union of Newington, on the other hand, of 223 private schools of all kinds, only 18 are of the upper-class, with 565 pupils, out of 4,969 in all.

In these upper-class schools the proportion of pupils above 15 years of age is, as might be expected, much higher than in others. In these 99 schools, the number above 15 is, male 180, female 341, or together, 521, out of 2,668 pupils in these schools, or about a fifth (19·3 per cent.) The total number, again, 521 (of which 401 are in the Wandsworth and Clapham union), bears a large proportion to 720, the total number of pupils above 15 in my district, in schools whether public or private. It is further to be remarked that of these 521, 341 are girls, while of the 720, 445 are girls, the boys being respectively 180 and 275; girls being commonly retained at school longer than boys, especially in upper-class schools. In such schools, again, the proportion of children under 3 is extremely small, the total number in those 99 schools being only 4, while in the public schools (L. only) it is 60, and in schools of every kind 1,801. (*Vide* Table XVI., p. 503.)

This is probably the most fitting place in which to speak of these schools for children of the upper classes, which, though above or beyond the main scope of this inquiry, it was yet necessary, for one reason at least, not to leave wholly out of view. The Census of 1851 making no distinction of rank among schools, but stating merely in each district the total number of day schools of every kind, and of pupils therein, it was necessary to ascertain, for the sake of completeness and comparison, at least the number of pupils in upper-class schools, even in order that the number so ascertained might be deducted from the grand total, the remainder being all to which this inquiry specially relates. I have already alluded to the difficulty of marking precisely the limits between the highest schools just *within*, and the lowest schools just *without*, its range. In my district, the union of Wandsworth and Clapham has been already mentioned as the favourite region for such schools for youth of both sexes; and of that union the parish of Clapham is the most favoured part. The inquiry, even limited as above explained, being always delicate and often difficult, I took the whole of that region on myself, though at the expense of much time, owing to the scattered position of schools over so large a suburban district. I regretted this necessity the more because not only, 1, were these schools chiefly for the children of the upper classes;

and, 2, many of these were above the specified age of 15; but because, 3, a very large proportion of the pupils came from other districts. In every instance I succeeded in obtaining the information that I sought; and, though it was not within my province to test the quality of the instruction given in such schools, I lost no opportunity, whether by conversation with the principals, or by such casual inspection of the classes as might be allowed, of forming an approximate judgment of their condition. Some admirable establishments I have had the privilege to see; some most estimable teachers I have met, who impressed me with much respect on both moral and intellectual grounds. In other cases, I could not escape a strong suspicion, approaching sometimes to a conviction, that pretension far outran performance; that even where the object aimed at might be fairly attained, the object itself was not of the best kind, and that little was being done to prepare for the worthy discharge of the serious duties of life.

This was more commonly the impression derived from ladies' schools, with fewer but still striking exceptions; so called "accomplishments," still usurp a disproportionate place in the school curriculum. In schools even of this class, however, much is now taught that was till lately confined to schools for the other sex; and such subjects as Latin, physical geography, geometry, algebra, and elementary science are often taught by gentlemen, some even Professors in King's or University College, who visit at regular times. The establishment of ladies' colleges is, I think, doing much to raise the standard of education in girls' schools, not, perhaps, without some danger to health of body, and consequently of mind, from increased mental strain at the tender period of growth.

Some schools (though the title would be rather angrily disclaimed) aim at specially preparing for civil service and other examinations, at high fees, with princely accommodation and much hard drilling.

One feature was remarkable in very many of those schools, and especially those for young ladies,—the spirit of exclusiveness." High fees are not considered a sufficient safeguard for "respectability." In many cases the principals of schools are forced, against their own wishes and apparent interest, to refuse all pupils as day-scholars or weekly boarders. The admission of any such would, I was often told, issue in the removal of many of the regular boarders who come from a distance. Contact with "local" children is shunned as possible contagion. It was, indeed, quite surprising how few children from the neighbourhood were to be found in any of those schools. I was often led to ask, "What becomes of the Clapham children? Whither do THEY go?" The answer generally was that they had masters and governesses at home, or more frequently were sent to Brighton and other places. It seems a peculiarly English institution to send children of a certain age away from home. Alas! for them, and for their parents; if the home is such that children gain by the exchange! Some teachers would willingly alter the system, and receive children of the district either exclusively or with those from a distance; but the latter plan would be discouraged by parents in other parts of the country, and neither the former nor the latter would be encouraged by parents in the vicinity.

It is natural that in such schools there should be great jealousy

of the slightest Government interference. In very few instances was it spoken of with favour, however restricted it might be. Some thought diplomas for teachers after examination, would be good. In only one instance was I told by a reverend gentleman, master of a private school, and a superior man, that, in his opinion, Government ought to assume the control of education of every kind.

The majority of such schools are in the hands of members, if not clergymen, of the Church of England; but seldom, in day schools at least, are dissenters excluded either purposely or incidentally, through insisting on formulas offensive to dissenters. In boarding schools the case is somewhat different; but I have no precise knowledge how far conformity is exacted from pupils in such schools generally. In some cases, certainly, the presence of dissenters' children would not be welcomed or possible, without the sacrifice of conscientious scruples on the part of parents, if not of pupils.* In many day schools, at least, the door is professedly and really open to children of all sects.

PUBLIC SCHOOLS.—Though these are by far less numerous than private schools in my district (as in others), being in all only 196 (to 543) out of 739, or little more than a fourth of the whole number of day schools, yet they contain 25,879 pupils (to 12,589) out of the total 38,468, or somewhat more than double. If from the total number of private schools (543) are deducted those of a class above the range of this inquiry, and from which, accordingly, only Circular L. has been obtained, amounting to 99, and containing 2,668 pupils,—the result is that, while the inequality in numbers of schools is reduced from 196 : 543 to 196 : 444,—the proportion of children in the public schools would be 25,879 to 9,901, instead of to 12,589. That is, of the total thus reduced from 38,468 to 35,800, the pupils in public schools would constitute considerably more than two-thirds:—

Public	-	-	196 schools, containing	25,879 pupils.
Private	-	-	543 „ „	12,589 „
				38,468

or, 99 schools being
deducted, as above
with 2,668 pupils - 444 „ „ 9,901 „

This great preponderance in the number of pupils, and the greater freedom with which visits were permitted, have led me to devote a very large part of my time and attention to the public schools. I have, accordingly, visited almost every one throughout my district, many of them oftener than once, several thrice, and some still more frequently. A first visit served, at least, to open an acquaintance with the teachers, which was afterwards followed up. Where I was not able myself to visit in the first instance, my clerk called for me, furnishing to me a daily list of persons called

* Some years ago an usher in a large boarding school for boys (still flourishing in my district) told me that it was part of his duty to stand, watch in hand, every morning for ten minutes in a dormitory, while the boys were "saying their prayers" from a card before each. The boys, kneeling on pillows beside their beds, would exclaim from time to time, "Are the ten minutes over yet, Sir?" "May I get up now, Sir?"

upon, with their answers, and reporting to me, day by day, everything of any importance that he observed or learned. This information was often turned to good account in my subsequent visits. As it was impossible to go over the whole ground myself, I was thus enabled, in addition to my own *indiscriminate* observation in those parts of the district which I visited throughout, to direct my attention specially to anything in any part of the district, remarkable as either good or bad, or in any way peculiar. The course of proceeding was briefly this (and I now speak not of public schools only): I took one part of the district, my clerk took another. Wherever he reported any school as deserving special remark, or wherever the returns were considerably overdue, there I called. The work might, doubtless, have been more rapidly accomplished with the aid of a second clerk; but, as I had established a good understanding with Mr. Wright, it seemed to me important to avoid the risk of a less satisfactory assistant, who at the best would need some time and much teaching ere he could understand his duty, even if he did not mar the unity of the work.

As the whole district was at all times within moderate distance I ventured, what I could not otherwise have attempted, to visit, mainly for the purposes of comparison, a few schools beyond the strict limit; *e. g.*, the large free school for Jews in Bell Lane, Spitalfields; the Jews' Infant School in Whitechapel; some National schools in Bethnal Green; the London Orphan Asylum at Upper Clapton; the Female Orphan Asylum in St. George's Fields; the Birkbeck School at Peckham; and the schools of St. Thomas' Charterhouse, in Goswell Street and Golden Lane. To some of these I shall have occasion hereafter to refer.

In only two cases, however, have schools been included in the returns which are not most strictly within the limits. In one of these cases the parochial (endowed) schools* happened to be just beyond the boundary. In the other, while the chapel† to which the school is attached is within the district, the school itself, though immediately behind the chapel and accessible from it, was also just beyond the boundary.

INFANT SCHOOLS.—The following Table shows the number of (public) infant schools in my district to be 42, containing 5,664 pupils:—

TABLE IV.

UNION.	Number of Infant Schools.	Number of Children therein.		
		Males.	Females.	Total.
Wandsworth and Clapham	16	937	869	1,806
Newington	4	362	258	620
St. George's	5	466	561	827
St. Saviour's	5	449	472	921
St. Olave's	3	191	205	396
East London	9	572	522	1,094
Totals	42	2,977	2,687	5,664

* St. Botolph's, Aldgate, said to be the earliest Protestant school in England.

† Bishopsgate Chapel.

Almost all schools exclusively for infants are public schools, though many infants are to be found along with older pupils in private schools. Of infants' (public) schools there may be said to be three kinds:—1, those conducted in the same building, but in separate rooms, with boys' and girls' schools; 2, those constituting a department of a school containing boys and girls, but in a separate building, more or less distant; 3, those entirely distinct from any other sort of school. The great majority belong to the first class, few to the second; but as there are several of the third, it is right that I should urge the importance of having the infants' school always attached and as near as possible to schools for older children. The attendance on infant schools, as to number on books, and still more as to regularity, is greatly assisted by the vicinity of other schools, so that the children may be accompanied to and from school by a brother or sister or neighbour attending a senior school. In one case serious complaint was made to me by the teacher of irregular attendance, especially in bad weather; and the isolation of the school, which is well conducted, was assigned as the reason.

The proportion of infant schools and scholars is good; and perhaps no part of my duty was more gratifying than my visits to some schools of this class.

The following Table distinguishes ragged from other public schools, and divides the private schools into those for the upper, and those for the middle and lower classes:—

TABLE V.

UNION.	Number of Public Schools, exclusive of Ragged Schools.	Number of Private Schools.		Number of Ragged Schools.	Total Number of Schools.
		Upper Classes.	Middle and Lower Classes.		
Wandsworth and Clapham -	71	69	76	—	216
Newington - - -	16	17	206	—	239
St. George's - - -	22	3	64	10	109
St. Saviour's - - -	19	2	42	—	63
St. Olave's - - -	13	—	30	2	45
East London - - -	31	8	26	2	67
Totals -	182	99	444	14	739

The following Table gives the number of pupils in each class of schools so distinguished:—

TABLE VI.—ENUMERATION OF SCHOLARS OF Week-day Schools, Public and Private.

UNION.	Public (exclusive of Ragged).			Private.						Ragged.			Total.		
				Upper Class.			Middle and Lower Classes.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Wandsworth and Clapham -	3,673	3,326	6,999	1,030	621	1,651	685	877	1,562	—	—	—	5,386	4,826	10,212
Newington - - -	1,750	1,557	3,307	202	255	457	2,171	2,341	4,512	—	—	—	4,123	4,153	8,276
St. George's - - -	2,923	2,855	5,778	74	62	136	632	727	1,359	774	773	1,547	4,403	4,417	8,820
St. Saviour's - - -	1,594	1,049	2,643	33	16	49	568	505	1,073	—	—	—	2,221	1,544	3,765
St. Olave's - - -	910	597	1,507	—	—	—	335	481	816	130	97	227	1,375	1,175	2,550
East London - - -	2,067	1,670	3,737	25	231	256	283	435	718	85	49	134	2,460	2,385	4,845
Totals - - -	12,917	11,051	23,971	1,364	1,185	2,549	4,674	5,366	10,040	989	919	1,908	19,968	18,500	38,468

The number of ragged schools is only 14, with 1,908 pupils; and of these 10, with 1,547 pupils, belong to St. George's union alone, which is at once one of the poorest and, educationally, the most active in my district. The remaining four are in St. Olave's and East London, two in each. In Newington, Wandsworth and Clapham, and St. Saviour's there are none. In the last district especially it cannot be said that there is no need for such schools. Doubtless, however, St. George's numerous schools provide in some measure for the adjoining districts.

The proportion of pupils in public and private schools has been already noticed, as well as the division of the latter according to the supposed rank of the pupils.

It deserves remark that in every union but one, girls are considerably more numerous than boys in the private schools of the middle and lower classes, and the total in such schools shows 5,366 girls to 4,674 boys. In all other schools the proportion is reversed. In upper class private schools the proportion is 1,185 girls to 1,364 boys; in public schools, 11,054 girls to 12,917 boys; in infant schools it is 2,687 girls to 2,977 boys; in ragged schools it is 919 to 989, or almost equal; while the total in all day schools shows 18,500 to 19,968. This fact, so far as it goes, seems to indicate among the middle and lower classes a preference of private to public schools for girls.

The different proportions of schools of different grades in different unions is explained by the nature of the respective districts.

PRIVATE SCHOOLS.—“It was stated at the last Census that “nearly two-thirds of the schools of England were private schools.” (“Instructions,” &c., p. 8.) In comparing 1858 with 1851, it must be remembered that the term “school,” as used by the Commissioners, has a much less extensive meaning than it had as used by the Registrar-General—denoting in the former case a separate department of a school building, in the latter a school building, though with two, three, or more departments. As the public schools generally contain a greater number of departments than private schools do,* the returns under this Commission tend to increase the apparent number of public schools, and so to diminish the apparent proportion of private schools. Nevertheless, of 739 day schools of all kinds in my district, 543 are private, *i. e.*, nearly three-fourths; 196, the number of public schools, being 11 above one-fourth (185). As the rate of increase since 1851 is generally believed to have been greater in public schools than in private schools, many of the latter having been absorbed by the former, it is probable that the proportion, as given above, in my district, is exceptional, being greatly due to the extraordinary excess of private over public schools in one union, that is Newington. In different unions the proportion varies considerably. Thus, in Wandsworth and Clapham the private schools are 145 to 71; in

* In Table XXX., p. 575, 22 public schools are stated to contain 37 departments, each of which is styled a school in the Commission returns.

St. Olave's, 30 to 15; in St. Saviour's, 44 to 19; or about double in each case, and on the whole more than double. In St. George's, again, they are 67 to 42, or a little above a third more numerous; in East London they are 34 to 33, or almost exactly equal; while in Newington they are 223 to 16, or *fourteen times as many*. Whatever may be the fact as regards the comparative number of private and public schools, it is almost universally affirmed, (*vide* Table VIII., which shows a different result,) by persons taking different views of the effect, that the number of *scholars* in the latter has been ever increasing at the expense of the former. A comparison between the private and public schools at present in Newington union shows that in the former the average number of pupils is 22; in the latter 206, or above nine times as great; the aggregate in the former being 4,969, in the latter 3,307.

Many of the private school teachers showed great sensitiveness on the score of "terms." "Terms various," "terms so much a week," or, "terms according to circumstances," were not uncommon answers. The column was frequently left blank. One old lady made a most extraordinary reply. After having given her address at "*ghon* (John) St.," and "*fewer* years," surmounted by the figure 4, to prevent mistake, as the "date of the establishment of the school," she says, under the head of "terms on which instruction is given," "not understanding the questing, I answer thus with a view of reading the Bible." Another of much higher position declined absolutely to state the terms, because, as she had given the number of her pupils, it would be easy for the Commissioners to multiply that number by the amount paid by each, and so ascertain the extent of her income, which, though beneath, as she said, the line of the income tax, she did not choose to make known. Many suspected a secret understanding between the Education Commissioners and the Income-tax Commissioners, or the taxing authorities of some other kind.

Two things were remarkable, the recent date of many of those schools, and the brevity of their duration. These two things are, indeed, but different phases of the same thing. When other occupations fail, even temporarily, it is an ever ready resource to open a school. No capital is required, no outlay beyond the cost of a ticket to hang in the window. The smallest room that suffices for the combined parlour, kitchen, and bedroom of a single person, suffices for the largest number of children likely to be drawn together; the floor serves instead of benches; desks are not needed, even if there were space for them; the children bring what books they please; and the establishment is complete, unless, indeed, a cane be added as a not always idle emblem of authority. The closeness of the room makes animal heat save, artificial fuel; and though foul air may for a time make the children restless, it soon acts as a narcotic, and, in keeping them quiet, is as effective as Daffy's elixir, and much cheaper. Should the income not suffice to pay the rent, an emigration ere long takes place; the children are dispersed or received by the next tenant; and the ticket adorns another window, perhaps in the same or in an adjoining street, unless recourse be had to quite a fresh field. In not a few cases disappearances, substitutions, reappearances occurred

during the limited period of this inquiry; and questions as to the whereabouts of the missing one were evaded with true neighbourly sympathy, it being naturally supposed that the questioner had his curiosity rooted in some pecuniary claim.

On the other hand, several schools, even of the rank of dames' schools, had existed for many years, and in some cases had passed through different hands in hereditary descent.

Loud and manifold were the complaints of inroads made by public and ragged schools, which taught everything for nothing, and which were turning the world upside down, (I do not quote *verbatim*,) effacing the distinctions of ranks, and unfitting the poor to be servants of others, without rendering them masters of themselves. As is natural, it was among the most ignorant generally, but by no means always, that such complaints were most rife. Great apprehensions were often expressed lest Government should extend the system of cheap public schools. Some exulted in having gained over a few pupils from the public schools, in which, as they said in substance, much was taught, but little learned.

Many, on the other hand, bewailed the number of ignorant private competitors, and urged the necessity of preventing any from teaching who had not passed a regular examination. Strangely enough such views were not seldom expressed by teachers themselves most illiterate, though they might in their early days have seen the inside of a school, and so call themselves educated. One elderly woman told me that "teachers ought to be made to pass an examination, as surgeons *does*." Each seemed to think his or her neighbours unlicensed interlopers; each sought defence against fresh intruders into the field already over-occupied. Some deplored the ignorance of parents who could not distinguish schools of real merit from those of mere pretension, especially if the fees of the latter were less expensive. Many lamented the difficulty of maintaining any scale of fees, and not only of procuring pupils at reduced prices, but of obtaining even the reduced fees when due. Many children, I was often told, were shifted from school to school, the fees being left unpaid.

In some schools, in which the fees were graduated according to the number of subjects taught, it was scarcely disguised, that it was wished to discourage writing, as a troublesome extra, scarcely within the province of an elementary school. In others, the copy-books of the favoured pupils were shown with pride; in many writing was taught exclusively on slates, these being often held upon the pupil's knee.

In the Appendix will be found notes sufficient, I think, to justify the assertion that none are too old, too poor, too ignorant, too feeble, too sickly, too unqualified in any or every way to regard themselves, and to be regarded by others, as unfit for school-keeping. Nay, there are few, if any, occupations regarded as incompatible with school-keeping, if not as simultaneous, at least as preparatory employments. Domestic servants out of place, discharged barmaids, venders of toys or lollipops, keepers of small eating-houses, of mangles, or of small lodging-houses, needlewomen, who take in plain or slop work; milliners; consumptive patients in an advanced stage; cripples almost bedridden; persons

of at least doubtful temperance: outdoor paupers; men and women of 70 and even 80 years of age; persons who spell badly,* (mostly women, I grieve to say,) who can scarcely write, and who cannot cipher at all; such are some of the teachers, not in remote rural districts, but in the heart of London, the capital of the world, as it is said to be, whose schools go to make up two-thirds of English schools, and whose pupils swell the muster roll that some statistical philanthropists rejoice to contemplate, and to inscribe with the cheering figures, 1 in 8.

It is now time to compare the number of schools in 1853 with that of 1851, as stated in the Educational Census of that year.

TABLE VII., showing SCHOLARS in Week-day Schools, Public and Private, compared with Population, in 1851 and 1853.

UNION.	Schools in Week-day Schools (Ed. Census.)		Scholars of all Ages in 1851. (Ed. Census.)	Population in 1851. (Census.)	Scholars of all Ages in 1853.	Population (estimated) in 1853.	Proportion of Scholars to Population in 1851.	Proportion of Scholars to Population in 1853.
	1851.	1853.						
Wandsworth and Clapham -	180	216	8,029	50,764	10,212	60,027	1 in 6.3	1 in 5.9
Newington -	142	239	5,504	64,816	8,276	72,988	1 in 11.7	1 in 8.8
St. George's -	90	109	6,094	51,824	8,820	55,719	1 in 8.5	1 in 6.3
St. Saviour's -	59	63	3,850	35,731	3,705	37,749	1 in 9.2	1 in 10
St. Olave's -	37	45	2,657	19,375	2,550	19,375	1 in 7.2	1 in 7.5
East London -	73	67	6,126	44,406	4,845	48,015	1 in 7.2	1 in 9.9
Totals -	581	739	32,260	266,016	38,468	293,903	1 in 8.2	1 in 7.6

We here observe an increase from 581 to 739 in the number of schools (an increase much more apparent than real, for the reason stated on p. 521,) and from 32,260 to 38,468 in the number of pupils, or from 1 in 8.2 to 1 in 7.6 of the population of the two periods, as ascertained in the former, and as estimated in the latter,

* One young woman in her return writes, "*grammer and catachism*;" another spells *writing*, "*wrighting*;" a third, *females*, "*feameals*." Unfortunately, bad spelling is not peculiar to the teachers of private schools. One teacher of a public (uninspected) girls' school spells *chapel*, "*chapple*."

The following letter, addressed to me, is copied *literatim* :—

Copy letter, 3rd March, 1859.—“ Sir, I regret that I am not able to attend to all the rules laid down in thee in closed, as my school is of to numberland a cast to meat eyes (of thee publick gaze) at thee same time Sir, I shal be moust appay to refer you to my Children's Parents, as kindly favord me with thir children for some Years any further information that you require Sir, I shall bee moust appy to give Pardone defects
“ I remain
“ Your most Nun.tul Servant,
“ ELEN D.”

In three of the unions there is a large increase, in three a small decrease, in the number of pupils. The greatest increase in schools and scholars is in the large district of Newington. Next to that comes the Wandsworth and Clapham union. The increase in St. George's union is greatly due to the zealous exertions of the Rev. Mr. Cadman, the rector of the parish, who has done, and is doing, much to multiply and to maintain ragged schools. In this union 55 per cent. of the public schools have been established since 1851, the average in my district being 26·9 (*vide* Table IX.)

In the union of St. Olave's, while there is an apparent increase in the number of schools, from 37 to 45, there is a slight decline in the number of pupils from 2,657 to 2,550 (a difference of 107), or from 1 in 7·2 to 1 in 7·5.* In this union the population has been estimated by the Registrar-General as stationary since 1851, and this estimate is confirmed by Mr. R. Slee, Registrar for the district, while he gives the total at 19,240 instead of 19,375. The invariable answer to my questions has been that the population is, at most, stationary.

In St. Saviour's union, while the schools have seemingly risen from 59 to 63 in number, the number of pupils has declined from 3,850 to 3,765, a trifling difference of 85, or from 1 in 9·2 to 1 in 10.† In this union, which educationally does not stand at all high, the Registrar-General reckons an increase of 2,018 in the population. From the Registrar of the district, two letters of inquiry have failed to elicit any reply.

A more serious decline appears in the East London union in the number of schools from 73 to 67, and of pupils from 6,126 to 4,845 (a difference of 1,281) or from 1 in 7·2 to 1 in 9·9. The Registrar-General estimates the population in 1858 at 48,015, being an increase of 3,609 since 1851, when it was returned at 44,406. The correctness of that estimate I have reason to doubt. During the course of this inquiry, and long before I anticipated this result as to scholars, I was informed in the union generally, and especially in the parishes of St. Botolph Aldgate, and St. Giles' Cripplegate, that from the number of houses pulled down to make room for warehouses, &c., the population had diminished, certainly not increased. On this point I may refer to Mr. Defriz, Mr. Mallinson, Mr. Hall, and Mr. Pickett, poor-rate collectors, and to Mr. J. Lee, assistant registrar for the union. Mr. Baylis, vestry clerk and registrar, thus writes:—"As to the population, it is probable that the Registrar-General may have better information than myself on this point; but I am disposed to think that the increase of population in my district will not be so great as estimated."

That the return now made of the number of schools and pupils is correct, however the decline may be explained,—I have no doubt. Of no part of my district can I speak with so much con-

* In the public schools the decrease is 309, but an increase of 202 in the private schools reduces the deficit to 107. (*vide* Table VIII.)

† The decrease in the private schools is 374, but an increase of 289 in the public schools reduces the deficit to 85. The case in St. Olave's is reversed (*vide* Table VIII.) Here the private schools have fallen from 47 to 44; there they have risen from 26 to 30.

fidence. I have myself explored every street, almost every court and alley within it, some of them many times. Of the 67 schools, I have visited every one, public or private, several of them oftener than once. My clerk also has visited some portion of the district, but always in addition to, never instead of my personal inquiries.

As regards the number of *schools*, I was early informed that several small schools had disappeared in the parish of St. Giles' Cripplegate, the present energetic vicar, the Rev. P. P. Gilbert, having given a strong impulse to the endowed schools, in opposition to the dames' schools, which his predecessor, the very Rev. Archdeacon Hale, had greatly encouraged. The decline in the number of *scholars* I believe to be merely in appearance,—consequent, in part, on the restriction of the field of inquiry. The parochial and other territorial boundaries, which in the country are generally recognized, and really important, are in London, where the river does not intervene, practically non-existent. Conterminous parishes freely exchange pupils, and when the means of education are largely or efficiently provided in one district, it draws supplies from the surrounding neighbourhood,—especially if, as in the East London union, the school level in that neighbourhood is low. Now, several circumstances tend thus to draw children off from the East London schools into those of surrounding parishes. 1. Since 1851 two large Jewish infants' schools, which existed in Bishopsgate, have been amalgamated, and removed to Whitechapel, on the outskirts of the union; that school now contains about 650 children, very many of whom, as before, belong to the East London union. 2. The great Jewish free school in Bell Lane, Spitalfields, the number of the pupils in which has increased from 1,120 (650 male and 470 female) in 1851, to 1,768 (1,068 male and 700 female) in 1859, an increase of 648, draws largely from the East London union, and to that owes a part, at least, of its increase. The cluster of poor and narrow streets round about Houndsditch forms a sort of London *Ghetto*, swarming with Jewish tribes. Mr. Mallinson, rate collector of St. Botolph's Aldgate, informed me that this region was occupied almost exclusively by Jews, a statement which my own observation during repeated visits has confirmed. The school in Bell Lane, being Jewish, being free, being close at hand, and being very efficiently conducted, naturally absorbs the teeming juvenile population of this district.* 3. In the adjoining parish of Whitechapel, under the care of the Rev. Canon Champneys, there has been of late a considerable revival among the schools, for both the middle and the poorer classes. One endowed school has recently been remodelled, and adapted to middle class instruction; and ragged schools are vigorously encouraged. 4. With one quite trivial exception, there is no Roman Catholic school in the East London union, while just beyond its

* This school is remarkable in more respects than I have space to tell. It was established in 1817, and has been under Government inspection since 1853. It has 12 pupil-teachers and four assistant teachers. Mr. Angel, the head master, who has conducted it for about 20 years, is no ordinary man. This school, in both its departments, owes much to the munificence of the Rothschilds, who clothe 1,000 boys at a time, and sent calico by the 2,000 yards for the use of the girls' school.

limit is the large Roman Catholic school in Moorfields. 5. Just beyond the boundary of St. Botolph's Bishopsgate, there is a flourishing school in Norton Folgate. 6. I was oftener than once assured that the schools of St. Thomas, Charterhouse, and of Golden Lane (established in 1847, 1854, and 1857, the latter two being the most numerous), draw off many of the children of this union, and that this is the case also in another class, with the City of London school. The Rev. Mr. Rogers informs me, however, that such is scarcely the fact with the schools under his supervision; that having examined the school registers, he does not find very many pupils recorded as belonging to the East London union. 7. It must, lastly, be stated, that while Christ's Hospital is rated to this union for a considerable sum, a portion of the grounds being within its limits, none of the pupils are included in this return. The Secretary of the Commission, whom I consulted, agreed with me in thinking that to include this large establishment, would derange the average, while it would be difficult to include merely a part of the pupils. Since discovering, however, the apparent decline in the number of pupils in the union, I have made inquiry, and I find reason to believe that in 1851 the whole number of pupils in the hospital was returned in the East London union.* If so, the apparent decline would be fully accounted for, especially if the other circumstances just enumerated be considered.†

But, however this local apparent decline may be explained, I do not for a moment suppose that, on the whole, there has been any falling off in school provision or even in school attendance; an increase in both, on the whole, is quite compatible with local decrease here and there; the three unions in which a decline appears are just the three in which education is in the most backwards state. From Table XXIX., p. 530, it will be seen that the public schools returned under this head, there are unimpaired in East London 57·6 per cent.; in St. Olave's, 81·8; and in St. Saviour's; 85·7; while in Wandsworth, Newington, and St. George's the per-centage is respectively 39·3, 35·7, and 37·0.

It is interesting to inquire whether, and how far, the increase on the whole has been in public or in private schools, and especially scholars. The following Table gives the numbers in 1851 and in 1858.

* Christ's Hospital, London, E. C.
July 9, 1859.

Sir,

I BEG to acknowledge receipt of your letter, &c.

The return of the pupils of Christ's Hospital was not made by me, but by Mr. Brooks, the steward of the Hospital, from whom I learn that all the children were included in one return, and he thinks, but cannot say precisely, as belonging to the East London union.

I am, &c.

Dr. Hodgson.

GEO. TROLLOPE.

† The falling off is thus divided:—

Private schools	-	-	-	-	-	356
Public	„	-	-	-	-	925
						<u>1,281</u>

(Vide Table VIII.) The decrease of private schools is from 52 to 34.

TABLE VIII.

UNION.	1851.						1858.					
	Number of Schools.			Number of Scholars.			Number of Schools.			Number of Scholars.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
Wandsworth and Clapham - -	40	140	180	5,061	2,968	8,029	71	145	216	6,999	3,213	10,212
Newington - - - - -	9	133	142	2,441	3,063	5,504	16	223	239	3,307	4,969	8,276
St. George's - - - - -	18	72	90	4,442	1,652	6,094	43	67	109	7,325	1,495	8,820
St. Saviour's - - - - -	12	47	59	2,354	1,496	3,850	19	44	63	2,613	1,122	3,765
St. Olave's - - - - -	11	26	37	2,013	614	2,637	15	30	45	1,734	816	2,550
East London - - - - -	21	52	73	4,796	1,330	6,126	33	34	67	3,871	974	4,845
Totals - - - - -	111	470	581	21,137	11,123	32,260	196	543	739	25,879	12,589	38,468

While the private schools have thus risen from 470 to 543 a real increase), the public schools have risen apparently from 111 to 196. As regards *scholars*, the comparison is free from the source of fallacy which vitiates the comparison of *schools*. While in private schools the scholars have increased from 11,123 to 12,589, those in the public schools have risen from 21,137 to 25,879; while the increase in number of pupils of all kinds from 32,260 to 38,468 is 19·2 per cent; that in the private schools is 13·1, and that in the public is 12·4. As regards schools, the case is, of course, more striking, but delusive; while the real increase in private schools is 15·5 per cent., the apparent increase in public schools is 76·5 per cent., the increase on the whole appearing to be 27·3.

An examination of the unions separately will show how far in each the increase or decrease of scholars is due to the public or to the private schools; I have made the estimate, but it is, perhaps, needlessly minute.

The following Tables IX. and X. enable us to judge of the increase of public schools and public school buildings in the several unions since 1851 :

TABLE IX., showing the PERIODS in which 141 PUBLIC SCHOOLS were established.

N.B.—In framing this Table those Schools which were established in 1851 have been classed among those established since 1851.

UNION.	Number of Schools established.			Per-centage of Schools established.	
	Previous to 1851.	Since 1851.	Total.	Previous to 1851.	Since 1851.
Wandsworth and Clapham - -	37	14	51	72·5	27·4
Newington - - - -	10	1	11	90·9	9·0
St. George's - - - -	12	15	27	44·4	55·5
St. Saviour's - - - -	11	2	13	84·6	15·3
St. Olive's - - - -	10	1	11	90·9	9·0
East London - - - -	23	5	28	82·1	17·8
Totals -	103	38	141	73·0	26·9

TABLE X., showing the PERIODS in which 105 PUBLIC WEEK-DAY SCHOOLS were erected.

.N.B.—Those Schools which were erected in 1851 have been classed among those erected since 1851.

UNION.	Number of School Buildings erected			Per-centage of School Buildings erected	
	Before 1851.	Since 1851.	Total.	Before 1851.	Since 1851.
Wandsworth and Clapham -	32	14	46	69·5	30·4
Newington - - - -	8	4	12	66·6	33·3
St. George's - - - -	12	6	18	66·6	33·3
St. Saviour's - - - -	4	1	5	80·0	20·0
St. Olave's - - - -	6	3	9	66·6	33·3
East London - - - -	14	1	15	93·3	6·6
Totals -	76	29	105	72·3	27·6

From these it appears that, taking 141 public schools and 105 public school buildings, 38 of the former have been established, and 29 of the latter have been erected during or since the year 1851, against 103 and 76 respectively, established and erected before 1851; the per-centage of increase, on the whole, being in schools 26·9, and in school buildings 27·6 per cent.

As regards school buildings, it will be seen that three unions, Newington, St. George's, and St. Olave's are exactly equal in rate of increase (33·3), while a fourth, Wandsworth, is not far behind, (30·4),* while as regards schools, St. George's is far in advance of the rest, the rate of increase there being 55 per cent., most of the buildings occupied by the new schools being not built, but rented for the purpose. The nearest rate of increase is in Wandsworth (27·4), but not quite half of St. George's. In Newington and St. Olave's the increase of schools is only 9 per cent.; in school buildings, in both, it is 33·3 per cent. In East London the proportion is reversed, the schools showing 17·8 of increase, school buildings only 6·6. In St. Saviour's the rates are more nearly equal, being in schools 15·3, and in school buildings 20. I fear that these Tables also suffer from the confusion between schools and departments of schools.

Of the 38 new schools given in Table IX. I have ascertained that 18 are under, and that 20 are not under Government inspection. In St. George's of 15, 9 are, and 6 are not. In Wandsworth the number is equally divided.

SUNDAY SCHOOLS.

The following Table shows the distribution of Sunday schools in my district, with the denomination to which they severally belong, and the number of pupils in the schools of each denomination.

* In Wandsworth the number of new schools is 14, and of new buildings is also 14. Even since the completion of this inquiry I have had the pleasure of visiting the very fine National school just opened in St. Anne's district, and already containing a large number of boys, girls, and infants in three departments.

TABLE XI.—This TABLE shows the NUMBER of SUNDAY SCHOOLS, arranged according to their Denominations, with the Number of Scholars therein.

UNION.	Number of Schools	Church of England.			Wesleyans.			United Methodists.			Primitive Methodists.			Independents.			Baptists.			Other Denominations.			Non-Denominational.			Total Number of Scholars.										
		Number of Schools	Number of Scholars.			Number of Schools	Number of Scholars.			Number of Schools	Number of Scholars.			Number of Schools	Number of Scholars.			Number of Schools	Number of Scholars.			Number of Schools	Number of Scholars.			Number of Schools	Number of Scholars.									
			M.	F.	T.		M.	F.	T.		M.	F.	T.		M.	F.	T.		M.	F.	T.		M.	F.	T.		M.	F.	T.	M.	F.	T.				
Wandsworth and Clapham	39	27	1,098	1,214	2,342	1	93	86	179	1	27	52	79	-	-	-	3	285	347	632	1	39	40	79	5	423	432	855	2	112	91	203	2,077	2,292	4,369	
Newington	32	11	857	966	1,823	1	100	172	332	1	80	79	159	1	57	68	123	2	390	460	850	6	804	1,003	1,807	6	720	790	1,510	4	232	207	439	3,300	3,745	7,045
St. George's	31	22	1,954	1,814	3,768	1	150	172	328	-	-	-	-	1	20	50	70	5	876	877	1,753	2	222	215	437	2	54	50	104	1	150	140	290	3,441	3,318	6,759
St. Saviour's	13	8	510	470	1,010	-	-	-	-	-	-	-	-	-	-	-	-	2	465	552	1,017	3	389	505	894	-	-	-	-	-	-	-	1,394	1,527	2,921	
St. Olive's	11	5	240	498	738	-	-	-	-	-	-	-	-	-	-	-	-	2	281	372	653	2	249	314	563	-	-	-	-	2	100	80	180	870	1,264	2,134
East London	15	2	204	199	403	1	52	60	112	-	-	-	-	-	-	-	-	5	870	1,036	1,906	-	-	-	-	5	671	840	1,511	2	104	211	405	1,991	2,346	4,337
Totals	141	75	4,803	5,191	10,084	4	161	490	951	2	107	131	238	2	86	118	204	18	3,167	3,644	6,811	14	1,703	2,077	3,780	18	1,868	2,112	3,980	11	788	729	1,517	13,073	14,492	27,565
Per-centage	-	-	-	-	36.6	-	-	-	3.4	-	-	-	1.0	-	-	-	0.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

It appears that of 144 schools in all, 75, or more than half, belong to the Church of England, and of the total number of pupils (27,565) 10,084, or considerably more than a third. The number of non-denominational schools is very small, only 11, with 1,517 pupils. Of dissenting denominations the Independents have decidedly the largest number of schools and scholars. In 1851 the number of Church of England schools was 47, with, 2,745 male and 3,386 female pupils, total 6,131, showing an increase in 1858 of 28 schools; 2,148 males, 1,805 females, or together 3,953. The Church has thus done much of late years to retrieve lost time in regard to Sunday schools.

The following Table, which I venture to introduce here, presents some striking contrasts when compared with the foregoing Table.

TABLE XII., showing the NUMBER of CHURCH OF ENGLAND SUNDAY SCHOOLS and SCHOLARS, according to the Census of 1851.

UNION.	Number of Schools.	Number of Scholars.		
		Males.	Females.	Total.
Wandsworth and Clapham -	24	840	1,124	1,964
Newington - - - -	5	543	518	1,061
St. George's - - - -	4	489	520	1,009
St. Saviour's - - - -	7	531	482	1,013
St. Olave's - - - -	5	227	605	832
East London - - - -	2	115	137	252
Totals - - - -	47	2,745	3,386	6,131

While in St. George's the schools have increased from 4 to 22, and the scholars from 1,009 to 3,768; in St. Saviour's, the adjoining district, the schools have increased from 7 to 8, and the scholars have decreased from 1,013 to 1,010. In St. Olave's also there is a decrease of 104 scholars, though a gain of 6 schools. In East London the gain is small; in Wandsworth and Newington, especially in the former, it is very large.

I cannot say, however, that in the Sunday schools attached to the Church of England I have generally found so much zeal, energy, and efficiency as in those of the Dissenters, and especially of the Independents. Nowhere in the Church of England have I found Sunday schools so large and full of active life as those, *e. g.*, in connexion with Surrey Chapel, Blackfriars Road, and Bishopsgate Chapel, each of which numbers above 600 pupils, with a staff of teachers of about one to ten. The Church schools some-

times suffer from the plan of requiring the day school teacher to continue his services to his scholars on Sunday. His whole time is thus devoted to them from morning till night, as after morning lessons, and again after lessons in the afternoon, he accompanies them to church. To the master so placed Sunday can scarcely be considered a day of rest; and the difference must be great between his depression and the energy of a volunteer who has a different occupation during the week. In some cases the children merely meet in the school-room before going to church in a body. Only one clergyman spoke to me of Sunday schools in a depreciating, almost deprecating, manner, as tending to make Sunday and religious observances tedious and distasteful to the children; but complaints reached me occasionally of want of sympathy and support on the part of the clergyman. In such cases it was natural that the superintendent should be disheartened, and that the school should languish. Some clergymen, probably, permit Sunday schools with half reluctant imitation, rather than encourage them from strong faith in their utility. In other cases the clergyman himself, and his wife and daughters, take an active part in the class teaching.

TABLE XIII. shows the NUMBER of SUNDAY SCHOOLS and SCHOLARS therein for 1851 and 1858, with the comparative Increase of both Schools and Scholars.

UNION.	1851.			1858.			Per-centage of Increase in Number of Schools compared with 1851.	Per-centage of Increase of Scholars as compared with 1851.		
	Number of Schools.	Number of Scholars.			Number of Schools.	Number of Scholars.				
		M.	F.	T.		M.			F.	T.
Wandsworth and Clapham - -	44	1,930	2,251	4,211	39	2,077	2,292	4,369	*Decrease 11'3	3'7
Newington - -	17	1,671	1,925	3,596	32	3,300	3,745	7,045	88'8	25'9
St. George's - -	16	1,718	1,868	3,586	34	3,441	3,318	6,759	112'5	88'4
St. Saviour's - -	12	1,102	1,278	2,380	13	1,394	1,527	2,921	8'3	22'7
St. Olave's - -	9	753	1,176	1,929	11	870	1,264	2,134	22'2	10'6
East London - -	12	1,314	1,467	2,781	15	1,991	2,346	4,337	25'0	55'9
Totals - -	110	8,488	9,995	18,483	144	13,073	14,492	27,565	30'9	49'1

* This decrease is accounted for by several of the Denominational Schools in this Union (where the attendance has been small and very irregular) having been amalgamated.

It thus appears that the increase in 1858 over 1851 is in schools 30'9, and in scholars 49'1 per cent. It is observable that the rate of increase in number of scholars is exceedingly unequal, ranging from 3'7 in one union, through 10, 22, 55, to 88'4, and even 95 per cent. The increase of schools in St. George's union is very striking (112'5 per cent.), even more so than that of the pupils (88'4 per cent.) It attests the great educational activity of this district, through the influence mainly of one man, and of others

Dr. Hodgson's Report.

into whom he has infused his own spirit. In this union, out of 34 schools with 6,759 pupils, 22 schools with 3,768 pupils belong to the Church of England. Many of these are ragged schools, and some of these, it may be added, meet on Sunday evening as well as in the earlier part of the day.

TABLE XIV., showing the AVERAGE ATTENDANCE of SCHOLARS in SUNDAY SCHOOLS as compared with the Numbers belonging to the Schools.

UNION.	Number of Sunday Schools that made Returns as to Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number in Sunday Attendance in foregoing Schools.	Per-centage of Scholars in average Sunday Attendance.
Wandsworth and Clapham	37	4,187	2,914	69·5
Newington	32	7,045	4,857	68·9
St. George's	34	6,759	4,729	69·9
St. Saviour's	13	2,921	2,175	74·4
St. Olave's	11	2,134	1,492	69·9
East London	15	4,337	3,184	73·4
Totals	142	27,383	19,351	70·6

From the prefixed Table it appears that of 27,383, the whole number of scholars on the books of 142 schools, the average attendance is 19,351, or 70·6 per cent.; the per-centage of attendance in 173 public week-day schools, being 77·6 per cent. (*vide* Table XX., p. 509). The average attendance is thus not much above two-thirds of the number on the books. A comparison of the six unions will show a striking similarity in this respect. Of six unions, two show 74 and 73; of the other four, three show 69, and one shows 68.

The question how far Sunday schools are attended by mere children, and how far they serve to keep up the education already acquired in day schools, is best answered by reference to a Table of which it will suffice that I here state the chief results. Of the total number present when the return was made, *i. e.*, 14,671, there were—

Below 3 years of age	-	-	-	195
Between 3 and 6	-	-	-	2,340
Between 6 and 9	-	-	-	4,408
Between 9 and 12	-	-	-	3,782
Between 12 and 15	-	-	-	2,728
Above 15	-	-	-	1,218

The Table itself shows a regular decline in the numbers in each year above 6 and up to 15. The triennial periods now given show a similar result. Below 12 the total number is 10,725; above 12, it is 3,946. It is thus obvious that the great majority of Sunday-school scholars are children; this result is confirmed by another table, from which it appears that 10,993 Sunday-school scholars are at present attending a week-day school. There are 4,043 pupils returned as having attended a week-day school for 5 or more than 5 years; and 704 as never having attended a week-day school.

The instruction in all Sunday schools, whether of the established or of dissenting churches, or even non-denominational, is certainly not secular, but as purely as possible religious, that is theological; in no one instance have I found writing to be taught, and reading is taught only incidentally, and by means of Bible lessons. In one school I found a class of infants being taught their letters, but even here every letter was made a peg on which to hang a Scripture narrative, A standing for *Abraham* or *Abel* (instead of the *Archer* or *Apple-pie* of ancient primers). I was used to introduce Isaac, and the teacher recounted Abraham's attempted sacrifice of his son at such length as to endanger the effect of the lesson in its literary bearing. The Bible reading was usually drowsy and sing-song; the questions, if any, were of the leading sort, to which the answer was almost inevitable, *e. g.*, God, Christ, Heaven, Hell, Sin, &c. One (certificated) teacher, from whom I had expected better things, unable to extract from his class what it was that man had committed against God to deserve his anger, told them that the word began with S, whereupon arose a general shout of "*Sin*;" and so the word "*Mediator*" was suggested to them by the announcement that it began with M. Deplorable ignorance prevails of the meaning of very common words, and I much fear that it is often considered unduly secular to inquire their meaning; thus of a class of twelve, from ten to fourteen years of age, not one knew what *damsel* or *surname* means, though some had been four years at school; and the teacher neither expressed surprise nor seemed to think it was his business to remove such ignorance. The teaching, such as it is, often consists of talking or preaching to the children about many things of which they can form but very imperfect and inaccurate notions, even if they understand separately or in combination the words employed. Simplification is sometimes attempted, at the risk of familiarity closely bordering on the profane. The teachers are most commonly unpaid. While the total number of paid teachers returned is only 16, that of voluntary teachers and superintendents is 2,546. The labour is thus eminently one of love, and the spirit displayed is beyond praise; still these volunteers are very often remarkable much more for zeal than for knowledge or discretion. Young shopmen and shopwomen, clerks, and apprentices, are not very likely to be good expositors of Scripture.

Those who have observed that both the Oxford and Cambridge examiners of pupils of middle-class schools report the general greater acquaintance of the pupils with the Old Testament than

with the New,* will not be surprised to learn that the former seems to be much more frequently used in Sunday schools than the latter. Even if the New Testament is used for the reading lesson, it is quite as likely that the Epistle to the Romans will be selected as one of the four gospels. Of late the Sunday School Union has issued a programme of lessons for each Sunday of the year, with selection of Scripture passages for reading, and others for repetition. Even here the lessons are selected alternately from the Old and New Testament histories, on a plan which needs three years for its completion. † One thing is very striking, that what is called "THE WAY OF LIFE," including all human duties, the subject which may fairly be regarded as the pith and marrow of true religious teaching, is not precisely left to chance, but assigned to the fifth Sunday in the month, when there happens to be one (in 1859 there are four such Sundays), a thirteenth of the year's available time; and the subjects chosen for those four days are Repentance, Faith, Prayer, and Holiness. Among the subjects selected for other Sundays I observe "Absalom's Rebellion and Death," "Jehoshaphat's Reign," "Elijah's Last Days," "Elijah's Last Miracles," "The Reign of Joash," &c. Am I wrong in my conviction that such teaching can have little influence in fitting for the struggle with the dangers, the trials, the temptations of actual daily, English, nineteenth-century life? Facts are not wanting to confirm this opinion. In the fifth annual report of the Society for the Rescue of Young Women and Children, ending 31st February 1858, I find, at page 30, the following statement regarding the Sunday school attendance of the 521 girls admitted into the several "homes" of the institution:—

Fallen.	Unfallen.	
243	190 had attended Sunday schools.	
53	35 had not.	
<hr style="width: 50px; margin: 0 auto;"/>	<hr style="width: 50px; margin: 0 auto;"/>	
296	225	Total. ‡

In the Appendix to "The City, its Sins and Sorrows," by the Rev. Dr. Guthrie, will be found a considerable array of similar facts. (App. p. 572.)

* "The knowledge of the Old Testament was greater than that of the New."—First Annual Report of the Delegacy, rendered to Convocation of the University of Oxford, December 31, 1858, p. 17.

† The examiners in religious knowledge, while expressing themselves on the whole well satisfied with the result of the examination, wish to state that the New Testament had not received sufficient attention on the part of the candidates in comparison with the Old Testament; and generally, while the answers to the purely historical questions were good and sometimes excellent, questions relating to the moral significance of Scripture passages, or otherwise asking for explanation, did not, except in a few cases, elicit an equally satisfactory result."—First Annual Report of the Syndicate, presented to the Senate of the University of Cambridge, May 31, 1859, p. 7.

‡ A copy will be found in the volume of printed papers lodged with this Report.

§ A copy of this report is lodged at the office of the Commission. I may further state here that the chaplain of Saint Bartholomew's Hospital has remarked that in chapel nowhere do the responses come more truly and promptly than from the Lock Ward.

If some schools were languid, others were disorderly; and in one ragged school especially the conduct of the pupils was disgraceful. Advantage was taken of the prayer, which it was thought the teacher would not interrupt, to indulge in various antic sports and noises, practical jokes on their neighbours, and skirmishes, more or less serious, even while on their knees.

Infant Sunday schools, of which there are some in my district, (the returns show 195 pupils under three, and 2,340 between three and six years of age), seem to me specially objectionable in theory, and all that I have seen of them in practice has only strengthened my objections.

In the well-organized and thriving school attached to Surrey Chapel, I found a custom which seems to me worthy of general adoption. The children, instead of being taken to church, where they are oppressed with the weariness of a long service, and of a sermon to them unintelligible, have a service specially designed for them in the school-room, and lasting not quite an hour altogether.* The opinion has sometimes been expressed to me, by teachers and others, that church-going is really mischievous to children, and defeats its own end. Is it strange that a boy, when asked "Which is the longest day," should answer "Sunday?" School from nine to eleven; church from eleven to one, at least; school, again, from half-past two to four, with, not uncommonly, church or chapel again in the evening. Parents and teachers forget that "catechisms and collects are quite as hard work to the young mind as book-keeping is to the elderly; and quite as little feeling of worship enters into the one task as into the other."† Of nothing in the world am I more certain, from experience as well as from observation, than that the result is just the reverse of what is desired; that intellectual torpor, moral callousness, religious in-

* "If the morning service be, as many think, too long, or too devoid of simplicity and harmony of parts for the due attentiveness and edification of the average of adult worshippers, what must it be for the very young? What listlessness and weariness must it not cause them! Who of us has not sometimes observed with pity the restless little occupants of a Sunday school gallery? If, to relieve sensations oppressive to the vivacity of youthful nature, both mental and physical, they resort to talking, fidgeting, or gazing about them, they will often be taxed with 'naughtiness,' and so their consciences will be defiled or rendered callous, while in many cases it is only the duller and more meek-minded, that by their exemplary 'quietness' earn the praise of having been 'good children at Church.' Assuredly a 'liturgy for the young,' to be used in the school chapel, where such a building exists, or in the school-room, the younger portion at least of the school forming the congregation, might be a welcome addition to the means of giving full play to the devotional feelings of the younger members of the Christian flock. Certainly, as we have been credibly informed, the present services form, in the opinion of several of Her Majesty's Inspectors of schools, a great obstacle to the extension of education in connexion with the Church. And it is a matter of common remark, how few, in proportion, of those who have frequented the Sunday schools of our church, continue afterwards their attendance at her ordinances. Besides a liturgy, suited both in matter and length to their wants and feelings, short addresses, whether on Sundays or other days, adapted not only to their understandings but to their modes of feeling, their practical notions, and to the circumstances of their daily life, would be a most efficient method of drawing forth their better affections and higher aspirations."—*Education in its Moral and Religious Aspects*, by the Rev. J. R. Pretyman, M.A., late Vicar of Aylesbury, Bucks; from the "Church of England Quarterly Review," 1853, p. 11.

† "Barchester Towers," by A. Trollope, vol. i., p. 92, 1857.

sensibility, dislike to everything "religious," disguised as they may be by outward ceremonious observance, are the inevitable fruit of compression so unnatural and severe.

EVENING SCHOOLS.

This department presents, in some important respects, an unfavourable contrast to the foregoing. While the total number of day schools in my district is 739, and of Sunday schools 144, the total number of evening schools is only 65, that is, not much more than one-eleventh of the former, and less than one-half of the latter. While the total number of day scholars is 38,468, and of Sunday scholars is 27,565, the total number of evening scholars is only 3,109, or less than one-twelfth of the former, and little more than one-ninth of the latter. The following Table distinguishes the private, public, and ragged evening schools throughout my district. Though the last are also public, they form a distinct and important class, numbering 26 out of 65.

In 28 private schools, there are 403 scholars, or an average of less than 15; in 11 public schools 720 scholars, or an average of 65; and in 26 ragged schools there are 1,986, or an average of 76. Of these 26 ragged schools, it will be observed that not fewer than 10, with 931 scholars, are in St. George's union. There is a marked, but natural disproportion between the respective numbers of male and female scholars, the former being 1,842, the latter only 1,267.

Of the 3,109 scholars "belonging to the schools," there is reported to be an average attendance of 2,006 (1,156 males and 850 females), or nearly two-thirds. The number above 16 years of age is only 589 (235 males and 254 females). The number of those who have never attended a week-day school is 232 (148 males and 84 females), while about the same number, 244, have attended a week-day school 5 or more than 5 years (187 males and 57 females).

The number of voluntary teachers is 148, that of paid teachers is only 37, of certificated teachers 1 (female), of registered 1 (male), and of assistant teachers 10 (5 males and 5 females).

The subjects chiefly taught are, 1, writing; 2, reading; 3, arithmetic; 4, religion; the number of learners being respectively, 1, 2,464; 2, 2,425; 3, 2,145; 4, 2,126. Geography shows only 483; English grammar, 438; English history, 448; and drawing 70; music from notes shows 35 females; and mechanics, algebra, and Euclid together 22 males. These figures too clearly show that evening schools are used far more to remedy the want or the deficiency of day-school instruction, than carry on advance previously made. In truth, evening schools are still only in their infancy; and Mr. Horace Mann's remark, that "compared with their importance little has yet been done in this department,"* is almost as just now as when it was written.

* Educational Census Report, p. 67, 1854.

TABLE XV., showing the NUMBER of WEEK-DAY EVENING SCHOOLS, with the SCHOLARS therein.

UNION.	Number of Schools.				Private.			Public.			Ragged.			Total Number of Pupils.					
	Private.	Public.	Ragged.	Total.	Number of Schools.	No. of Pupils.			Number of Schools.	No. of Pupils.			Number of Schools.	No. of Pupils.					
						M.	F.	T.		M.	F.	T.		M.	F.	T.			
Wandsworth and Clapham	4	6	3	13	4	120	9	129	6	306	54	360	3	152	111	263	578	174	752
Newington	10	-	3	13	10	49	59	108	-	-	-	-	3	156	111	267	205	170	375
St. George's	4	2	10	16	4	31	17	48	2	50	106	156	10	586	345	931	667	468	1,135
St. Saviour's	6	-	5	11	6	20	35	55	-	-	-	-	5	137	146	283	157	181	338
St. Olave's	2	1	2	5	2	11	8	19	1	14	4	18	2	40	30	70	65	42	107
East London	2	2	3	7	2	32	12	44	2	38	148	186	3	100	72	172	170	232	402
Totals	28	11	26	65	28	263	140	403	11	408	312	720	26	1,171	815	1,986	1,842	1,267	3,109

The returns of 1851 are described as relating solely to evening schools for *adults*. But the circular form bears no such limitation, nor is the restriction always possible. Taking those returns, however, as they stand, we find that there were, in 1851, 19 such schools, with 488 scholars (224 males and 264 females), the latter strangely outnumbering the former. The Table itself I subjoin without further comment.*

Within my district there are no evening schools on so extensive a scale, so efficient, and so thoroughly organized as those just beyond it, in Crosby Hall, Bishopsgate, or at King's College, or at the Working Men's College, under the presidency of the Rev. Mr. Maurice; or at St. Thomas' Charterhouse. While all these present many important features, it is the last that have the closest bearing on this inquiry, from their being connected with a day school, under the same management, and held in the same building. What has been done there might, with equal energy, be done in other localities. It is unnecessary, and might be unbecoming, for me to dwell upon these schools. I will simply refer to the volume of printed papers lodged herewith, and to the reports by the Rev. F. C. Cook, &c., for 1856-7, Minutes, pp. 236 and 240, and for 1857-8, Minutes, &c., p. 243,—remarking merely that the union of so many kinds of schools under one management economises power and money and time, goes far to provide for all the various necessities of a district, enables each department to "work into the hands" of the others, and so presents a model worthy of general imitation in all large towns, where only it is practicable.

Many of the evening schools in my district are of a very different sort. While the public evening schools, exclusive of the 26 ragged schools, are only 11 in number, the private are 28, a result which does not seem to have been anticipated, if I may judge from the form of circular which Mr. Wilkinson and I found ill-adapted to *private* evening schools. Many of these are very precarious and inefficient adjuncts to day schools; often mere make-shifts to eke out a scanty income; there is a much greater

* EVENING SCHOOLS FOR ADULTS.—March 29, 1851.

UNION.	Number of Schools.	Number of Scholars.		
		Males.	Females.	Total.
Wandsworth and Clapham	6	56	32	88
Newington	4	16	40	56
St. George's	1	5	5	10
St. Saviour's	3	75	124	199
St. Olave's	-	-	-	-
East London	5	72	63	135
Totals	19	224	264	488

inequality of age and attainment than even in the day school; the teaching power is not greater in quantity and, after the day's fatigues, it is not likely to be better in quality, and the teacher's time is frittered away in the effort to divide attention among claimants rather various than numerous. In such schools, and still more in those of a larger scale, great difficulty is found in combining juveniles and adults,—juveniles who wish to carry onward the instruction already received, and adults who wish to make up for the want of instruction in early life. Separation of the two has been found almost necessary; yet it is not easy to provide separate masters and rooms for each, while to assign different evenings to each set causes a loss of time to both. The Rev. Bradley Abbott, of Clapham, who does not shrink from the labour of teaching three evenings a week during the winter season, has told me that men were sometimes annoyed by being pointed at in the street by younger pupils, as fellow-disciples. The incumbent of Streatham, again, has told me that at the commencement of the season, it is a question to which set the evening schools should be adapted, the other being excluded. Classes for adults, I understood him to say, were found to succeed better than those for juveniles, as regards numbers, regularity, and consequently progress. It is not a pleasing sign of our day school teaching that the consciousness of ignorance is found to be a keener spur to the acquisition of the difficult elements of knowledge than the experience of knowledge is to its further pursuit. A taste of knowledge and a taste for it, are not, alas! always exchangeable terms. But the true test of a school is its power not to satiate, but to stimulate the love of knowing.

It has occurred to me that in all places of considerable population the difficulty may hereafter be met by the juvenile scholars being taught in the evening department of the day school, while the adult scholars are provided for in the evening classes attached to mechanics' and similar institutions. At a recent meeting of the Society of Arts, I heard great apprehensions expressed by Sir J. Kaye Shuttleworth, that the late Minutes of the Council regarding evening schools requiring as a condition of money-aid their connexion with day schools, would be fatal to the evening department of mechanics' institutions. But it seems to me that, for a long time yet to come, there is room enough for schools of both sorts, and that both might flourish by such a division of pupils as that now hinted at. Provision for *neglected* adults ought not to be regarded as a permanent necessity; but so long as it is a necessity mechanics' institutions will have enough to do, and even when it ceases, special technical and professional instruction will still require special machinery.* This mode of reasoning does not, of course, impair, but rather strengthens, the claims of mechanics' institutions on assistance from the State. It is, indeed, greatly to be desired that evening schools should be attached to day schools, but not less so that day schools should be attached to evening schools, as is the case with the mechanics' institutions of Liverpool, Manchester, and Leeds. At present such schools are ignored by

* *Vide* Memorial, &c., Appendix, p. 574.

the Committee of Council ; but it is not possible that the condition as to Bible reading, which now shuts out from State aid some of the most efficient schools in the country, can much longer be maintained.

Many evening schools are discontinued for a time, and then resumed, and the element of stability seems to be generally wanting. Yet, for success,—stability, regularity, permanence, and organization fully equal to those of the day school, are quite indispensable. With these, success may probably be still slow; without these it is impossible.

I have heard at times regret expressed that the Minutes of Council do still in regard to evening teaching, hamper the freedom of certificated masters with pupil-teachers apprenticed to them. On this point, as on others, I would refer to a pamphlet recently published by Mr. Alfred Jones, on Privy Council Legislation. It is interesting as an expression of the opinions and feelings of many teachers besides the writer.

Since closing the regular inquiry, I have learned at the Wandsworth police station that 26 members of the force, besides contributing regularly to a police station library, pay 2*d.* a week each, for the privilege of attending evening classes for reading, writing, and arithmetic, on two or three evenings per week, conducted by the master of the adjoining National school. My informant, one of the force, whose early education had been neglected, spoke thankfully of the opportunity thus afforded him of making up for lost time. The attendance of the men is, unfortunately, made irregular by the nature of their duties. I am told that similar classes may be found at some other police stations. To the great subject of evening schools, I will hereafter briefly return.

FACTORY SCHOOLS.

Of such schools I have nothing to say, from the fact that no such schools, and no half-time scholars, so far as I know, exist within my district. The schools connected with Price's Candle Factory, which some years ago attracted so general attention, have been discontinued with the exception of an evening school. I have read through a long series of printed documents regarding these schools, which seem to have been conducted with more zeal than economy or sound discretion. Your Registrar, Mr. Flint, was requested some time ago to inquire into, and report on, the operation of these schools; and the result of his report, which also I have read,* was their discontinuance, and a reso-

* Some of the facts noticed in Mr. Flint's report are striking. One I may briefly recount. A class was held at 7 a.m. for boys who had been at work all night in the candle factory! As a contrast to this (I trust) singular instance of defiance of nature's laws, I may cite the following story:—"One of Her Majesty's Inspectors of Schools was recently inspecting the *night* school of a noble marquis. On entering, the master, an excellent one, trained at Battersea, said, 'You must not be hard upon me, sir, the first half-hour.' 'Why so?' said the Inspector. 'Because I always allow my boys to sleep during that time.' Shortly afterwards the boys entered, and in two or three minutes gave audible signs that they had taken advantage of the master's well-judged kindness.

lution to limit the whole outlay for educational and religious objects on the part of the company, at their several establishments, to 800*l.* a year in all. This allowance includes many items of expenditure not usually considered educational, such as cricket fields, though I for one believe them to be educational in no subordinate sense. But this is not the place to enter upon this most interesting chapter in the history of education.

II. *Condition, Methods, and Results of Education.*

In thus dealing with the more purely statistical part of the inquiry, it has not been possible, even if desirable, to keep within the line of mere statistics. Neither in what follows can statistics be excluded. Facts and figures cannot be dissociated from inferences. It will be well if repetition can be avoided.

1. *Supply and Demand of Education.*—The following Table gives the total number of day scholars in my district, distinguishing those under 3 or over 15, from those between 3 and 15 years of age, the period to which this inquiry specially relates. The numbers are respectively 1,801 under 3, 720 over 15; together 2,521; and 35,947 between 3 and 15; the grand total of all ages being 38,468.

TABLE XVI.

UNION.	Number of Schools.	Total Number of Scholars belonging to the Schools.			Number of Scholars belonging to the Schools under 3 Years of Age.			Number of Scholars belonging to the Schools above 15 Years of Age.			Number of Scholars belonging to the Schools between 3 and 15 Years of Age.		
		M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
Wandsworth and Clapham -	216	5,386	4,826	10,212	207	209	416	174	279	453	5,005	4,338	9,343
Newington -	239	4,123	4,133	8,276	118	125	243	48	87	135	3,857	3,941	7,898
St. George's -	109	4,403	4,417	8,820	202	203	405	22	38	60	4,179	4,176	8,355
St. Saviour's -	63	2,221	1,544	3,765	139	122	261	15	2	17	2,067	1,420	3,487
St. Olave's -	45	1,375	1,175	2,550	91	77	168	11	2	13	1,273	1,096	2,369
East London -	67	2,460	2,385	4,845	164	144	308	5	37	42	2,291	2,204	4,495
	739	19,068	18,500	38,468	921	880	1,801	275	445	720	18,772	17,175	35,947

The following Table, taking only the scholars between 3 and 15, shows how they are distributed between public schools and private schools.

" At the end of the half-hour the roll was called, and the scholars were seen actively and vigorously employed. Is not the hint a good one?"—Home and Colonial Society's Quarterly Paper, Jan. 1859, No. 1, p. 24.

TABLE XVII.

Union.	Number of Schools.			Number of Scholars between the Ages of 9 and 15.									Number of Scholars of all Ages.		
				In Public Schools.			In Private Schools.			Total.					
	Public.	Private	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Wandsworth and Clapham -	71	145	216	3,514	3,122	6,636	1,491	1,216	2,707	5,005	4,338	9,343	5,386	4,826	10,212
Newington -	16	223	239	1,738	1,499	3,237	2,219	2,442	4,661	3,957	3,941	7,898	4,123	4,153	8,276
St. George's -	42	67	109	3,525	3,455	6,980	654	721	1,375	4,179	4,176	8,355	4,403	4,417	8,820
St. Saviour's -	19	44	63	1,489	974	2,463	578	446	1,024	2,067	1,420	3,487	2,221	1,544	3,765
St. Olave's -	15	30	45	981	647	1,628	292	449	741	1,273	1,096	2,369	1,375	1,175	2,550
East London -	33	84	67	1,996	1,585	3,581	295	619	914	2,291	2,204	4,495	2,460	2,385	4,845
Totals -	196	543	739	13,243	11,282	24,525	5,529	5,893	11,422	18,772	17,175	35,947	19,968	18,500	38,468

Of the 35,947 scholars between 3 and 15, 11,422 are in private, and 24,525 in public schools, against 12,589, of all ages, in the former, and 25,879, of all ages, in the latter. In every union, except two, girls exceed boys in the private schools, the totals being, 5,529 males, and 5,893 females; while in public schools, in every union, without exception, the proportion is reversed, the totals being 13,243 males and 11,282 females.

TABLE XVIII.

UNION.	Estimated Number of Persons between the Ages of 3 and 15 in 1858.	Scholars between the Ages of 3 and 15 enumerated in 1858.	Per-centage of Scholars between the Ages of 3 and 15 as compared with the total Number of Persons between those Ages.
Wandsworth and Clapham -	15,618	9,343	59·8
Newington - - -	18,730	7,898	42·1
St. George's - - -	14,396	8,355	58·0
St. Saviour's - - -	9,989	3,487	37·1
St. Olave's - - -	5,005	2,369	47·3
East London - - -	11,598	4,495	38·7
Totals -	74,736	35,947	48·0

From the prefixed Table, which compares the population between 3 and 15, as estimated by the Register-General, with the number of scholars returned between those ages, we learn that the percentage of the latter is to the former, on the whole, 48, varying from 59·8 in the Wandsworth union, and 58 in that of St George's, to 38·7 in East London, and 37·1 in St. Saviour's unions. It thus appears that less than half of the children within the school age are actually at school. Mr. Horace Mann, in his report (1854, p. xxx. of Educational Census), assumes that three-fifths of the number of children between 3 and 15 years of age should be, not present in school, but constantly on the school books. *On this assumption*, (pp. 506, 507), the number of pupils on the books ought to have been 44,842 instead of 35,947, leaving to be accounted for a deficiency of 8,895. If, again, we take as a standard the proportion of 1 in 6 of the whole population, or 293,903, the number of scholars should be 48,944, leaving a deficiency of 13,037. At the proportion of 1 in 8, the number should be 36,738, leaving a deficiency of only 791. I shall speak presently of the basis on which these assumptions rest; for the moment I accept them for comparison's sake.

If we endeavour to ascertain the proportion that scholars between 3 and 12 bear to children of that age,—12 being a much more common limit of the school period than 15,—we find a somewhat better result, as appears from the following Table:—

TABLE XIX.

UNION.	Scholars of all Ages in 1858.	Estimated Number of Children between 3 and 15 in 1858.	Estimated Number of Children between 3 and 12 in 1858.	Estimated Number of Scholars between 3 and 12 in 1858.	Percentage of Scholars between 3 and 12 as compared with the population between those Ages in 1858.	Estimated Number of Children between 3 and 12 in 1858 as per Registrar-General's Table.
Wandsworth and Clapham - -	10,212	15,618	13,057	8,537	65·4	12,561
Newington, - -	8,276	18,730	15,660	6,917	44·2	15,266
St. George's - -	8,820	14,396	12,038	7,373	61·2	11,654
St. Saviour's - -	3,765	9,389	7,848	3,147	40·0	7,895
St. Olave's - -	2,550	5,035	4,184	2,132	50·9	4,052
East London - -	4,845	11,598	9,697	4,048	41·7	10,042
Total - -	38,468	74,736	62,484	32,154	51·1	61,470

An examination of the ages returned by a large number of public schools shows that of scholars between 3 and 15, 83 per cent. are between 3 and 12. At this rate, the number of scholars between those ages would be 32,154, or 51·1 per cent. on the whole number of children between those years, 62,484. It is worthy of note that while the total number of children, reckoned on the basis thus obtained (of 83 per cent.), amounts to 62,484, the result, when calculated on a wider formula, derived from the Registrar-General, is 61,470, an amount of difference so very small as to confirm the accuracy of the calculation. If the percentage had been taken on the Registrar's estimate, it would, of course, have been slightly more favourable, by the amount of that difference.

Reference has just been made to the estimate of three-fifths given by Mr. Horace Mann in his Report of the Educational Census published in 1854. It is impossible within due limits to sift his calculations in detail, but it is important to examine for a little the ground on which his general conclusions are made to rest. His words are:—

“If out of 4,908,696 children between 3 and 15, there could be 3,000,000* found upon the books of day schools (equal to *about* one in

* For sake of simplicity, let us say 3,000,000 out of 5,000,000, or just three-fifths.

six of the total population [see note at foot of this page], or three-fifths of the number between those ages), there would then be some security, not only that *as many as possible* of the inhabitants of England were belonging for an adequate period to some day school, but also that they were for an adequate period in actual receipt of education" (p. xxxi.).

Hereupon it is not unnatural to ask what is meant by "*as many as possible*?" What, in other words, are the deductions to be made from the total number of children between the ages of 3 and 15, before arriving at the proportion that *ought to be*, not at school be it remembered, but on the books of a school? Mr. Mann recognizes three,—1, home instruction; 2, illness; 3, occupation, *i.e.*, work. Taking the *third* first, he reckons that, on account of occupations, either abroad or at home, 1,000,000, say one fifth, may be struck off, reducing the total from 4,908,696 to 3,908,696. For the *second* (*i.e.*, not for illness which merely prevents attendance at school, but for illness so serious as to prevent their appearance on the school books), he deducts 5 per cent. from the number reduced as above, *i.e.*, 195,435, from 3,908,696, diminishing the sum to 3,713,261. For the *first* he deducts 50,000 (or one hundredth of the whole), leaving 3,663,261* as the number that may reasonably be expected to be on the books of one or other school, or, to use Mr. Mann's words, "The maximum number which could be at school *in the most auspicious circumstances*." Mr. Mann makes no deduction on account of pauper children,

"since their education is, or ought to be (by general consent), provided by the State; nor on account of youthful prisoners, since their instruction also is, or ought to be, provided in like manner; nor for the children of the very poor, unable or unwilling to defray the school expense, since no one now contends that the parents' poverty is any valid reason why the children should remain in ignorance, the only question being by what agency should their instruction be secured. The 3,663,261, therefore, which remain after the deductions caused by age, employment, illness, and home education, will be the *maximum number which could be at school in the most auspicious circumstances*; parents being universally convinced of the advantages of education to their offspring, and possessing the ability (either from their own resources or with the aid of others) to procure it for them."—Report, 1854, p. xxv.

From this amount, however, of which he says that "our attainment to a state of things so satisfactory as this is *beyond the reach of hope*"—"to realize all this would be to realize *Utopia*,"—he proceeds to make a still further twofold deduction of 647,856, on the assumption that parental duty might be properly discharged, although the child might not be sent to school till five years old (574,611, between 3 and 5, being struck off on this ground); and, although it might not be retained there after

* One-sixth of the total population is often spoken of as if it exactly coincided with three-fifths of the children between 3 and 15 years of age; but it will be observed that the number thus arrived at is greater by 663,261 than the three millions stated above in round numbers. Accordingly the deficiency (*vide* p. 505) on the basis of one-sixth of the population is 13,036; while on the basis of three-fifths of the population between 3 and 15, it is only 8,895.

reaching 12 (73,245, between 12 and 15, being struck off on this ground), the residue being thus 3,015,405 (in round numbers three millions), or exactly three-fifths of the children between the ages of 3 and 15.

Now it is especially important to watch the successive deductions by which is reached even "the standard up to which we ought to work;" upon none of these, however, do I wish now to offer any remark, except upon the *third* and greatest. In order to arrive even at the *Utopian* standard, which is afterwards to be reduced to the "practicable" level, it is proposed "to take as a sufficient reason for school absence the simple fact of a *child's* employment, however premature the age at which his occupation is commenced," (Report, p. xxvii.), and thus to exclude one million children, 20 per cent., a fifth of the whole, entirely from the educational account. With all deference, it seems to me that even if, with Mr. Mann, we put aside all schemes of compulsory education as impossible, still to state the question thus is not to solve but to evade it, not to remove the difficulty but to ignore it.

Still more remarkably, Mr. Edward Baines, in his famous letters to Lord John Russell (*vide* Appendix, p. 573), proposes "to leave out of the account in any estimate of the sufficiency of the means of education" those very destitute and criminal classes for whom education is most imperatively needful, and for whom patriotism, philanthropy, religion, every good motive, and not least, even regard for our own safety, most clamorously demand that some educational provision should be made. It may be true,—alas! it is too true,—that for such classes present governmental schemes do little or nothing; but this fact, however good an argument it may furnish for a large alteration of those schemes, surely affords no reason for their abandonment.* The educational problem would be immensely simplified if, by a mere *tour de chiffres*, we could eliminate its most puzzling data. This mode of dealing is very appropriate in Punch's "Advice to persons about to marry,—Don't;" or "How to find a policeman when you want one,—Wait till you don't;" but when the Nation are anxiously inquiring what can be done to educate those weltering masses, it is a fearful mockery to answer "leave them out of account."

If I adopt Mr. Mann's estimates as a standard of comparison, it is rather as a matter of convenience arising from the celebrity they have attained, than because I accept them (and they are commonly so accepted) as presenting, I will not say a practicable, but an ideal model of perfection.

* "I have been asked as to the nature of the office I hold. I cannot say the position which Government occupies with regard to education is logically tenable; for, if Government ought not to educate the people, why should they ask Parliament for many hundred thousand pounds every year for education, and if they ought, why are their efforts confined to assisting voluntary contributions, and why do they leave the poorer districts, where no one is able to contribute, unprovided with instruction. Still much good has been done by training schoolmasters, and by maintaining the standard of education through the means of a careful and independent inspection."—Speech of the Right Hon. Robert Lowe, Vice-President of the Council, at Calne, "The Times," June 28, 1859. When the "Minister of Education" himself makes an admission such as this, a change may fairly be expected.

Whatever view we may take of such calculations as these, it will not be disputed that the absence of so many children from school is a great evil, but it is not so clear that the appearance of so many children on the school books is really a great good; at all events, as regards the *degree* of good, it is important to consider 1st, the quality of the school; 2nd, the regularity or irregularity with which, as well as 3rd, the length of period during which school is attended. There may be schools so utterly inefficient as to be not merely useless but mischievous. I heard one of Her Majesty's Inspectors of schools say at the Birmingham Social Science Conference that he knew schools in which he could estimate a pupil's length of stay by the stupidity impressed upon his countenance; the longer the stay the more stupid did the child appear. Without pretending to equal physiognomic skill, I quite believe that there are schools in which more is done to stupify than to arouse, in which even what little knowledge is taught is purchased at the cost of the love of knowledge; schools greatly inferior in intellectual, and not much superior in moral, influence to the rough but vigorous teaching of the streets and highways. But leaving for the present the question of quality, which scarcely admits of determination by means of figures, let us look at the second and third considerations.

TABLE XX.—AVERAGE DAILY ATTENDANCE in 173 Public Week-day Schools as compared with the Numbers of Pupils belonging to the Schools.

UNION.	Number of Schools that made Returns of average Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number of Scholars in daily Attendance.	Per-centage of the Scholars in average daily Attendance.
Wandsworth and Clapham	66	6,598	5,137	77·8
Newington	15	2,989	2,189	73·2
St. George's	34	6,128	4,643	75·7
St. Saviour's	15	2,149	1,687	78·5
St. Olave's	14	1,556	1,267	81·4
East London	29	3,508	2,872	81·8
Totals	173	22,928	17,795	77·6

From the Table prefixed it appears that the average daily attendance in 173 public week-day schools, in which registers are most faithfully kept, and in which there are 22,928 scholars, is 17,795, or 77·6 per cent., the highest per-centage in any union being 81·8 in East London, a small and closely built district (as is also St. Olave's, with 81·4 per cent.), and the lowest being 73·2 in Newington, a large and scattered district. In St. George's the

average is, doubtless, depressed by the number of ragged schools. The average attendance is thus above three-fourths.*

TABLE XXI.—AVERAGE DAILY ATTENDANCE in 443 PRIVATE WEEK-DAY SCHOOLS as compared with the Number of Pupils belonging to the Schools.

Union.	Number of Private Schools that made Returns of average Daily Attendance.	Number of Scholars belonging to the foregoing Schools.	Average Number of Scholars in Daily Attendance in the foregoing Schools.	Percentage of the Scholars in average Daily Attendance.
Wandsworth and Clapham	78	1,577	1,360	86·2
Newington	204	4,332	3,770	86·6
St. George's	64	1,345	1,179	87·6
St. Saviour's	41	1,054	918	87·9
St. Olave's	30	816	719	88·1
East London	26	725	627	86·4
Totals	443	9,869	8,573	86·8

The prefixed Table gives a summary of the returns from 443 private schools containing 9,869 pupils. The average daily attendance is there stated to be 8,573 or 86·8 per cent., all the unions being strikingly alike in this respect. Nevertheless, I do not hesitate to pronounce this estimate to be utterly unreliable. In only a minority of private schools are any trustworthy registers kept; and I have had ample experience of the vague way in which the average is guessed at. In many cases, especially in the smaller schools, I was confidently told that all the pupils were always present, and only after some remonstrance was any deduction permitted. I have no reason whatever to believe that the attendance is, on the whole, more regular in private than in public schools, and I do not think that on the Table just given any reliance should be placed.†

* In Sunday schools it is 70·6 per cent., or above two-thirds; in evening schools it is nearly two-thirds. The highest (*authenticated*) average attendance that I have ever found exists in the Free Secular school, Manchester, in which poverty amounting to destitution is made a condition of admission. During two years the average has been 283 out of 309, or 92 per cent.—Third Report, Jan. 1859, p. 38. Yet I have known a child to be detained from this school because its clogs had been pawned to provide its break fast!

† Mr. Mann, indeed, says:—It is found that in *private* schools the number of children attending on any particular day is 91 per cent. of the number belonging to such schools, while in *public* schools the number in attendance is 79 per cent. of the number "on the books."—Report, 1854, p. xxx. I have much more faith in the latter than in the former. At all events, "average attendance" is a different thing from "attendance on any particular day," when, moreover, the attendance is expected to be noted down.

Of very different value is the following:—

TABLE XXII.—This TABLE shows the NUMBER of SCHOLARS who have attended School the under-mentioned Number of Days during the past Year in 60 Public Week-day Schools.

UNION.	Number of Schools that made the Return.	Number of Scholars therein.	Less than 50 Days.	50 and less than 100 Days.	100 and less than 150 Days.	150 to 200 Days inclusive.	Above 200 Days.	Total.
Wandsworth and Clapham - - -	30	3,244	592	546	738	922	436	3,234
Newington - - -	7	1,665	607	293	359	293	105	1,657
St. George's - - -	10	3,559	507	692	823	653	224	2,899
St. Saviour's - - -	2	197	5	18	23	34	114	194
St. Olave's - - -	3	290	25	23	30	28	160	266
East London - - -	8	1,250	220	210	231	232	228	1,121
Totals - - -	60	10,205	1,956	1,782	2,204	2,162	1,267	9,371
Percentage of Totals	-	-	20'9	19'0	23'5	23'1	13'5	-

It gives the number of pupils who in 60 public week-day schools have attended school during the past year, respectively, less than 50 days; 50 up to 100, 100 up to 150, 150 to 200 inclusive, and above 200. It is to be regretted that in these returns boys were not distinguished from girls. It would have been interesting thus to test the common belief that girls are less regular than boys in school attendance, both from their services being more required at home, and from their greater disinclination to face bad weather. As it is, however, this Table is derived from 60 public inspected schools, in which the registers are kept with the greatest care, in which the instruction is most efficient, and in which there are at once the strongest motives and the best means to enforce regularity of attendance. It cannot but be supposed that in inferior schools the attendance is still more, in some cases greatly more, irregular. Out of 10,205 scholars, or rather out of 9,371, the number present when the returns were made, it appears that 1,956, or above one-fifth, attended less than 50 days; 1,782, nearly one-fifth, less than 100 days; and of the remaining three-fifths 2,204 (23'5 per cent.) attended less than 150 days; and 2,162 (23'1 per cent.) less than 200 days, and only 1,267 (13'5 per cent.) above 200 days. More briefly, 20'9 per cent. attended less than 50 days, and 42'5 per cent. more than 50 but less than 150 days; and 36'6 per cent., or little more than one-third, above

150 days. It will surely not be contended by any one who knows the actual working of elementary schools, that attendance for less than 150 days in a year can enable a scholar to profit considerably by the instruction which such schools are fitted to give. But there is a wide difference between 150 days spent continuously in school, and 150 days distributed irregularly over the year, with here and there a gap of few or many days. In most cases of small total attendance, the latter is the fact, not the former. Again here, as in others things, estimate by average is seriously fallacious. An average of days' attendance may be made up in very various ways. If one boy attends 200 days and another 100, it is practically quite a delusion to say that the average of their attendance has been 150 days. If one man has an income of 200*l.* a year, and another of 100*l.*, what avails it to say that their average income is 150*l.*? Is one any the richer, or the other any the poorer on that account? If we were to divide by the total number of English mouths the quantity of butchers' meat annually consumed in England, would the quotient represent the amount actually consumed by each unit of the population? Surely not, so long as some eat more than enough, while others eat none at all. If the analogy halts, it is only because in education none have more than enough; the largest possession is not excessive. But further, though "half a loaf is better than no bread," and a shilling in the pocket is better than an empty purse, in education what stops short of a certain point is often wholly lost. Lessons imperfectly understood, inaccurately learned, pass away from the mind, leaving it a vacuum, or what is worse, a chaos. The very fact that educational results are so commonly tested by averages seems to show how little education is generally understood.

The same reasoning applies equally to average number of *days during a year*, and to average number of *years* spent at school. Most instructive are the remarks of Mr. H. Mann on the results he gives:—"For aught which the figures would reveal, the whole of the children might have been at school for five years each, or half the children might have been at school for eight years each, and the other half for two years each; or a third of the children might have been at school for ten years each, another third for five years each, and the remaining third not at all."* (Report, 1854, p. xxix.)

The following Table gives the return made by 93 public week-day schools, of the number of years during which the pupils have attended their present school, and the number of scholars who have attended any other school.

* As Mr. Edward Baines so recently as the 22nd July 1859 (*vide Times* of 23rd July) used these words:—"In 1851 Mr. Horace Mann distinctly stated that the number of children then at school gave an average of five years' education to every child in England and Wales," it is of great importance to understand what Mr. Mann really meant:—"These statistics by no means prove that all the children in England obtain five years' schooling in the interval between their third and fifteenth years, but merely that it is consistent with these figures that they all *might* do so, some being instructed at one part of the 12 years, and some at another part. Upon the other hand, it is equally consistent with these figures that some might be instructed for a longer period than five years out of the 12, others being instructed for a shorter; or again, that some *might be at school for the whole 12 years, and others not get any instruction at all.*"—Report, p. xxix.

TABLE XXIII.—THIS TABLE shows the NUMBER of SCHOLARS who have attended SCHOOL the under-mentioned NUMBER of YEARS in 93 Public Week-day Schools; also the NUMBER of SCHOLARS who have attended other Schools besides the above.

UNION.	Number of Schools that have made the Return.	Less than 1 Year.		1 Year and not more than 2 Years.		Above 2 and not more than 3 Years.		Above 3 and not more than 4 Years.		Above 4 and not more than 5 Years.		Above 5 and not more than 6 Years.		Above 6 and not more than 7 Years.		Above 7 and not more than 8 Years.		Above 8 and not more than 9 Years.		Above 9 and not more than 10 Years.		Above 10 and not more than 11 Years.		Above 11 and not more than 12 Years.		Above 12 Years.		Number of Scholars who have attended any other School.		
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Wandsworth and Clapham	44	1,024	711	718	388	311	234	209	190	132	122	94	90	30	33	12	14	6	8	-	4	1	1	-	-	-	-	-	662	415
Newington	10	577	451	310	170	153	110	105	59	66	28	43	37	21	19	16	17	1	11	-	4	-	-	-	-	-	-	-	735	332
St. George's	20	1,446	929	547	468	229	252	153	103	38	40	28	23	3	8	-	1	-	-	-	-	-	-	-	-	-	-	1,325	198	
St. Saviour's	3	80	-	56	-	44	-	34	4	20	-	15	-	3	-	-	38	-	13	-	7	-	7	-	12	-	15	-	-	
St. Olave's	6	69	72	55	50	60	38	34	39	26	12	32	6	6	3	3	-	1	-	-	1	-	-	-	-	-	-	31	81	
East London	10	364	332	227	137	88	53	55	48	25	56	15	13	-	3	1	1	-	-	-	-	-	-	-	-	-	-	22	7	
Totals	93	3,560	2,495	1,913	1,213	887	687	570	437	307	288	227	169	63	69	32	71	8	32	-	16	1	8	-	12	-	15	2,775	1,033	
		6,055		3,126		1,574		1,007		545		396		132		103		40		16		9		12		15		4,808		

For the following reasons I do not think that much reliance can be placed on this Table. 1. The wording of the circular form left it uncertain whether *any* school or *this* school was meant; and it was only in January, after the inquiry was more than half completed, that the latter interpretation was fixed and announced as the true one. 2. I have personally experienced the difficulty of ascertaining from either pupils or teachers the length of time during which each pupil has been at school. The pupil's own remembrance is generally of the vaguest kind, and the registers are seldom kept so as to *carry on* a boy's attendance from year to year. 3. The nominal period of a pupil's stay at school may include long intervals of absence, and even of attendance at some other school, to which, and from which again, he or she has been removed. For these reasons I content myself with giving the Table as it is.

But even if this return were more reliable, it would throw no light on the length of school attendance generally, or in the great mass of schools. Mr. H. Mann, in his report (p. xxx.) says, "If we have recourse to the opinions and experience of able writers and instructors on this point, the inference seems to be, that while among the middle and upper classes the average time expended on their children's school education is about six years, the average time amongst the labouring classes cannot much exceed four years."* But the authorities he cites tend to show that the average among children of the poorer classes is much shorter than four years. Mr. Burgess says, "two years throughout England, and in populous places 18 months;" and the Rev. F. Watkins says, "21 months, exclusive of the infant school." I regret that my returns afford no materials, and I am not aware that there anywhere exist any materials but of the vaguest kind, towards the solution of this great question. I find no satisfaction in such a conclusion as that which Mr. Mann announces, when he says "the inference appears inevitable that very few children are *completely* uninstructed; nearly all, at some time or another of their childhood, see the inside of a schoolroom, although some do little more." (Report, p. xxx.)

Deferring for a little the subject of fees, one point still remains, before proceeding to answer the several questions proposed on pp. 6 and 7 of the "Instructions;" viz., the amount of accommodation which the schools afford. The circular forms that have been issued relate, in this respect, only to public schools, which, though, as we have seen, they actually contain in my district more than twice the number of scholars that the private schools contain, or two-thirds of the whole number of scholars, are yet little more than a fourth of the whole number of day schools. Even a complete statement of the accommodation provided in all the public schools must, accordingly, fall short of representing the whole amount of school accommodation. Though many private schools, especially dames' schools, are certainly overcrowded, it is certain also that in many there is much room unoccupied. The returns of private schools show a very large number of schools with a very small average number of scholars; and if they are not to be put aside

* See Essay read at Educational Conference by J. C. Symons, Esq., p. 298, 1857.

summarily as unfit places for education, their spare room cannot be left out of account. Still, as public schools seem to be assuming constantly a greater predominance over private schools as means of education, it is most useful to see what amount of accommodation they afford.

TABLE XXIV., showing COMPARISON of SCHOOL ACCOMMODATION with average Attendance in 100 Public Week-day Schools that made Returns.

UNION.	Number of Schools that made Returns of School Accommodation.	Average Number of Scholars in Daily Attendance in foregoing Schools.	Number of Scholars for whom School Accommodation is provided in foregoing Schools, at 8 square feet per Scholar.	Per-centage of Excess of School Accommodation as compared with average Daily Attendance of Scholars.
Wandsworth and Clapham	46 out of 66	3,728	5,729	53·6
Newington - -	10 out of 15	1,654	2,194	32·7
St. George's - -	17 out of 34	2,823	3,127	10·7
St. Saviour's - -	5 out of 15	705	670	*5 nearly
St. Olave's - -	8 out of 14	782	956	22·2
East London - -	14 out of 29	1,411	1,677	18·8
Total -	100 out of 173	11,103	14,533	29·2

* Deficiency per cent.

This Table presents a summary of the returns obtained from 100 public schools, containing in all, *in average daily attendance*, and not merely on the books, 11,103 scholars. In these schools it appears that there is provision at the rate of 8 square feet per scholar, for 14,353 scholars, or an excess of accommodation amounting, on the whole, to 29·2 per cent., so that, *as regards mere space*, considerably more than a fourth of the present number of pupils could be accommodated in addition. While this excess of accommodation varies from 53 per cent. in the Wandsworth union, to 10 per cent. in St. George's closely-packed and well-cropped district, the only apparent deficiency occurs in St. Saviour's union, amounting to nearly 5 per cent. Though in that union only 5 out of 15 public schools have made this return, still the result is in fact correct, as its public schools are generally either overcrowded or filled to the very limit of their accommodation.

In looking at the total result, the fallacy of averages again presents itself. An excess of 53 per cent. in Wandsworth union will be of but little avail in supplying even the small 5 per cent. deficiency in St. Saviour's union. How are the surplus scholars and the surplus school space to be brought together? Could we leave this difficulty out of view, it would be easy to show that, on the basis (already examined) of three-fifths of children, between three and fifteen years of age, no further accommodation is at present needed. These 100 public schools could receive 3,250 more scholars than they now contain. If, for the remaining 96

public schools containing 11,457 scholars on the books, or in average attendance, at the rate of 77·6 per cent. (*vide* Table XX.) 8,879 we make the same estimate, we find that they could contain 2,589 more scholars than now, or together 5,839. Thus—

		Scholars.
100 public schools have room for	-	- 3,250
96 " " "	-	- 2,589
or together for	-	- 5,839

Now as the deficiency, on the basis of three-fifths between three and fifteen, has been shown (p. 545), to be 8,895, the number of those for whom school space is wanting is reduced to 3,956. For these again, the 543 private schools could abundantly provide, the addition being less than six scholars for each. If any demur be made to this calculation, it may further be urged that the deficiency of 8,895 refers not to average attendance, but to number on the books, and that it ought to be reduced by 22·4 per cent. (1,982) to 6,913, the number really to be provided for by the surplus accommodation; so that in fact only 1,074 would remain to be divided among the 543 private schools, or almost exactly two for each. Besides, the probability decidedly is that the returns rather understate the number of actual scholars, and that the Registrar-General rather over estimates the number of the population. So easy is it "to make things pleasant," with the aid of figures. An *ad libitum* use of averages, on the basis of an assumed numerical proportion, may do wonders.

Closely allied to the question of accommodation, to which I shall presently return, is that of the provision of teachers (whatever their qualification), in proportion to the number of children that they are called upon to teach. This is an element not less important than the mere room-space under a roof, and within four walls. Unfortunately, the wording of the Circular N. was such as to lead to the frequent mistake of giving only the number of teachers, exclusive of the chief master or mistress. Had this been done in every case, the error would have gone for nothing; but as it is otherwise in other returns, it is impossible to ascertain correctly the number of teachers in private schools. Besides, in some cases teachers are returned as "engaged in the school," who only visit once or twice a week. In the public schools again, 173 of which make this return, there are stated to be 122 trained and 114 untrained masters and mistresses; 65 holding certificates of merit from the Privy Council; 6 registered; 181 pupil-teachers and assistants; 235 paid and 310 unpaid monitors. But as the same teachers appear under more than one of those heads, it is impossible to ascertain the true amount of teaching force, and to estimate its proportion, even if its value were uniform, and if the fallacy of average did not again stand in the way. On the whole, I believe that the staff of teachers is rarely, in public schools, adequate to the work. It is too often forgotten that the mere total number of scholars in a school is not the only measure of the number of teachers required, if a proper classification is to be maintained. Twenty pupils, taken indiscriminately, may, if they are to be efficiently taught, require to be divided into as many classes as would suffice

for eighty pupils. A school of twenty pupils of all ages and varieties of progress, in one class, is very different from a class of twenty pupils assorted according to age and progress, out of a school of eighty children. It is a common mistake to look to the number of pupils in a school, not to the number of classes, and the number of pupils in a class. After all, it is less the number of schools than their available space; less the available space in school than the number of teachers; less the number of teachers than their fitness, that is the vital question. The master makes the school, whoever builds the school-house.

Returning, however, to the question of accommodation; when we speak of providing for the educational *wants* of a district, do we understand its *needs* or its *wishes*? Between the *need* and the *wish* the distinction is only too wide and clear; it is one thing to provide for all who *ought* to be at school, and quite another to provide for those merely who *wish* to be at school. The question of the sufficiency of the *first* kind of provision involves all that debateable ground that we have already traversed; the question as to the *second* is at once simpler and of more immediate interest. The first is a topic rather for the future; the second is wholly for the present. Practically, whatever may be the case in poor and scattered rural districts, I believe that in such a district as mine no desire for further educational means, no *felt need* would long be unsupplied. Does then any such felt need exist? In other words, is there a sufficiency of the second sort of provision? The returns now quoted, so far as they go, considered not merely in their totality, but district by district, tend, with one slight apparent exception, to show that for all who wish to be at school there is accommodation; and in all my inquiries I have not met with or heard of a single case of a child being kept at home, or sent to early work, or allowed to run about the streets, from want of a school near enough to be accessible, or good enough to meet the parents' notions. What then are the causes that all children of school-age are not at school at all, or not kept at school during even the whole period of a fair school-course? This brings me at once to the questions before alluded to, and I shall endeavour to answer them *seriatim*. I wish it were as easy to remove the causes as it is to state them; to prescribe the cure as to describe the malady.

“1. Are the parents, whose children are not under education, unwilling to send them to, or keep them at, school, or are they unable, or both?”

“2. If they are unwilling, from what source does that unwillingness arise?”

All that I have seen or heard, tends to satisfy me that in the mass of cases indifference is more the cause than actual unwillingness or real inability. Those who are themselves utterly ignorant as regards schooling, are naturally unable to appreciate its uses for their children; and they do not send their children to school, much as they themselves would not, if they had time, go to the National Gallery or the British Museum, because they do not care to go. But even where indifference does not absolutely prevent children from being sent to school, it operates powerfully in preventing their attending school with sufficient regularity, or

for a sufficient length of time, to derive much advantage. There are very few, perhaps, who do not "see the inside" of something that may be called a school, especially since the establishment of ragged schools. But any and every excuse for non-attendance is valid. The children from such homes naturally prefer their freedom to the restraint of school, especially of schools such as many still are. Parental indifference does not check the truant tendency of children. No pretext of domestic service is too trifling to induce detention at home. Besides, the ways of earning money in such a place as London are so various, that it is not wonderful children should be tempted from school by the prospect of such indulgences as a few half-pence may procure, even if the necessity for earning be not imperative, even if the parents do not, as they often do, urge the children to do something for their living. In this way, but almost only in this way, may *indifference* be changed into unwillingness. As to inability: Cases of deep and seemingly unmerited distress, *i.e.* unmerited by the individuals on whom it falls, do undoubtedly and to a large extent exist. If these, however, were the only cases of distress, their relief would not be difficult. But ample concurrent testimony declares that, unless by *inability* be meant the destitution which arises directly or indirectly from improvidence and wasteful self-indulgence, inability, comparatively speaking, may be said scarcely to exist. Clergymen and city missionaries, and tradesmen, and relieving officers, and teachers, and masters of workhouses, and members of various other professions, are unanimous on this point. One very intelligent and benevolent man, who has been for 20 years clerk to the guardians in one of my six unions, told me that for some time after his appointment, he thought the guardians were harsh to the poor; but experience had opened his eyes, if it had not hardened his heart; and while he still felt keenly for the sorrows of the poor, he had long been accustomed to look also to the causes. Such, in brief, is, I believe, the process through which every man must pass who has much intercourse with the poor, if he be intelligent as well as kindly. Intemperate parents who spend their earnings, their time, their health, in drinking, may, in a sense, perhaps, be said to be *unable* to keep their children at school. From the educationist's point of view, however, this inability is not the less real and deplorable that it is self-caused—"delirant *patres*, plectuntur *fili*." It is, indeed, an obstacle much more difficult to remove than destitution from any other cause would be. In such cases the school fees, however small, may be a difficulty. But even in free ragged schools the attendance is sadly irregular, in spite of the efforts of zealous teachers. Where the mere keeping of children off the streets for even a few hours is a benefit, a teacher welcomes stragglers whenever they please to come, and for as long or short a time as they please to stay. One teacher told me, "they come and go just as they like. We are glad to see them whenever they come. They are better here than in the streets." The school-door is open, but they will not enter, or if they enter they do not remain. I should do injustice to this part of the subject, if I were to leave it to be supposed that my remarks refer only to confirmed drunkards and probates. Far short of habitual drunkenness, though on the

incline towards it, are thousands of the working classes, who live from hand to mouth, and who may at any moment be reduced to actual want by an illness, an accident, temporary slackness of work. The habit of saving is the pivot on which turns the whole welfare, moral as well as physical, of those who live by wages; to all classes important, it is to them indispensable; and with every added year of life, the habit is more difficult to acquire.

3. "What education is within their reach—In respect of time? In respect of situation? In respect of money?"

As regards time (if I rightly understand the question), I may repeat that evening schools are neither so numerous nor so efficient as they should be. Where evening ragged schools exist they are well attended, especially in the cold dark nights of winter, when shelter and warmth are so needful.

The question of local distribution of schools, so important in many parts of the country, in most of my district presents very little practical difficulty; scarcely any point is so distant from a school as to justify, or even to allow, a complaint of inability on that score to send a child to school.

The money question has been already, and will be again, touched upon.

4. "Do they neglect it on the ground that it is not adapted to their wants, and if so, are they right or wrong in that opinion, and what is the proof that they are right or wrong?"

No single case has come under my notice in which school is neglected on any such ground. Scruples of this kind imply an interest in education and a definiteness of opinion regarding it that do not exist among the masses; they no more neglect to send their children to school, than they themselves neglect to go to church or chapel because they have on conviction special objections to the teaching there afforded; besides, in such districts as this, where schools of many shades are numerous and near, even the sectarian division of schools, offering greater variety of choice, can scarcely operate as a hindrance.

5. "Do they neglect it on the ground of the incompetence of the teacher?"

Considerations of this kind are only too little regarded; nearness and cheapness seem to be much more influential grounds of selection than quality of instruction, even among those who send their children to school; few are such educational epicures as to starve because the food offered is not cooked to their taste.

6. "Do they neglect it on the ground of difference in religious belief from the managers of schools within their reach?"

To this question I shall return where it is again raised in the "Instructions."

7. "Do they neglect it on the ground that they cannot afford to forego wages earned by their children?"

This reason, or excuse, is much more common than any other. Admitting it to be in the circumstances a valid explanation, the question recurs, whence arises this inability to forego wages earned by their children? A reckless multiplication of children is little likely to coincide with much scrupulousness about gaining by their labour, or much regard for their real and ultimate advantage; but, in truth, as already hinted, children do not need the com-

pulsion of their parents to drive them to work. The love of freedom (as they regard it by comparison), of enjoyment, produces the love of earning, by which freedom and enjoyment may be purchased. School is not to them so attractive as to make them unwilling to leave it; they are much more keenly sensitive as to the irksomeness of learning than the future benefits it may yield; for holding horses, for blacking shoes, for running on errands, for selling fuseses or oranges, or penny journals, or general costermongering, not to speak of begging, describing wheels upon the pavement, or even stealing, much book learning is not required. I do not at all wish to deny or make light of the necessity, however caused, which leads parents to send their children as soon as possible into employment, but it would be an error to suppose that the children themselves are not willing to accept work as a substitute for school, if not for idleness.

London is very unlike small towns or rural districts, in which one or other branch of industry predominates, and juvenile labour becomes valuable at, but not before, a certain age. There is scarcely any age at which in London money may not be earned. Vast is, if not the demand, at least the field for juvenile labour. Even regular callings present an early opening. One teacher has told me of a boy not yet nine years of age, whose attention was caught by a bill in a shop-window, which he could just make out to mean that an errand-boy was wanted. He offered himself on the spot, was speedily accepted, and a few days after he left school perhaps for ever. One day, a boy fifteen years of age, stopped me in the streets to ask me to read for him the address on the parcel he carried. On inquiry he told me that his father had long been dead, that his mother was a shoe-binder with only casual employments, that he had never been at school, that ever since he was six years old he had been obliged to do something for a living. In his case even an evening school was unavailable; he was engaged every day in a cane-maker's shop from 7 A.M. to 9 P.M.

For lads who have some sort of instruction the demand is great and early. Mr. Langton, the head-master of the model school, Borough Road, has kindly given me a list of recent applications for boys whom he can recommend (*vide* App. p. 588). Age is of less importance than qualification, such as to write a good hand and to be quick at accounts. Twelve, with exceptions, may be said to be the maximum age at which boys leave this school; and one year, Mr. L. informed me, is, even in such a school as his, the average period of attendance, exclusive of the infants' school. Such situations as those here spoken of may, however, be regarded rather as prizes held up at the school goal, than as bribes to tempt the runner from the course, almost ere he has left the starting post.

Girls are commonly allowed to remain longer at school than boys of the same rank, when the parents are tolerably well off; but their attendance is somewhat less regular than that of boys.*

* In the return of scholars in public schools who have been at school for a certain number of years, the boys are more numerous up to six years, and then the proportion changes, rising year by year—69 to 63, 71 to 52, 52 to 8, 16 to 0, 8 to 1, 12 to 0. In the returns of average attendance in public schools, 12,574 boys show an attendance of 9,975; 10,354 girls, an average attendance of 7,840, the number of absentees being almost exactly equal (2,519 and 2,514), but giving a rate of 25 per cent. absence for the girls, 20 per cent. for the boys.

They are said to be more frequently needed at home for domestic purposes. Those who have received little schooling themselves not only think that six months' schooling can work wonders for their children, but, while it lasts, do not hesitate about interrupting it, often without real necessity. In the very respectable National school for girls at Clapham, I was told that the attendance was always smaller on Monday and Friday than on other days. Laundresses are numerous at Clapham; on Monday clothes are collected for washing, on Friday they are returned to their owners. The lower one descends in the scale, the more irregular, as well as short, does the attendance become.

I have not found in my district a single case of a child's labour being made a condition of hiring the parent.

The subjects most valued, and often the only ones desired, by parents, are those that may be shortly styled "bread-winning;" and to those even aspiring teachers are often obliged very much to restrict their aim. Even grammar I found a very intelligent and conscientious National schoolmaster had come to regard as, if not a superfluity, at least as occupying time that could ill be spared from other things. It is natural that the educational Sisyphus should wish the stone he rolls to be as light as possible; but, even where it is not wished to save personal labour, it seems well to limit attention to those subjects most needful,—*if only the right choice be made*. As regards parents, it is not surprising that, looking at the short time that their children can spend at school, and the uncertainty of their spending even that short time there, they should wish to confine the lessons to subjects most indispensable. Many, again, there are who think that the little schooling which sufficed for them may well suffice for their children; while there are probably few who are anxious that their children should greatly surpass them in attainments.

As there are not, so far as I know, in operation within my district, any "schemes for giving prizes or certificates for long attendance at school," I will merely say that I am not alone in thinking that such schemes (I speak of *prizes* much more than of *certificates*) have in them at least as much danger as advantage. Educational crutches, or go-carts, may for a time sustain the rickety, but they may sustain the rickets too. As the Rev. Mr. Mitchell says:—"It is because we have no faith in the power of education, in its value and advantages, in its loveliness and attractiveness, that we propose such wretched subsidiary means." (Essay read at Educational Conference, 1857, p. 8.)

It is often asserted that the better the school, and consequently the more rapid the progress of the pupils, the earlier the age at which they are commonly removed. *A priori*, there is a certain plausibility in this statement, and probably it is supported by some facts.* But my observations and inquiries lead me to believe that it is in the best class of schools that children often remain longest. The pupils themselves are interested in their lessons, and their parents sympathize with them in their wish to prolong their stay at school. I agree, however, with the Rev. F. Watkins that such are

* *File Report of Rev. F. C. Cook for 1857, p. 250, and Report of Rev. F. Watkins for 1857, p. 290.*

usually the children of the more "respectable" parents. With a lower class, the tendency may be in the opposite direction, on the principle of "first served, first go."

In no school within my district, at least of the ordinary kind (such institutions as the reformatory at Wandsworth do not come within this category), is there any industrial training. I have found a very general opinion among others besides teachers, but especially among teachers, that industrial training cannot well be introduced into ordinary public schools. Some go farther, and think it undesirable. Waiving the question of practicability, as to which I do not see my way, I have no doubt whatever that much of the time now spent within school walls might, with great advantage even to the school studies, be devoted to manual, and especially to out-door, labour. Children are naturally, and happily, impatient of idleness; and in most schools, as they are now conducted, scarcely is even the greater part of the time spent in active industry. Were the lessons compressed within a shorter time,—every moment of that time being put to use,—(this would require a larger, if not a better, staff of teachers,)—I believe that greater results would be attained, from the increased mental vigour resulting from change of employment and bodily exertion in a fresher air. This remark I would fain extend in principle to the schools of the higher,—the highest classes,—and for both sexes. Dreary and profitless are the many hours spent in intellectual task-work, while the youthful brain is not yet consolidated, and young limbs crave exercise. Healthy growth is sacrificed to precocious attainment, transitory even when not worthless. Listlessness and languor take the place of cheerful, energetic *life*. ("Non vivere, sed valere, vita est.")

On the other hand, I believe that in many occupations a better distribution of the time of young persons employed therein might effect a saving of many hours which might be spent at school with advantage, not only to the pupils, but to their business. School is not the only place in which time is wasted, and the early closing movement is but a branch of a much wider question.

My limits do not allow me to enter on a question of deep interest, which is not, however, mentioned in the "Instructions." I mean the bearing of the apprenticeship system on education, if not on productive industry, and the general condition of the working classes. Some materials may be found in a paper which Mr. Napier, the celebrated engineer, read at Dublin, in 1857, and also in the address of Professor George Wilson to the Edinburgh Society of Arts in 1857. Mr. Napier has abolished all apprenticeship in his establishment, and so has Mr. T. Sopwith, the Mining Engineer, in the large coal mines that he superintends in Northumberland.

In only one of the six workhouses within my district (St. Olave's) is there any school. In all the other unions, the children, with rare and casual exceptions, so soon as they reach the age of 3, are sent to one or other of the large workhouse schools at Sutton, Mitcham, Penge, and Hanwell. It cannot be denied that amongst pauper children there is commonly a physical degeneracy which resists or retards the teacher's efforts; but it is equally plain that it is not sought to do for them what is sought for ordinary pupils in schools. They are only paupers, and "a very plain education,"—very plain

indeed,—is thought sufficient for them. I examined with some care a boy, aged 15, whose father had died when the child was two years old, and who had been eight years at one of these large workhouse schools. He was a stout, quiet lad, of fair but not above average ability. He wrote a hand fit for a writing master, and his figures would have done honour to an accountant; but his reading was deplorable. Any words beyond the simplest he bungled, and their meaning was to him quite a puzzle. He could work simple sums well enough when the figures were before him on the slate, but when I asked him several times this question, If he had a yearly income of 150*l.* and spent 115*l.*, how much would he have left at the end of the year?—after some time and seeming reflection he replied that he had not been taught that in his school. Ever the same story! The understanding is not addressed, the power of thinking is not exercised, and what is not exercised grows feeble and decays; yet surely, the greater the disadvantages with which a lad has to struggle on his entrance upon life, the more important is it that his natural powers should be made acute and strong and active for the encounter. Whatever may be the case with the rich, the juvenile pauper cannot afford to be narcotised under pretence of being taught; vain is the attempt to engraft morality and religion on the stock of intellectual stupidity, but no amount of failure suffices to enlighten teachers and pastors on this point. Very modest, almost timid, is Mr. Tufnell's remark on the Homes for the Rescue of Young Women and Children: "I cannot help thinking that the "good seed thus sown would be more firmly rooted, and less "liable to decay in future years, if a little more intellectual instruction were imparted."*

I have not been able to obtain any satisfactory data on which to found an opinion as to the local operation of such causes as the establishment of large works involving a demand for intelligent labour. It seems probable that any such effect must be gradual and slow, and in such a place as London it is extremely difficult, perhaps impossible, to trace with clearness the working of any single agency. On the whole, I have been informed that scarcity of work does operate towards the withdrawal of children from school, if not altogether, at least, in some cases, from a paying school to a ragged school; but the tendency of more abundant employment to increase school attendance (though it would seem to follow *è converso*) does not seem to be so well established. It must however be remembered that when work is abundant and wages good, demand for juvenile labour rises also, and that thus two tendencies help to balance each other. If scarce work produces lower wages, inability to pay school fees and consequent removal of children from school (especially where fees are paid,) the tendency is checked by the lessened demand for juvenile labour;

* "It is generally supposed there are few men who entertain any violent fears on the ground of over-education; I believe the reverse to be the case. There are many, both amongst the clergy and laity, who, although they might not like to acknowledge it, are practically well satisfied if the children in our National schools are taught reading (only so much of it as will enable them to read their Bible-), writing, and arithmetic. That the clergy as a body are satisfied with a low standard of instruction cannot be denied, although they contribute most liberally to the support of schools."—Report of the Rev. J. J. Blandford, p. 474, Minutes of Council for 1850-1.

on the other hand if there are abundant work, higher wages, and greater ability to pay school fees, the increased demand for juvenile labour comes into play as a check. Further, in such a place as London, except rarely, distress or prosperity does not fall on all occupations at once, and partial disturbances may be compensated and fail to affect the aggregate, especially of juvenile labour, which has not as yet received a definite direction.

I should say decidedly, that "it is a matter of indifference to parents (generally) how schools are managed, so long as they afford an education which suits them." Nearness and cheapness, I have before said, are important grounds of choice; the former especially in the case of young children. It is, I believe, chiefly on the ground of convenience as to vicinity, that private schools, of the lower class, *e.g.*, dames' schools, are preferred to public schools superior but further off. It were an error, however, to put down this as the only reason; acquaintanceship, and even compassion, may have influence. A higher respectability often is attached to the idea of a private school. Then there is the smaller number of pupils, which suggests the idea of greater individual attention, and lessens the fear of injury to health or morals. It cannot be without reasons, valid or invalid, that parents so often forego the greater advantages of a public school, which is often at a lower rate of charge (*vide* p. 526). That dames' schools, *if properly conducted*, may, in some respects, be preferable to public schools, especially for young children, I am less disinclined to believe now, than I was when I wrote my preliminary report, in January last. Since that time I have seen some good specimens of the class. But it seems too probable that such schools will, as a rule, be taken up by persons whose incompetence for any other work by no means proves their competence for this; that there must be in such schools a deficiency of room, of ventilation, of the needful, not to say the ornamental, furniture of a school; even if the absence of all test of qualification on the teacher's part, of all publicity and inspection, do not produce laxity and neglect.

But, however the case may stand between public and private schools, it does not appear that connexion, or the absence of connexion, with Government, or with any educational society, has, in itself, the least influence with parents in the choice of a school. I say, *in itself*, for such connexion or the reverse, may greatly influence efficiency, to which some parents, no doubt look; and there may be greater confidence in the permanence of one educational organization than of others. Still it is not encouraging to regard the indifference of many parents to whom a school is a school, no matter what its shortcomings.

The question of the "comparative popularity of free education and education for which payments are made," may be treated in more than one way. I have had prepared two sets of tables, from one of which (Table XXV.) may be ascertained the number of free schools, of the scholars therein, and their proportion to other schools and scholars; from the others (Tables XXVI. and XXVII.) the rate of school-fees paid in 121 public schools, containing 16,569 scholars, and in 402 private schools (N.'s, excluding mere L.'s), containing 8,718 scholars.

TABLE XXV.

UNION.	Number of Public Free Schools therein.	Number of Scholars between the Ages of 3 and 15 in Free Schools.	Number of Scholars between the Ages of 3 and 15 in Public Schools.	Number of Scholars between the Ages of 3 and 15 in all Schools.	Estimated Number of Children between the Ages of 3 and 15 in 1858.	Per-centage of Scholars between the Ages of 3 and 15 in Free Schools as compared with the Total Number in Public Schools.	Per-centage of Scholars between the Ages of 3 and 15 in Free Schools as compared with the Total Number in all Schools.	Per-centage of Scholars between the Ages of 3 and 15 in Free Schools as compared with the Total Number of Children between those Ages.
Wandsworth and Clapham -	8	648	6,636	9,343	15,618	9·7	6·9	4·1
Newington -	2	275	3,237	7,898	18,730	8·5	3·5	1·5
St. George's -	12	1,556	6,980	8,355	14,396	22·3	18·6	10·8
St. Saviour's -	4	467	2,463	3,487	9,389	18·9	13·4	4·9
St. Olave's -	9	1,061	1,628	2,369	5,005	61·5	42·2	20·0
East London -	7	47	3,581	4,405	11,598	15·2	12·2	4·7
Totals -	42	4,494	24,525	35,947	74,736	18·3	12·5	6·0

It thus appears that in the six unions there are in all 42 free schools, (St. George's, as before, taking the lead, with 12 schools and 1,556 scholars,) containing together 4,494 scholars between three and fifteen; the number between three and fifteen in public schools of every kind being 24,525; and in all day schools, public and private, 35,947; the population between three and fifteen being estimated at 74,736. That is, that in free schools there are of the whole estimated number of children in the district between three and fifteen 6·0 per cent.; of the children between three and fifteen in all schools, there are 12·5 per cent.; and of the children between three and fifteen in public schools, there are, 18·3 per cent.*

This comparison between free and other public schools shows that a large number of scholars, nearly one-fifth of the whole, take advantage of free schools. Quite compatible with this fact, however, is another fact, that many parents regard charity schools as a sort of degradation. It is to be wished their number were greater; but education has long been a field for pauperism on one side, as well as for charity on the other.

* The high per-centages in St. Olave's are due mainly to the Elizabeth Grammar School, in which fully 600 children are taught free of cost.

TABLE XXVI.

UNION.	Number of Public Schools that made Returns of the Weekly School Fees.	Number of Children paying 1d. per week and less than 2d.	Number of Children paying 2d. per week and less than 3d.	Number of Children paying 3d. per week and less than 4d.	Number of Children paying 4d. per week and less than 6d.	No. of Children paying 6d. per week.	No. of Children paying above 6d. per week.
Wandsworth and Clapham -	55	1,639	3,174	209	306	136	4
Newington -	13	690	1,582	82	88	45	-
St. George's -	17	310	2,912	633	36	193	-
St. Saviour's -	10	790	620	16	24	-	-
St. Olave's -	5	165	312	-	-	-	-
East London -	21	1,693	653	245	12	-	-
Total -	121	5,287	9,253	1,185	466	374	4
Per-centage -	-	31·9	55·9	7·1	2·8	2·3	0·0

From the foregoing Table, it appears that of 16,569 scholars in 121 public schools, 5,287 (31·9 per cent.) pay 1d. a week ; 9,253 (55·9 per cent.) pay 2d. ; 1,185 (7·1 per cent.) 3d. ; 466 (2·8 per cent.), 4d. ; and 374 (2·3 per cent.), 6d. Twopence a week would thus seem to be the sum paid by more than half of the whole number of children, not exclusive of infants' schools, while nearly one third pay only 1d.

TABLE XXVII.

UNION.	Number of Schools.	No. of Pupils.			Not exceeding 2d.	Above 2d. and not exceeding 4d.	Above 4d. and not exceeding 6d.	Above 6d. and not exceeding 9d.	Above 9d. and not exceeding 1s.	Above 1s.	Total.
		M.	F.	T.							
Wandsworth and Clapham -	72	671	815	1,486	73	394	335	180	237	238	1,486
Newington -	187	1,964	2,038	3,962	112	1,224	783	544	603	696	3,962
St. George's -	57	524	612	1,136	94	469	143	85	208	157	1,136
St. Saviour's -	37	572	475	847	176	371	86	69	90	55	847
St. Olave's -	24	322	432	754	216	277	61	55	62	83	754
East London -	21	197	336	533	45	163	78	82	90	75	533
Totals -	402	3,990	4,723	8,718	716	2,898	1,486	1,024	1,310	1,234	8,718
Per-centage -	-	-	-	-	8·2	33·3	17·0	11·8	15·0	14·7	-

In 402 private schools, again, (for the middle and lower classes only,) we find that of 8,718 children, only 716 (8·2 per cent.) pay 2d. a week ; 2,898 (33 per cent.) pay from 2d. to 4d. ; 1,486 (17 per cent.) from 4d. to 6d. ; 1,024 (11·8 per cent.) from 6d. to 9d. ; 1,310 (15 per cent.) from 9d. to 1s. ; and 1,234 (14·7 per cent.) above 1s. Even if we throw out of account the last two sets of scholars as belonging to a class above the public schools (though I am by no means sure that it is just so to do), it is evident that the

rate of fees in private schools is considerably higher than in public schools, a fact the more remarkable if it be also true, as I believe, that, on the whole, the latter furnish decidedly the better education of the two.* A slight comparison of the tables shows that while in public schools 89·8 per cent. pay less than 3*d.* a week (31·9 per cent. less than 2*d.*), and only 12·2 per cent. 3*d.* and upwards; in private schools 50·3 per cent. pay above 2*d.* and not exceeding 6*d.*, while only 8·2 per cent. fall below 2*d.* This fact strengthens the conviction pressed on me from many quarters, that the fees in public schools might advantageously be raised; in several instances I found that fees had been raised, and the uniform statement was that no diminution of attendance of any importance or continuance had ensued. Parents, I was often assured, value more an education for which they pay more; the fact of their paying more for it shows that they value it more. Of course there are limits to this; but when we consider that even at 2*d.* a child's schooling for a whole week costs just the price of one glass of ale, it is surely not unreasonable to think that the school fee might bear to be somewhat raised. Only schools of the better class have attempted this, or could succeed if they did attempt it; but it is a result in many ways eminently desirable; the reduction of fees in cases where two or more children of the same family attend might still be continued. An increase of fees, besides its advantage to the public schools themselves, would react beneficially on the private schools, which must fall into lower hands under the pressure of an artificial and unequal competition. If teachers of private schools could charge a higher price, I think there would be room for a wholesome rivalry. In one case, in the training school at Battersea, where I found two schools at different rates of charge, 2*d.* and 4*d.*, under the same roof and management, I requested the very intelligent master, Mr. Bryant, to make for me a special report; this he has kindly sent me; it will be found in Appendix, p. 575.

As regards the great mass of the parents of children in public schools, I do not at all believe in their real inability to pay higher fees; it is not at all this class, as a rule, that requires external aid. For those really unable from destitution, culpable or not, to pay even the present rates, special provision must be made in the ragged schools, or otherwise. I may remark, in passing, that the strong objections against charity free schools do not at all apply to rate-supported free schools. To the former admission is a favour and a boon; to the latter, it is a right, involving no more degradation than does the use of water by any who pay a water-rate, however small in amount, compared with others of greater means.

As regards, however, the question of local compulsory rating,—and I may add that of compulsory education,—I may say here, that so far as I have been able to learn, with exceptions too trifling to mention, no definite opinion exists in my district.

* "There is, I believe, no doubt of the great educational paradox—that the better a school is, the shorter time do children of the working classes stay in it. There is also another paradox in education which is worthy of notice, that, as a general rule, the better a school the less the children pay for their schooling in it. This is proved clearly by the summary of school fees, &c.—See Rev. F. Watkins' General Report for 1857, Minutes, pp. 290, 291.

The questions do not seem to have been even ever raised among the people.

On the subject of religious instruction, I do not find among teachers, parents, or pupils that any practical difficulty exists. It is not that formulas are not imposed on children which their parents may not accept; but there seems to be a general indifference to formulas. Even those who themselves have very little religious thought of any kind, have a notion that religion is a good thing for their children. Of the different kinds of religion they have no very clear appreciation; at all events, they do not think of objecting to its being taught in any shape not peculiarly offensive in itself, or from the way in which it may be forced. The religion is accepted in the lump with the rest of the instruction. It is from a quite different class that the agitation proceeds, whichever side it takes, positive or negative. Nor is it likely to cease until all parties learn to distinguish more clearly between the *teaching of religion* and *religious teaching*, and to value more highly and justly the subjects which all hold or may hold in common.

In such a city as London, there is unusual choice of schools, as regards their sectarian connexion. But, within my district, I find the children of Church parents in British and Foreign and other such schools; still more commonly, children of dissenting parents in Church schools. The proportion varies, somewhat, according to the comparative efficiency of the two classes of schools in a given locality. There are always some parents with whom this consideration has weight. When I have made inquiries on this point, I have found it, at times, difficult to obtain precise information. Some teachers have told me that they never ask about the religion of their pupils' parents.

The following Table shows the way in which the returns as to the denominational character of the schools were made for 173 public schools.

TABLE XXVIII.

UNION.	SCHOOLS.				Per-centage of the Total Number returned.		
	Church of Eng-land.	Denominational.	Non-Denominational.	Total.	Church of Eng-land.	Denominational.	Non-Denominational.
Wandsworth and Clapham -	58	3	5	66	87·8	4·5	7·5
Newington -	10	2	3	15	66·6	13·3	20·0
St. George's -	25	2	7	34	73·5	5·8	20·5
St. Saviour's -	10	2	3	15	66·6	13·3	20·0
St. Olave's -	8	2	4	14	57·1	14·2	28·5
East London -	18	9	2	29	62·0	31·0	6·9
Total -	129	20	24	173	74·5	11·5	13·8

The result is that 74·5 per cent., say, three-fourths of the whole number, belong to the Church of England, while 11·5 per cent. belong to other denominations, and 13·8 per cent. to no special denomination. Considerable as are the disparities in the proportions between the denominational and the non-denominational schools, the predominance of Church schools in all districts is tolerably uniform, varying from 87·8 to 57·1 per cent. Among private schools the proportion as to the Church is probably not much different from this; but I should expect that the non-denominational would more decidedly out-number the denominational. At the same time, the connexion with the Church is not generally marked so deeply and exclusively in private as in public schools.

Since January I have directed attention to the case of children of persons receiving outdoor relief; but I have found it difficult to obtain precise and consistent information. In the Appendix, p. 577, will be found letters from the clerks of the several unions stating the number of children of such persons relieved on 1st January 1859, and the practice of the guardians concerning them. The relieving officers to whom I have applied do not generally speak so confidently as to the care taken by the guardians to ensure that such children should be sent to school. On the whole, I have no security that their schooling is provided for, or insisted on; and I trust that the inquiry for which Mr. T. Bazley, M.P. for Manchester, has just given notice of motion, will succeed in enforcing attention to this most important question. It is from this class that the ranks of future pauperism, if not criminality, are most likely to be recruited; and it is precisely this class for which the community or its representative—the State—is at once most fully entitled, and most strongly bound, to provide needful training.

Of the alleged inability of parents to send their children to school I have already spoken, and I have explained the sense in which I do not believe the want of school accommodation to exist.

Neither do I believe that in my district, at least, whatever may be the case in rural districts, new schools have been built in rich neighbourhoods, whilst the provision made for education has been stationary in poor ones. More depends on the zeal of persons interested in education than on the relative wealth of the district. Where zeal exists, as in St. George's union, schools arise, if not school-houses; but these also will arise when scholars have been gathered together. As parts of my district become populous, churches and chapels spring up rapidly, and in almost every case a school is regarded as a necessary adjunct. That sectarian rivalry does much to stimulate educational zeal is at least possible; but in my district I have not found it under the offensive form that I have known it elsewhere, even in London, to assume.

2. *Mode of Education—A. Schools.*—The following Table shows the way in which the returns as to inspection under the Committee of Council were filled up for 153 public week day schools:—

TABLE XXIX.

Union.	Number of Schools.			Per-centage of Schools.	
	Under Government Inspection.	Not under Government Inspection.	Total.	Under Government Inspection.	Not under Government Inspection.
Wandsworth and Clapham - - -	37	24	61	60·6	39·3
Newington - - -	9	5	14	64·2	35·7
St. George's - - -	17	10	27	62·9	37·0
St. Saviour's - - -	2	12	14	14·2	85·7
St. Olave's - - -	2	9	11	18·1	81·8
East London - - -	11	15	26	42·3	57·6
Totals - - -	78	75	153	50·9	49·0

From this it appears that of this number 78 are and 75 are not under Government inspection, or 50·9 per cent in the former, and 49 in the latter case. It is a significant fact that of so many schools fully a half should be inspected under the Committee of Council. In those districts in which the per-centage of such inspection is highest, education is certainly the most advanced, and *vice versâ* proportionally. In the Wandsworth union five schools are under diocesan inspection. Of the schools not under Council inspection a large number are endowed schools, of which, according to the returns, there are 35. My district presents not many examples, much fewer than I expected, of "conscientious scruples against accepting Government assistance to, or admitting Government interference with, education in any form whatever." In some cases, where such aid and inspection have not been sought, it is rather from indifference, or indisposition to be interfered with, than from conscientious objections to the principle. In two instances I heard the British and Foreign School Society denounced for having departed from their original constitution in this respect. In the case of endowed schools, I have found great jealousy of Government interference; I wish I could add that in such schools it is not required.

After numerous inquiries I have not found a single case, or heard a single complaint, of reduction of voluntary contributions for purposes of education, consequent on receipt of Government aid. On the contrary, I have been almost uniformly assured that the operation has been the other way, and that, as regards the

building of schools especially, the principle on which Government grants in aid are proportioned to the amounts subscribed, acts as a stimulus to private charity. That this should be the case in a large and wealthy city, though with poor districts, is not incompatible with a widely different effect in country places.

I have not found within my district any case in which the Government grants were so made "as to interfere with the management of the school," but beyond my district I have heard of a few such cases. The Rev. Mr. Marshall, of St. Bride's, informed me, for example, of an unpleasant difference between the committee of a school and the Committee of Council regarding a teacher, and of the withdrawal of one annual subscriber of 100*l.* on account of the disagreement. In another case which fell under my personal observation, the National Schools had been condemned by the inspector on the ground of deficiency of light, and perhaps for other reasons, of which it is not for me to judge. The incumbent, having no funds wherewith to make the required alterations, offered to the Council, that if they would pay the cost of the alterations, he would make himself responsible for the carrying on of the school. As the Council declined to grant more than half the needful cost, all three schools were shut up for two years. At the end of that time a master shoemaker of the district offered to take the boys' school and make what he could out of it if he were allowed the use of the room. This offer was accepted, and he carries on now both occupations, teaching in person and shoemaking by proxy, except at night, when he is free to attend to his last. He is said to make the combination pay, finding customers among his pupils, and pupils among his customers. He seems to have a great love of teaching, and he assured me that he was "quite in his element as a teacher." The discipline was equal to that in most National Schools; the writing was well attended to, and the simple rules of arithmetic also. The cane, however, is here a real "teaching tool;" and geography is taught without maps. On the top of a cupboard lie several maps thickly covered with dust, for in the master's young days maps were not used in school, and he did not find them necessary. The girls' and infants' schools had been reopened on a similar footing. The teacher of the latter had a baby of her own in her arms, and a little surprise was expressed at our finding her at her post, as I was told that she was not at all regular in her attendance. The former was in a scarcely better condition, if I may judge from what I saw and heard. One row of children, who were writing on slates, amused themselves with writing the words of the copy not continuously in one line, but one word in each line, thus—

Jesus

Christ

the

Son

of

God,

filling up the omitted words as they chose. I called the teacher's attention to the practice, but she made no remark, and no attempt to check it. Perhaps she thought that if the words were all

written, it mattered not how, or when, or in what order. Certainly no case so bad as this has fallen under my notice in any school within my district that had ever connected itself with the Privy Council. In Bethnal Green I heard of other schools having been closed for want of funds, and of great depression among the clergy on the subject of education.

In very many quarters I heard complaints on the part of private teachers of the injury sustained by them through the competition of state-aided public schools, complaints backed by the enumeration of cases of pupils removed; "How can we stand against it?" was the cry: "for 2*d.* a week all sorts of things are taught, and with abundance of maps and diagrams, and apparatus of every kind; we cannot afford to buy such things." One poor sickly young man, who looked prematurely old, who walked with crutches, and whom I found in a state of great exhaustion after his having just swept up his class-room floor (of which a large portion was occupied by a mangle), was almost heart-broken on this account. He was intelligent and gentle, and I am sure industrious and conscientious, but he did not see how he was to live. His evening school, such as it was, he had given up as beyond his strength, and the National school, not far off, drew away, or kept away, day pupils. Such complaints were not confined to private teachers in the lower grades of school-keeping. Lower prices coupled with higher efficiency (though this was, of course, not generally admitted) tell injuriously on private schools of considerable pretensions, and for both sexes. One very respectable lady asked me how the Commissioners could come to her for information when the Government was taking the bread out of her mouth. Though, as she talked, she told me all I wished to know, she would herself fill up no return. She cited cases of parents "well to do," who had removed their daughters to the National school from hers. "Too much now-a-days was taught to the poorer classes," &c., &c. This wretched notion I was often doomed to hear expressed, but seldom with more ludicrous effect than by an elderly lady, who told me that she took "none but carriage children" (she had but three pupils at very moderate charges), and "that there was no keeping servants now that they were taught to write."

The effect produced on private schools by the increase of National and British and Foreign schools is not quite confined to the humbler schools in efficiency or in rank. Through greater cheapness it affects, in some measure, the better schools also, as well as those of a higher grade.* Such a school, indeed, as the Birkbeck

* Some striking statements as to the effect of the improvement of elementary schools in Ireland on middle class schools may be found in the Report of the Commission on Irish Endowed Schools, p. 278; also in Miss Martineau's volume on this subject, 1858, c. 10, p. 58; and in "Belfast News Letter," 31st December 1858, containing report of public meeting at Belfast.

"The establishment of a system of primary education by the Government has had the effect of greatly diminishing the resources which, though no doubt scanty and imperfect, formerly enabled the middle classes to a certain extent to provide a suitable education for their children, and there seems no prospect that the void thus left will be supplied by exertions of a purely voluntary nature."—Report of Commission on Irish Endowed schools, p. 278, 1st recommendation.

School at Peckham, conducted by Mr. Shields, which in seven years has collected 550 pupils at 6*d.* a week, in spite of wretched roads and distance from any habitations, may defy the competition of other schools, howsoever aided by Government grants and other appliances. But Mr. Shields is a man of rare talents and attainments, and of still more rare ability as a teacher; one whom no training college can manufacture to order; and his school accordingly is considered by many teachers of National and dissenting schools, as I consider it, a model of not commonly attainable perfection. It is scarcely to be expected, however, that ordinary schools without aid from Government should not suffer from the competition with others that enjoy it. When freedom of trade is once disturbed, it is not easy to assign limits or even direction to the results.* Elementary public schools, at once improved and cheaper, draw into themselves and out of private schools children of a higher class; and few can visit a National or British and Foreign school, at least in my district, and especially on the day of an examination, without being struck by the dress and general aspect of many of the children, indicating a higher rank in life than such schools were originally designed for or frequented by. The operation on private teachers has already been noticed.

On the other hand, if I do not err, I find signs of a counter-acting tendency, which may not improbably develop itself more and more. Some of the better sort of public school teachers, impatient, it may be, of the subjection to school managers, of lay or clerical control, or of the heavy drudgery of large schools, aspire to a position more independent, if not higher; and open schools for children of the middle and upper classes at considerable fees. As they are often superior to the present race of teachers of middle-class schools in actual attainments, and almost always superior to them in professional training, they start with good chances of success. Three such cases have come before me in my district: two of these schools rank among the very best of their kind; and from what I have seen of the third teacher, whose experiment is very recent (and I saw much of him ere he made the change), I expect that his success will be great. If such cases become more numerous, the good effect on middle-class teaching will be considerable; and elementary schools may attract, even if they do not retain as teachers young men of superior promise. I may say that none of the three teachers I have just alluded to considers it an honour to be ranked among the class in which they have just taken places.

I can have no hesitation in answering the question as to "the character and degree of efficiency of uninspected and unassisted public schools in comparison with the schools inspected." As my inquiry has proceeded, I have found that the line between efficiency and inefficiency coincides with that between inspected and uninspected schools much more uniformly than with that between public and private schools. Honourable exceptions, I

* Educational voluntaries often seem to forget that the law of demand and supply, to which they appeal against grants from Government, is as much violated in principle, whatever may be the degree, by charitable subscriptions as by State subsidies.

know there are, of which I should be grieved to speak disparagingly, but they are only exceptions. Even excluding the endowed schools, of which more hereafter, the number of public schools uninspected and inefficient is considerable. Some illustrations of this statement are given in the Appendix; but these might easily be multiplied. In one school, of rigidly voluntary constitution, which is very far from being *on the whole* inefficient, I found four boys employed during the hour of a writing lesson in carrying up and down between the parallel desks inkpots at the end of handles, in order that their fellows might dip their pens into the ink as they passed! The desks were too narrow (so it was said, and certainly they were very narrow), to allow permanent inkpots to Lancasterian practice, is still kept up, the boys taking this duty to be inserted; and this expedient, a remnant of the all but obsolete in rotation in order that this sad loss of time may be fairly distributed throughout the class. I had been informed by a lady, one of the committee of the girls' school of this establishment, and a staunch voluntary, that one of the fundamental articles in the constitution of the school was, that no reading books should be used but the Bible. On examining the printed constitution I did not find this to be exactly the case; at all events, the rule was not so interpreted in practice. Other books are in use, but by a strange perversity, they are used only in the higher classes, while the lower are restricted to Bible reading. Instead of being advanced to the privilege of reading the Bible when fully prepared to read it with ease, reverence, and profit, the children are taught reading from the Bible, and then advanced to the dignity and enjoyment of secular reading when drilled sufficiently in spelling out the Scriptures.* Thus the Scriptures are treated as one would blush to treat Milton or even Cowper. Strange that to employ the Bible as a spelling-book should be considered pious; that to dissociate it from school task-work should be considered profane! Of this school the master and mistress were zealous and energetic, and the order, especially in the girls' school, was very good, among the girls even too strict; but the school was overcrowded, the instruction being entirely free, and every seat occupied, and there was a great want of efficient assistance. In some cases, as in this, the committee do the work of inspection, and do it faithfully according to their light. But in others the committee or congregation give up the school to the teacher to make the most of it; and then it becomes practically private, with less security than sole pecuniary responsibility gives. In two infant schools of this kind I have seen disorder, idleness, and general inefficiency, fully equal to the worst and lowest of private schools.

Objections to "administration of the Government grant, apart from its principle," are not numerous, or loud, or serious within my

* "It is no uncommon thing to find the Bible dishonoured by being made the lesson-book of such as are scarcely able to read monosyllables. The grave objections of a moral character to this practice, so well fitted as it would seem to give the children a distaste for the study of that book which ought to be their dearest solace in after-life, I will not touch upon; but it is obvious that the trouble of learning to read is greatly and unnecessarily increased by the use of lessons not properly graduated, in which the difficulties are not proportioned to the ability of the learners."—Rev. J. Allen (Victoria Legislative Council Papers, 1851).

district. I have not heard it even hinted that the number of days of attendance required for the capitation grant is too great; indeed it is not easy to see how it could be reduced without losing even the pretence of efficiency. The subjoined Table shows the extent to which the capitation grant has become available in my district; a more minute statement will be found in the Appendix, p. 580.

TABLE XXX.

UNION.	Number of Schools.	Number of Children therein.			Amount of Grant.	
		M.	F.	T.	1856.	1857.
Wandsworth and Clapham	13 in 16 depts.	1,079	962	2,041	£ 56	£ 134
Newington	2 in 6 depts.	681	533	1,214	-	39
St. George's	6 in 12 depts.	2,024	994	3,018	21	111
St. Saviour's	-	-	-	-	-	-
St. Olave's	-	-	-	-	-	-
East London	1 in 3 depts.	266	209	475	-	3
Totals	22 in 37 depts.	4,050	2,698	6,748	77	287

The increase on the year, from 77*l.* to 287*l.*, is considerable, and the proportion of its local distribution is much as former tables might have led one to anticipate.

I have heard it objected, and I agree with the objection, that it is unwise (admitting the wisdom of the grant itself, of which I give no opinion) to exclude from the grant unregistered or uncertificated teachers, if their schools be found fairly efficient; it may be well to exact this condition from young teachers who have been regularly trained, but there are still many very worthy teachers whose start in life dates from a time anterior to the establishment of training schools, and who, even if comparatively deficient in learning, are skilled in teaching and in managing their pupils. What is it that is desired? Is it not effective teaching and school management? Is not learning, at best, only a means to this end, and a means that often fails to attain this end? What is the best proof that this end has been attained? Is it not afforded by the school itself? To examine the master instead of his school is to prefer the worse to the better mode of ascertaining his efficiency, and is at variance with the rule of judging of the tree by its fruit. The principle here involved, which applies to more than mere capitation grants, was brought strongly under my notice by the case of Mr. Angel, who has been for twenty years the energetic and successful head-master of the great Jews' Free school in Bell Lane, containing now, 1,068 boys. As he declined to submit to the required examinations, though a man of much higher attainments than ordinary schoolmasters, it was only through an evasion of the rule by the acceptance of one of his assistant teachers, a certificated master, in his stead, that his school became connected with the Privy Council. It may fairly be asked whether such an exception justifies or condemns the rule? and it seems from such a case not unlikely that this restriction

may sometimes "exclude good teachers and their schools from assistance." Public schools not under Government inspection are managed sometimes by the trustees on the foundation, sometimes by a committee of the subscribers or of the congregation with which the school is connected.

Finance.—I have already spoken of the operation of school-fees. The payment of fees may be said to be popular with the better class of parents. Both from facts that have been reported to me, and from the opinions I have heard expressed, I believe that "the scale of fees can safely be raised" (within limits) "in proportion to the character of the education given." Pupils who pay the highest rate of fee are ever reported to me as the most regular in attendance; but then such pupils are most probably the children of parents who, valuing instruction duly, not merely pay fairly for it, but see that the attendance at school is regular. In the Cripple-gate Ward School fees have lately been substituted for free instruction; and the head-master of St. Olave's Grammar School thinks the want of fees in that school an evil. In only one case have I found the change reversed—in a school, built and maintained by a benevolent lady,—and the result has been a great increase in numbers, but I more than suspect, decreased efficiency. What I have now said does not, of course, apply to ragged schools, if care be taken to restrict admission to the really destitute classes; but even there, voluntary payment might, I think, be encouraged with advantage. So long as schools are supported by charity, and not by a general rate, the absence of fees may be held to be an evil, inevitable in some cases perhaps, but still an evil.

Schools cannot fairly be said to be in debt, even when there is difficulty in providing the requisite means. Collections at church or chapel are the usual means for meeting deficiency of funds, and in some cases the clergyman or the treasurer will himself make up the deficit, to avoid the annoyance of soliciting subscriptions.

The comparative efficiency of Schools.—As already stated, I have visited almost every public school, and I think I may say every charity or endowed school within my district. Of endowed schools my impression is far from satisfactory; I have found a general dulness and want of life to be their general characteristic, and even the best among them are seldom equal in the elements of instruction to a well-conducted or even average National or British and Foreign school. In those of the highest standing, where the head-master is a graduate of one of the Universities and in orders, I observe a tendency to give prominence to classics, and to seek reputation for the school and to test its success, by preparing a few of the older pupils for exhibitions to the Universities. In one case the school (St. Olave's Grammar School), an old foundation, has been divided into two sides, a classical and an English side. In one case (St. Saviour's Grammar School) I was glad to find that lessons in physical science were regularly given, with the full approval of the rev. head-master, and, as he informed me, with marked advantage to the pupils, whose interest was excited, attention sustained, and thought awakened. The Newcomen's school for boys, near Southwark Bridge, was that in which I found the greatest vitality and the most practical adaptation to the pupil's wants. In the case of Sir John Cass' institution in

Aldgate I was civilly refused admission, on the ground that the school was regularly examined, and a return was made annually to the Charity Commissioners. By the master of the Waterman's school at Putney I was very frankly received; he regretted that a visitor to his school was almost as rare as an earthquake; the boys, consequently, when I examined them, appeared to disadvantage. Frequent and regular inspection would be an immense boon to both boys and master; the mistress of Lady Hollis' School in Aldgate confirmed this opinion. Inspection is a great aid as well as a great check; it stirs up the indolent and encourages the zealous; whether it is dreaded or desired, it is ever beneficial.

The subjoined table gives the amount of endowment returned in the six unions:—

TABLE XXXI.

UNION.	Number of Schools that have made the Return.	Number of Scholars therein.	Amount of Endowment.
Wandsworth and Clapham	9	753	£ 534
Newington	9	1,855	427
St. George's	3	516	60
St. Saviour's	1	92	103
St. Olave's	4	314	372
East London	9	1,168	2,650
Totals	35	4,698	4,136

I much regret that, for reasons before stated, the returns are in this respect so defective; but I do not believe that they fall much more below the real amount, than does the good effected by these endowments below the good that with better management they might effect.

The number of dames' schools in my district I reckon to be at the very lowest 63, with 1,103 scholars (465 males and 638 females); but it is difficult to define this sort of school, and this estimate I believe is short of the truth. As all profess, at least, to give some instruction, I am unable to say how many are substantially mere nurseries. For children under three, it is probable they are used "principally for the purpose of keeping children out of mischief during school hours."

Of industrial and evening schools I have already spoken. Of the latter I would repeat that they need to be systematised and made a thoroughly component part of the educational system, and not a mere temporary, occasional, and subordinate adjunct to a day school. For the class whom it is most important and most difficult to have instructed, they are more needful, because more available, than the day school; and I trust that the energy of the Committee of Council, or whatever other authority may superintend education on behalf of the State, will be turned more and

more in this direction.* Attendance in evening school must come to be regarded as a regular, not exceptional thing; and in spite of the distractions of a large city, much more may ere long be done in this direction than many now think possible.†

There is no part of my district, except the Jewish quarter, that can be said to have a special character, requiring or admitting special adaptation of instruction.

I have taken some pains to inquire into the distinctive features of ragged schools. In the Appendix, p. 621, will be found a list of the occupation and condition of the parents of some of the pupils whom I questioned on this head. That these schools provide a useful kind and respectable amount of teaching for many children who would otherwise be utterly neglected, is beyond doubt. It is not so clear how far they are frequented by children whose parents can, and without these schools would pay for their schooling elsewhere. That the fact is so to a considerable extent, I have heard admitted by some teachers and denied by others; of two teachers who admitted it, one declared that all was done that could be done to make the conditions of admission stringent; the other expressed satisfaction that some children of a better sort were admitted, as they did good to the others and were useful as monitors. Another informed me that one of the committee having complained on this ground, an inquiry was made into the cases of some children whose appearance was unusually respectable, and it was found that sudden misfortune had reduced the parents to destitution. I have myself seen in these schools children that would have been admired in the richest nursery. One day I picked out three such from different parts of a school, and I found that they all belonged to one family; their father was a brush-maker, out of work. In any case, so long as wealthy parents do not scruple to send their sons to Christ's Hospital, and think it no disgrace to clothe them in hideous pauper garb, we must not be too indignant if here and there a costermonger, prosperous but parsimonious, tries to slip his child into a ragged school. Probably the costume, at least, is appropriate, and not assumed for the nonce.

The value of such schools is not to be judged of by the amount of knowledge imparted, or even of power given to write and cipher; but by their effect in taming, and softening and cleansing through sympathy and kindness those young victims of others' wrong-doing, of making them feel that they are cared for, that they are not

* See remarks on Evening Schools, by Rev. R. E. Hughes, Minutes, &c. for 1858, p. 120.

† In Liverpool, in the large institution that I superintended for eight years, the attendance on the evening classes four nights a week amounted to nearly 400 boys and adults under some 24 teachers. As one payment admitted to most of the classes, wandering from class to class was prevented, and the instruction systematised, by the appointment of a superintendent (M.A. of Trinity College, Dublin, engaged in one of the three day schools of the institution), who examined each applicant for admission, assigned to him his proper class, and gave him a special ticket which he was obliged to change before he could join any class but that assigned. A youth who wished to learn navigation, but was ignorant of arithmetic or of geometry, was thus made to begin at the true beginning, and real progress was secured at the cost of a little disappointment at the outset. This is not the place for details of management, but a principle of some importance is here involved.

wholly outcasts, ever ordered to "move on," and that even for them an honest and creditable, if laborious, future may be in store.* In the Appendix, p. 582, I have given a summary of the last annual report of the Ragged School Union, which presents a very encouraging account of progress. Now that the reformatories have been organized, it is to be hoped that ragged schools, under some other name, will also be reduced to system. It does, indeed, seem strange that the resources of the State should be lavished on those who are comparatively well able to provide for their children's training, and that the really destitute classes should be abandoned to voluntary charity.

Before leaving the subject of schools, there are a few points not noticed in the "Instructions," on which I offer some brief remarks.

1. I regret that school libraries, that is, books to be read at home by the pupils, are so rare as almost to be unknown. They are in many ways a useful adjunct to a school. Even where books from other sources abound at home, I have known the greatest interest to be taken in a school library, and books to be regularly borrowed, carefully preserved, and duly returned; the loss of the privilege being regarded as a severe punishment. Then it should be managed in turns by the pupils themselves, who are thus initiated into habits of order and "business." Real work has a charm for the young, who are impatient of "make-believe;" of course, the books must not be of the "goody" sort, but healthfully moral, and above all interesting and amusing, as well as instructive.

2. To every school a savings or penny bank ought to be attached. Those who "are at ease in their possessions" may think lightly, even harshly, of the habit of saving; but it lies at the root of all improvement of the condition of the masses of the people. It is truly *moral*; for to him who cannot at once save and indulge the wish of the moment, saving involves self-denial, and without that, what security is there for either "well-doing," or "doing well." for a life either virtuous or prosperous? It is in early years that this habit must be formed. How striking is the statement that last year in 64 penny banks connected with the Ragged School Union, 4,300*l.* were received; that even farthing banks are coming into use; and that 96 boys in a ragged school saved among them 12*l.*, 11 in farthings. If "he who despiseth little things shall perish by little and little," he who "gathers up the fragments that nothing may be lost," may look for a happier destiny. The motto is a good one, "Put not your trust in money, but your money in trust." In the boys' department of the London Orphan Asylum, Clapton, I found that at the end of every month the good marks of each boy are added up, and turned into pence, a penny standing for so many marks. Each boy, when called on, declares whether he will receive the money or put it in the bank. Usually a compromise is made, and a boy who has thus earned 4*d.* will say "2*d.* for the pocket, 2*d.* for the bank," and so on, in various

* The Rev. W. Cadman, of St. George's, showed me in a ragged school a window through which a stone was thrown one night some years ago, grazing his forehead. He remarked that no such thing could happen now.

proportions. Such a practice must bear its fruits in after life.* I was informed by one of the officials that a boy had been known to save as much as 14*l.* during his stay in the asylum. At the Jews' school in Bell Lane, I took down in writing from the treasurer and the head-master the almost incredible statement that in six months the boys, 1,068 in number, had saved 220*l.* and the girls, about 700 in number, 80*l.* in the same time, or together 300*l.* I could not but draw a silent inference not favourable to the necessity of the school being free.

3. I rejoice to know that corporal punishment is rapidly falling into disuse and disrepute in all elementary schools of the better sort. No better test can be found of either the intellectual vivacity, or the moral tone of a school, than the extent to which the master dispenses with the rod; the rod breeds the necessity for its own use, and aggravates the evil it is designed to cure. I was present at two discussions on this subject among a large body of public school teachers, and the current of opinion could not be misunderstood. Only one ventured to defend, on principle, the use of the rod, and even he would reserve it for extreme cases.

4. School examinations, or exhibitions, as they may be better styled, ought not to be quite passed over. Most that I have witnessed have been very hollow affairs, and no more to be confounded with real examinations than are Mr. Kean's speeches as Henry V. with Mr. Gladstone's as Chancellor of the Exchequer. The whole business has been rehearsed and carefully got up, every lesson marked out and repeatedly gone over. There is something ludicrous in the gravity with which the actors play their parts, and with which the auditors appear to be taken in. Half-a-dozen pupils will answer a question in precisely the same words and at considerable length. Each pupil, too, knows his or her individual part; and after a succession of solos will come a chorus. Thus, one will pronounce some stilted sentence on the literary, a second on the warlike, a third on the commercial glories of the reign of Queen Elizabeth; and then the teacher will say, "Now, answer all together; on the whole, what sort of reign was it?" Instantly the whole class chime in, "On the whole, it was decidedly a brilliant reign." The knowledge displayed on such occasions is really wonderful. "How many sorts of queens are there?" "Three—queen regnant, queen consort, and queen dowager," and so on. Even where the teaching is good, and where such a practice is really needless, it is in full play. It is morally pernicious, intellectually useless, to say the least. The astonishment of the ignorant and the regret of the discerning are thus dearly purchased.†

* A teacher having stipulated with the parent of a girl confided to his care that she should be allowed to *save*, was told, "I do not wish to make her a miser." The teacher replied, "No more do I, but did you ever know a miser?" "No; I think not." "Did you ever know a spendthrift?" "Yes, many." The moral is obvious.

† As five out of the six unions assigned to me are on the Surrey side of the Thames, I think it right to quote the following passage from the report of Mr. Laurie, Her Majesty's Inspector of Schools, for 1858, Minutes, p. 163:—"It is a singular fact, and one which I am not at present fully prepared to explain, that the instruction given in 'most of the schools on the Surrey side of London is positively below the standard reached in the schools of the provincial towns. The only exceptions to this rule, and they are prominent ones, are the Croydon British school, Lambeth Chapel Wesleyan school, and Clapham British school (both girls' and boys')." I do not mean to assert

B. Schoolmasters.—From what I have already said, it may readily be believed that, as a rule, the teachers of public inspected schools are of a higher order than those of private or public uninspected schools. In the acquaintance, I may say friendship, that I have formed with several of the former, I have found some compensation for much that tended to discourage. One striking characteristic is greater self-possession, self-respect, and a stronger feeling of security than is common with those whose worldly position is more isolated and precarious. They feel themselves members of a body, parts of a great system, recognized by the authorities of the State; and if the Inspector is worthy of his office his visits are rather an encouragement and a protection than a troublesome and threatening interference. I have found no indication of a tendency to devote more time to the training of pupil-teachers than is consistent with the interest of their scholars.

As regards "disinclination to bestow the proper degree of attention on the elementary branches of education," I may say that while I have found a disposition to prefer "higher subjects," any such disposition is held effectually in check by regard for the prosperity of the school and the prospect of inspection. I have before mentioned an opposite danger of reducing the standard to what is easy of accomplishment, in despair of doing more than it is absolutely requisite and easily possible to do. It has been my custom in examining schools, to take the highest and the lowest classes, and only if time permitted, any intermediate class; and in some cases I have wished that more of the head teacher's time might be devoted to the younger classes. But this is a point on which it is difficult to judge without longer and more repeated observation than it was in my power to make. The presence of pupil-teachers, especially under an energetic and well-qualified master, is one of the great advantages which schools connected with the Committee of Council have over schools where the master or mistress is reduced to reliance on the uncertain and inefficient aid of voluntary monitors. On the other hand, I cannot say that I have uniformly or even generally been impressed with the belief that pupil-teachers as a class, at least those of the male sex, are precisely of the sort to be desired as the material for future teachers. I have, at times, regretted to observe a certain hardness or harshness, or dulness of manner, and adherence to dry routine in teaching, with little power of varying questions, or of giving interest to the subject. Those of the other sex have struck me as having more of the natural elements of the teacher. Several masters have expressed regret that the inducements held out to pupil-teachers are not such as to secure the cleverest and most promising lads. The subject is too extensive to treat here at length, and the difficulties of the case have been often discussed

" that the Surrey schools do not produce as much of what may be termed mechanical or technical proficiency as any other schools, for in this respect I believe they are excelled by none, but they are undoubtedly weak in the cultivation of the powers of observation and thought, or, in other words, in that inestimable influence which will stimulate a youth to self-culture after his term of schooling is over. This is all the more singular as they are superintended by managers of more than ordinary energy; nor are the teachers deficient in zeal and ability. But, however it is to be explained, the inferiority of what may be termed the metropolitan schools of my district is certain."

in the inspector's reports. Reference to it will be found in the lecture by Mr. Alfred Jones, already cited. In the Appendix, p. 583, will be found an important scheme for the remedy of some of the evils complained of, backed by high educational authority. When the plan there elaborated was first pressed on my attention, I recommended that it should be laid before the Committee of Council. It was replied, in substance, that it would be vain to do so, and the indisposition to make application in that quarter seemed invincible. I consented to bring it under the notice of the Commissioners on the understanding that it should not appear as the plan of a single individual, but with the sanction of a fair number of teachers most competent to judge. I may add that my own experience tends to confirm the view here taken. On one occasion, at Battersea, inquiring my way, I was addressed by a very intelligent and amiable boy, about 11 years of age; he told me that his father was an engineer in Price's Candle factory, and that both he and his father were anxious that he should become a teacher. I called on his father, and I saw the boy several times afterwards. I found that his teacher gave him an excellent character, and thought him well fitted to be a teacher, but he shrunk from urging him to adopt the profession, and the father, who was in bad health, feared that he could not keep him at school till 13, on the chance of his then being apprenticed. It is most likely that the boy's wish will not be gratified, and that a good teacher will be lost. Such a plan as that recommended by Mr. Gover would have secured his services.

While on this subject, I may state that in one case of an advertisement for a clerk at a small salary, which called forth a great many applications, about 20 proceeded from pupil-teachers.

Among private-school teachers are to be found many who are either little qualified for any other profession, or who having failed in other professions, have subsided into school-keeping. Though to such their position may be a necessity, it is not likely that it can be a source of contentment; but among masters connected with the Privy Council, I have very seldom detected discontent with their position, except in so far as the very improvement of a man's position may awaken ambition which otherwise would have slept. I have mentioned cases which seem to illustrate this tendency of trained certificated masters seeking to better their condition by opening private schools for middle or upper class pupils; such cases seem to me matter of rejoicing rather than of regret. On the other hand, I have, in a few cases, heard hints of dissatisfaction with lay or clerical control. This is a very delicate subject, as to which I have shrunk from asking questions, or even from encouraging confidential communication; but some things have been forced upon me. One master, a very successful teacher, after brooding over a remark which the secretary of the school dropped on paying him his salary, that the amount was very large, seized an offer of another school, which, in spite of its higher salary, he would, but for this, have been slow to accept. Comparisons, too, I find are beginning to be drawn between the incomes of clergymen and of schoolmasters, to the

dissatisfaction of both parties.* One clergyman, an excellent man, and a good friend to education, has told me that some of his brethren have asked him "whether this educating of teachers, with " its consequences, is not going too far?" A well-trained master, who knows his business, is not likely to endure without a grudge treatment such as I have myself been grieved to witness, treatment which the presence of a stranger renders more humiliating and more painful. The clergyman enters the school without removing his hat or salutation of any kind, he interrupts the lesson, he takes the pupils, as it were, out of the master's hands,—he gives to pupils, visitors, and all, the impression that the school is his and not the master's, and that the master is at best but a lieutenant, a vice-gereant, great only in the absence of his chief. If I do not greatly err, close as is the connexion under the present system, even closer than before, between the school and the church or the chapel, there is springing up a spirit of independence and an *esprit de corps*, fostered by associations among teachers themselves, which will command respect or drive away all but the less competent, the less energetic members of the profession.

Instead of finding "that the prospects opened by the Committee of Council to certificated teachers throw difficulties in the way of private charitable persons who having established schools are desirous of providing them with competent masters," I have found in more than one recent instance that it is rather the uncertificated teacher, however competent, that has a difficulty thrown in his way; such teachers are obliged to withdraw from schools under the Privy Council, and seek other employment where they can. Two somewhat painful cases of this kind have recently come before me, and it is the occurrence of such cases that has partly prompted the remarks I have before made.

I have no ground to call in question the "purity of the appointment" of masters of endowed schools. Rumoured charges of favouritism are not to be accepted as evidence. "Efficiency" is more questionable. Even admitting the purity and wisdom of the original appointment, there is still a danger that a teacher may be retained in office long after efficiency has ceased. This is not a visionary danger, for the difficulty is great in inducing such men as the governors of endowed schools often are "to part with an old servant," who has, as they say, "grown grey" or "been worn out in their employment." The interests of the children are too readily sacrificed to those of the master or mistress. Two very urgent cases of this kind I have now before me, and in one the vicar of the parish almost shrinks from encountering the storm which has been raised by his efforts to do what has been far too long delayed.

Among private school teachers very, very few indeed have certificate, from training colleges; and among schools below a high level

* At the recent Wesleyan Methodist Conference in Manchester, Mr. Heald said:—
 "Schoolmasters were better paid (than ministers), and it might possibly induce some of their youths to give themselves to schools instead of the pulpit, for he did not think that Christianity prohibited a pious youth from thinking how he was to live, and whether he should be able to support a family. It was not a healthy state of things when the financial inducement was stronger for a schoolmaster than for a minister of the gospel."—*Manchester Examiner and Times*, July 23, 1859.

very few have certificates or diplomas of any kind. The majority have, however, been accustomed to teaching as their original or early profession; and, except in the case of a very low class of school, no other occupation is pursued concurrently with that of teaching. In one case the master of an endowed school is also vestry clerk.

The subject of masters naturally suggests that of training colleges. There are in my district two such, connected with the Committee of Council; that at Battersea, in connexion with the Church, and that in the Borough Road, under the British and Foreign School Society. My visits to both institutions have impressed me with much respect for their Principals, the Rev. Mr. Clarke and Mr. J. G. Fitch, and taught me to value highly the kind of instruction they afford, though neither includes certain subjects which I think ought not to be neglected. The students of both sexes seem generally very industrious, but many of the young men do not appear to be of the stuff that makes the born teacher. The practice of the students' teaching classes in presence of their fellows, who then criticise the lessons, is of great utility, far beyond any amount of mere knowledge that can possibly be acquired.

The relation of the teacher to the inspector claims a passing notice. In my district I hear no complaints of tyrannical or officious interference such as have reached me from other parts of the country. On one point I found considerable soreness of feeling, with which, I own, I cordially sympathize. Having associated much with teachers during the winter, I learned that they regard with natural dislike the wide gulf that separates the teacher from the inspector, who is chosen not at all from the class of teachers, but is commonly a young man fresh from his college studies, full of classics or mathematics, who may possibly have been tutor to the sons of some noble lord, but who may never have entered an elementary school in his life, and who may hold it as a quite open question whether the people ought to be educated at all. It is thought that if it is really wished to elevate the *status* of the teacher, inspectorships ought to be open to the most distinguished teachers, just as a Bishop is chosen from among the Clergy. I am inclined to think with the Dean of Hereford, that assistant inspectorships are an unwise contrivance; but while they exist they afford an opening for the better sort of schoolmasters, if an inspectorship be thought too lofty a dignity for a mere teacher to aspire to without intermediate promotion. It does strike teachers as unjust that while every grade in their profession is fenced about with rigid examinations, the highest of all, which is to regulate and inspire all others, is left open to unchecked appointment by the officials of the hour.

There is another evil regarding inspection, of which teachers are less sensible, but it is not less real; it is the shortness and infrequency and irregularity of the inspector's visits. This is the result of the extent of district assigned to each, and this, again, is the result of the sectarian classification of inspectors. Three or four inspectors may be traversing the same ground, all travelling immense distances during the year, wasting the nation's money and their own time because each set of schools must have its own

inspector.* There is thus a complete alienation of the several schools in a district from each other. A non-sectarian inspection would establish a useful communication among sectarian schools of various kinds. If one inspector could visit all the schools of a district,—each might have a small district, make his visits frequent and unexpected and efficient with much less cost and labour, do more good.

C. School-Buildings, &c.—School-buildings that have been erected with aid of grants from the Privy Council, are usually as much superior to those of unassisted public schools as are their methods of instruction, and their supply of teachers, apparatus, &c. Many schools of the latter class are held in premises that absolutely preclude Government aid; they are sometimes dark and low, often inconveniently small, scantily furnished, and badly ventilated. The contrast is often painfully striking. In private schools it is rarely that one finds a building that has been erected on purpose for a school. Private houses, especially in humble localities, and at small rents, offer no conditions favourable to school-keeping. The great want of all schools within London is, of course, playground, the “uncovered school-room,” as it has well been styled, for there the formation of character goes on even more decisively than in the school-room strictly so called. This is a difficulty which, even in such a case as that of the City of London School, it seems impossible to overcome. I cannot, however, speak with unmingled praise of all school-buildings recently erected in connexion with the Privy Council. In more than one instance I think that utility is sacrificed to architectural design, and especially as regards high-pitched roofs and latticed windows. The taste resembles the architecture in being Gothic.

In Clapham a National school has recently been built, of which the room for the boys is large and lofty enough for a small cathedral. The sound is so much affected, that it has been found necessary to suspend cloths from the roof to break the echo. The master informed me that so soon as a question regarding the title should be settled, a grant of 900*l.* from the Committee of Council was expected. The building seems to me a wasteful crotchet, whoever pays for the extravagance.

One great fault exists in almost every public school, the want of class-rooms; the whole teaching being conducted in one large hall. The monitorial system has left its mark on all our modern schools. Its ideal was one master or mistress for each school, no matter how numerous the pupils, aided by monitors who needed constant supervision, and who must, therefore, teach in one room. A higher estimate of what is needed to render a school efficient has since arisen, but the evil remains and is continually reproduced. This one cause does more, perhaps, than any other, to maximise the teacher's labour, to minimise his usefulness, to prevent progress, and to create disorder.

* “Indeed, he believed he was justified in saying that out of the 59 inspectors who now acted under the Committee of the Privy Council for Education, the services of one-third at least might be dispensed with were it not for the rule to which he had just adverted.”—Right Hon. R. Lowe, Vice-President of the Council; *Times*, 23d July 1859.

III. *Subject-Matter of Education.*

This head, if the *quality* be included, seems to me, individually, by far the most important part of the inquiry, and I regret that I cannot treat it as fully as its importance demands. The general impression left upon my mind by what I have witnessed is not very cheering, after every possible allowance for many excellent schools, and for the progress which has been and still is being made. An essay on education would be required to explain and to defend the grounds of this impression. As it is, my remarks must be desultory, and after all, I fear too long.

Let me take *seriatim* the subjects commonly placed in the first rank of educational requisites. *Reading* is by no means taught, in general, as it ought to be. Many reasons might be stated in explanation of this serious defect; to a few I will briefly allude. In public schools, at least, the number of pupils is too great to allow much individual practice, and with all the aids of simultaneous reading, &c., individual practice cannot be dispensed with. Still more unfavourable is the fact before complained of, that all the classes are commonly conducted in one room, and the confusion of noises is such as to render distinct hearing impossible, and to shield errors from detection. Shades of emphasis and delicacy of expression would be quite lost if they were attempted. In many cases I have found that the great aim of the readers was so to slur over the words that it could not be told whether they were rightly or wrongly pronounced. A separate room for a class engaged in reading seems to me a primary want. Again, in order to contend with the surrounding noises, the voice is pitched on too high a key, and all just modulation destroyed. Again, mainly from the cause already stated, the reading of each pupil is not sufficiently continuous. So long as each pupil reads one sentence and no more, how can it be expected that he will read as one would do who is interested in the subject and anxious to interest others in it? But this is a thing seldom, if ever, dreamed of. The object of reading aloud (I mean not of mere learning to read aloud) is wholly forgotten. Every pupil has, or is required to have, his eye on the book. So has the master. The pupil who reads aloud for the time is not led to feel that he is expected to convey any thoughts to those who listen. Without his intervention, as well as with it, they have, or may have, the thoughts. The master, again, cannot judge of the pupil's reading so long as he follows the words with his eye as well as with the ear. The impression through the one is confounded with that through the other. But when a pupil is called out from the class, when the master shuts his book, and the other pupils are told to shut theirs, the pupil who reads finds that he is expected so to read that others may learn from him by understanding what he reads, and the effect is wonderful even at the outset. But this mode of teaching requires, still more than the present, a separate room. Again, the choice of reading-books is generally most unfortunate. The subjects are often uninteresting; they are torn into shreds and patches; the language is often difficult and unfamiliar. "Robinson Crusoe" or "Uncle Tom's Cabin" would be far more effective in teaching to read well, because they excite deeper and more continuous interest than the best selections from the best authors in

prose or in poetry, whatever be the subject of which they treat. Text books, in truth, ought not to be made the means of teaching anything but the art itself of reading. It is vain to hope that children will learn physical geography or history by reading aloud printed pages regarding those subjects. The history spoils the reading, and the reading spoils the history. One thing at a time. The text-book cannot be too simple or require too little mental effort to comprehend, and it must be interesting if it is to be the means of teaching to read well.

The Bible, with its small type and double columns, is still too commonly used as a reading and spelling book, while the selection of passages is guided by any rule but a regard for the stage of the pupil's growth, and a wise appreciation of the sacred volume. It is to me a mystery how any one with ordinary reverence can endure to listen to such blundering perversion of the Scriptures as I have been doomed to hear;* at times I have been driven to say "I do not like to hear the Bible mangled; let us take some 'other book.'" It is surely, besides, a melancholy thing to hear a child stammering and stumbling and floundering through the Prophecies, the Epistles, or the Apocalypse. Is it wonderful that the Dean of Chichester (Dr. Hook) would by law forbid the Bible to be used as a class book?† Good reading is impossible

* "In many schools the Holy Bible is still retained as the general reading-book for the senior classes. This is and must be a matter of great regret to all persons who have carefully considered the subject, and ascertained the effects of such a practice upon the progress, information, general intelligence, but, above all, upon the religious habits of the children."—Rev. H. W. Bellairs, H. M. Inspector of Schools.

† "In a great majority of cases where Holy Scripture is made a reading lesson—a lesson just like all other lessons—a long, tedious, often unintelligible lesson,—the children turn to it with uneasiness, receive it with irreverence, and derive none of that solemn and peculiar instruction from it which it is intended to convey. How often have I seen them counting their place in their class that they might learn which verse they should have to read! How often, when the chapter was finished, have they gone on without pause to another, as if the only object in reading the sacred writings was to get through as much as possible of them within their allotted period of time! The answers, too, which are made to very simple questions—answers some of which would be blasphemous if the children were not grossly ignorant—are such as painfully to convince the inquirer that to read the Holy Scriptures in our schools does not always mean 'to mark, learn, and inwardly digest them.'"—Rev. F. Watkins, H.M. Inspector of Schools.

"It is certainly worthy of observation, and important in its bearing on the question of education, that a child taught to read only in the Scriptures appears in some measure to have lost the faculty of reading when any other book is placed in his hands. So strongly am I impressed with this belief that I entertain little doubt that had the ability of these children to read been tried in any book of secular instruction, the number of children whom I found capable of reading with ease and correctness would have been diminished one half."—Rev. H. Moseley, H.M. Inspector of Schools.

† "Is it not a mere mockery to tell persons that there is a religious education given in our National schools, because the children are permitted to dog's-ear a Bible? Is it possible that a religious education can be given in our National schools, conducted, as the majority of them are, by one master or mistress, and a set of monitors from ten to thirteen years of age? Is not the education almost irreligious, when instruction is given on some important points of theology, and yet no care is taken with respect to spiritual training. . . .

"Bibles should be on the shelves for the use of the school of religion, but it must be a law that the Bible shall never be used as a class book. . . .

"To make the Bible a class book where the education given is avowedly secular is a profanation of the sacred volume. Children ought to be taught that it is, what it is in truth, the word of the living God, too sacred for common use, and to be employed only when religious instruction is given."—Rev. Dr. Hook, Letter to the Lord Bishop of St. David's, on "the Education of the People," pp. 59, 69, 90; 1846.

without an intelligent appreciation of the meaning of what is read ; it follows, 1st, that the book read should be suited to the taste and ability of the pupil ; and 2nd, that excellence in reading, not passages painfully rehearsed, but passages never seen before, must be developed slowly, growing with the growth of the understanding, and as the feelings strengthen, becoming mature only as the whole mind becomes mature. This single subject, reading, involves a whole philosophy of education.

Writing in most schools is much more practised than taught ; the pupil copies, with or without care, what is placed before him, but he gets too little guidance from the master, and even his errors in spelling, &c., are not regularly corrected. Parallel desks are a hindrance to writing (as well as, in another way, to reading) when, at least, they are, as they often are, so close together that the master cannot easily pass through between them. Again, continuous writing is needed as well as continuous reading. It may be necessary at first to write the same line over ten times in a page, but such is not the kind of writing to be done in after-life ; a letter to be transcribed or composed, a page of a book to be copied, a poem to be written down from memory, such ought to be the exercises of more advanced pupils ; so far as possible, let them have something to write that is really useful. An old teacher has told me that he finds great difference in boys' writing when this rule is observed ; he employs his pupils accordingly in keeping real books, and very creditably they are kept.

Arithmetic is often well taught, and on the whole I should say it is better taught than almost any other subject. But in this, as in other things, it is so difficult to generalise, without limitations and modifications too numerous to state. Thus arithmetic is still too often taught by rule rather than by reason ; while feats of mental arithmetic are used to dazzle and amaze the uninitiated.

Geography and *history* are both taught with far too little discrimination of what is useful and what is useless, with far too great minuteness of detail in parts, far too little comprehensiveness and proportion among the parts. As regards geography I can fully confirm the excellent remarks of Mr. Morell in his recent report ;* and before the appearance of that report, I heard a

* "I am inclined to think, that of all the subjects of elementary instruction, geography is the one of which the least good use is made in a great many of our primary schools. The error which runs through so large a portion of geographical instruction is that of insisting and dwelling upon information which is quite unimportant and useless, and neglecting what every educated man is expected to know. The number of the times in the year in which I am obliged to hear the exact heights of certain mountains, the exact length of certain rivers, and other similar information, impressed as though it were a matter of pressing necessity for every child to be acquainted with it, is something quite remarkable. It does not seem to enter the heads of many teachers that these are points of information, mostly incorrect, because scarcely ever accurately ascertained, that they are quite unimportant in themselves, and so purely formal and conventional, that they are sure to go out of the memory of the scholars immediately they cease to be exercised in them.

"In elementary schools there is no object at all to be gained by aiming at scientific accuracy in measurements and distances. Just as little use is there in burdening the memory with a great number of hard names. To give for instance, a complete list of the rivers of Asia which flow northward ; or a perfectly accurate account of the tributaries of the Thames ; or the names of all the higher mountain peaks in the Pennine Range or Cambrian Group. The knowledge which the teachers ought to embody in their lessons on geography is real and practical knowledge, not verbal and technical.

similar complaint, almost in the same words, from Mr. Fitch, Principal of the Training College, Borough Road. In history the earlier periods, which come first in the text-book, often receive the greatest share of attention; so that William the Conqueror holds a more prominent place than Henry VII., and Henry VII. than George III. or Queen Victoria. There is much forced upon the memory that cannot be long remembered, and that would be useless if it were. Dates of trivial events, genealogies and affinities of sovereigns, and much similar historical rubbish are laboriously learned; but of the great landmarks of universal history, of the *synchronism* of history, little indeed is taught. As in an ordinary classical school a pupil may know much about Hannibal or Cæsar, and much about Alexander the Great; but of whether they were contemporaries, which preceded the other and by how long a period, he may know nothing; so it is with modern history in our humbler schools. History is not mapped out as a whole, though the historic maps of one, or two countries, or rather parts only of even these may be studied with some care. This tendency to teach history on such a scale of disproportionate minuteness as to render comprehensiveness impossible, is, I fear, fostered in the training college. As the teacher has been himself taught, so is he most likely to teach others. Now, from a very energetic and meritorious lecturer, I heard a lesson on the period of Henry VIII. so painfully minute, that a life devoted to history alone would be too short to permit much of it to be so studied. And when I look to examination papers I find proposed such questions as those subjoined.* They need no comment.

In *Grammar* I have generally found great deficiency, as to principles; and very often most confused notions regarding even the parts of speech.

After examining the lists of books attached to the returns, I shrink from the attempt to extract from them any general inferences. There are a few school-books of old standing that one finds almost everywhere; but of more recent school-books the variety is infinite. It signifies little, perhaps, what books are used, if the master knows how to use them; if he does not, then

What the children require is something valid and useful about the planet on which they live; about the places lying all about them, and with which they will, perhaps, have personal communication before many years are past; about the different countries of the globe; their government, manners, customs, languages, and laws; about the great avenues of British commerce; the colonies of the empire; the main routes of travel and emigration."—Report by J. D. Morell for 1858, Minutes, &c., p. 144.

* "What was the date and what were the terms of the declaration from Breda?"

"Give the date of each of the following events:—Recall of Agricola; Usurpation of Carausius; Establishment of the Kingdom of East Anglia; First inroad of the Danes; Battle of Merton; Battle of Brunanurh; Battle of Stamford Bridge; Enactment of 'Quia emptores'; Insurrection of the serfs; Raising of the siege of Orleans; Execution of Thomas, Duke of Buckingham; the Babington Conspiracy."

"Write a complete sketch of the reign of Edgar."

"Give the terms of the secret treaty of 1670."

"Give an account of, and distinguish between, the insurrections in Devonshire and Norfolk in the reign of Edward VI."

"Name the Capitals of the following states:—Electorate of Hesse, Nassau, Waldeck, Baden, Bavaria, Schaumburg Lippe."

"For what are the following places noted:—Pooree, Benares, Amritsir, Gujerat, Bejapore, Pondicherry?"

also is the choice of no great importance. As a rule books are too much relied on; the better the teacher, the less does he need books. Object lessons are becoming always more common, and are usually most interesting to the pupils. I do not think that they are often used merely to "display the proficiency." They often run in a groove, however, and are very much alike; they are often crude transcripts from some book which gives more minute and technical accounts than children need; but they amuse the children, excite them to observation, and their utility throws all defects into the shade.

I rejoice to think that *Drawing* and *Vocal Music* are fast gaining ground in schools, to an extent beyond what appears in the returns. Singing is very general, though music is much more rarely taught from notes. There is a great difference in the style of singing in different schools. In some it is harsh and noisy; in others it is well modulated, subdued, and seemingly the true expression of feeling. I believe with Mr. Hullah that quality of voice and style of singing furnish a good test of the moral condition and general character of a class. Drawing, as may be expected, is less frequent than vocal music; still I have seen many creditable sets of drawings, even in poor schools. I long to see the day when drawing shall be as common as writing.

As regards the two types of education indicated in the "Instructions," p. 14, I can affirm that most schools appear to aim chiefly, often even solely, at "the direct imparting of knowledge," and but very few at "giving a certain intellectual training." The *adaptive* system of Fellenberg (not often well interpreted) is much more commonly recognized than the *expansive* system, or rather spirit, of Pestalozzi. It is the less needful "to speculate on the comparative merits of these systems," if, as I believe, the distinction between them is much more one of theory than of practice. Knowledge cannot be conveyed in the true method without "giving intellectual training;" while just in proportion as the subject is taught intellectually is the knowledge itself likely to be absorbed and certain to be retained. There is much the same difference between learning by rote and intellectual learning as there is between mechanical mixture and chemical combination.

On the subject of the difficulties presented by differences of religious opinion among parents, &c., I have little to add to what I have before stated. In most parts of my district there is available a certain choice of school; but choice does not seem to be determined, however influenced, by regard to religious differences. In Church of England Schools the Church catechism is taught; in dissenting schools Watts' or some similar catechism is employed. In all, or almost all, schools some sort of religious teaching exists, or is said to exist, as a matter of course; and I have not been able to learn that parents object to its being given in conformity with the practice of the school, whatever it may be.

Of no branch of instruction can I speak with less satisfaction than of that which passes under the name *Religious*. If one may object to certain modes or times of teaching geometry, without being denounced as opposed to geometry or to the teaching of

geometry, I do not see why one may not point out faults in religious teaching, without being fairly chargeable with hostility to religion or religious teaching. This is a question not at all of the truth of theological tenets, but of methods and principles of instruction. In the notes, I give some evidence,—and it might be greatly multiplied,—that if I err, I err in good company. It is painful to measure the vast distance between common practice and the convictions of thoughtful and pious men. What many think, few venture to say, and fewer still venture to put in action. The more needful is it to give such thoughts voice.

If the aim of religious teaching is to awaken and direct the religious sentiments,—reverence, and gratitude towards God, as at once the sum of all perfection and the giver of every good gift—to train the conscience to love of goodness and purity, and to hatred of what is evil, and to arouse and guide benevolence or love to man as the best expression of love to God—then the means usually adopted towards this end seem not well chosen. The teaching of the geography of Palestine is not religious teaching; neither is the teaching of Hebrew history or Jewish antiquities. Yet, again and again at school exhibitions one hears these things so designated, and made the ground of congratulation. Neither is religion a form of words. It is a sentiment, or a combination of sentiments, a disposition, a frame of mind. I waive the question how far the formularies are even intelligible to the children who repeat them so glibly. Certain it is that usually they are learned by rote,* and with what degree of intelligence daily discoveries only too clearly show.†

* "Creeds pasted on the memory, good principles learned by rote, lessons in right and wrong, will not eradicate vicious propensities. Whatever moral benefit can be effected by education must be effected by an education which is emotional rather than perceptive. If in place of making a child *understand* that this thing is right and the other wrong, you make it *feel* that they are so; if you make virtue *loved*, and vice *loathed*; if you raise a noble *desire*, and make torpid an inferior one; if you bring into life a previously dormant sentiment; if you cause a sympathetic *impulse* to get the better of one that is selfish; if, in short, you produce a state of mind to which some proper behaviour is *natural, spontaneous, instinctive*, you do some good. But no drilling in catechisms, no teaching of moral codes, can effect this. Only by repeatedly awakening the appropriate *emotions* can character be changed."—Herbert Spencer, "Social Statistics."

† "A BOY'S KNOWLEDGE OF THE TEN COMMANDMENTS.—A small, ragged urchin, who gave the name of James Tietney, summoned to the Liverpool Police Court on Tuesday a woman named Hannah M'Avoy for an assault. The complainant, who was smaller in stature than the generality of lads of 13 years of age, was mounted upon a seat, and interrogated by the presiding magistrate (Mr. Heath) as to his knowledge of the value of an oath. "Now, my boy," said the worthy magistrate, "have you ever been taught God's holy commandments?" Boy.—"Yes, Sir." Mr. Heath.—"Well, what do they say about telling the truth?" Boy.—"I am the Lord thy God, who brought thee out of the land of Egypt and out of the house of bondage." (Laughter.) Mr. Heath (smiling)—"I don't mean that commandment; do you know the ninth commandment?" Boy.—"Thou shalt not forget thy neighbour's wife, thou shalt not forget thy neighbour's house." (Renewed laughter.) Mr. Heath.—"Don't you know the last commandment but one?" The lad appeared to be ignorant of the commandment to which his worship referred, but upon some of the words being repeated to him he readily proceeded, "Thou shalt not bear false witness against thy neighbour." This was deemed satisfactory, and the juvenile complainant gave evidence to the effect that the defendant had made a kick at him. After hearing the

Again, it may fairly be questioned whether the repetition of Scripture texts, with the full reference of chapter and verse, be an efficient mode of awakening the moral sentiment,* and applying moral principle to the complicated relations of daily modern life. It may, indeed, be said, that there is at least no incompatibility between the two things, and that the former does not necessarily exclude the latter. But, in fact, the former is the means relied on for accomplishing the latter, if indeed the latter is ever thought of at all. It is distressing to hear how texts are rattled over in schools,† and to observe how seldom an explanation is given or thought to be required. "What passage in Scripture commands "duty to parents?" asks the master of a school that I visited.

case the bench dismissed the summons.—*Liverpool Mercury*. (From *The Times*, May 13, 1859.)

The cases that follow are of children much more highly taught :—

"Gloucestershire stands high among the counties of England. A School Prize-Scheme Association, under the auspices of an excellent nobleman, Lord Ducie, was formed the last summer. It was open to all the elementary schools within the county. It may be assumed that the best schools sent only their best scholars to compete. Six gentlemen at six different places undertook the examination; one of them an inspector of schools, another a member of Parliament,"

"I extract one or two answers from the report of the examiner on Holy Scripture. A question is asked about the first temptation and the evil that was entailed by disobedience upon mankind. Almost all the answers limit the cause to the necessity of human labour, and no wonder, as the examiner observes, that with such prevailing notions chaplains and county prisons are necessary. Here is one reply, 'That evil is, if a wount work neither shall he beat.' Another says, 'They was turned out of the garden, had to work hard all day, and had skins of animals for clothes.' Another, questioned about St. Paul's conversion, tell us 'he was then taken to an inn where he stayed for a short time; here was afterwards converted, and his eyes were opened. From then he became a true desiple of Christ. He afterwards visited Italy, Malto, Jimica, and afterwards was sent to the Isle of White.'"

"The answers generally awaken in my mind the painful conviction that Holy Scripture is not used to quicken the conscience of the child, to impart right and loving views of God, and of His merciful and righteous administration of the world. Duty is enforced by the fear of consequences, and not stimulated by a right view of the divine character as would be opened out by a proper use of those portions of Scripture that are suitable to their age and consciousness. For example, they are asked, 'Who was the first Christian martyr, and to whom he committed his soul when dying, and why?' The following is a fair sample of the answers:—'Stephen was the first Christian martyr. He was stoned for gathering sticks on the Sabbath. He committed his soul to Jesus Christ to save him from everlasting punishment.'"—Rev. C. H. Bromby, M.A., Principal of the Church of England Training College, Cheltenham, Lecture delivered to the United Association of Schoolmasters and Schoolmistresses in London, at the Society of Arts, December 28, 1858, pp. 5, 6.

* "There is nothing more painful in the examination of a school than to hear the ready, and in many instances, excellent answers that the children give in reference to the letter of Scripture, and how glibly they will repeat the words 'to be true and just in all my dealings,' but at the same time to feel, from the constant tendency they have to practise deceit and fraud during the examination, how slight have been the efforts of their teacher to inculcate upon them the plain duty of being true and just in common things."—Report of the Rev. J. J. Blandford for 1851, Minutes of Council, page 468.

† I am not alone in being struck with the irreverence and true irreligiousness of such displays of textual dexterity. A master in a Training College, himself a member of the Church of England, told me one day that he was glad I was not present at the examination of a certain school near London, well known to me in former years; that I should have been disgusted and shocked, as he was, with the want of all reverence, the profanity of the "religious" part. The texts were recited so boisterously, and such questions as "Who is the third person in the Trinity?" were asked in the same tone and way as "What are three times nine?" or "What is the capital of Spain?"

Twenty arms are extended: one pupil is fixed on, and he shouts out—"Exodus, 20th chapter and 12th verse, 'Honour thy father and thy mother, that thy days may be long in the land that the Lord thy God giveth thee.'" But neither pupil nor teacher seemed to have ever inquired whether, or how this applies to *them*. Is Middlesex or Surrey the promised land here spoken of? If so, is it true that by honouring parents, life now-a-days is prolonged? It is on such a basis as this that moral teaching is made exclusively to rest. I venture to think that neither morality nor intelligence can be promoted by teaching children (as I was myself taught) that they must not lie because Ananias and Saphira were struck dead,—or that sleeping in church is a sin, because Eutychus "fell down from the third loft," and was "taken up (as one) dead," (though he afterwards recovered,) "as Paul was long preaching," (Acts xx. 9.) Such are not imaginary cases.

Application to familiar life, to actual daily duties, is little attempted, little encouraged. The master of a school which I visited was examining the pupils as to temperance, honesty, frugality, and similar every-day matters, requiring, however, under each head, texts to be cited (chiefly from the Proverbs of Solomon), when he was interrupted by one of the Committee, who proceeded to ask "What prophecies in the Old Testament are fulfilled in the New?" and so on, about types and symbols. Thus is it that the clear, the simple, the practical, is put aside for the dogmatic, the mysterious, the obscure.*

I need not, and I will not repeat what I have said of Scripture reading, conducted, as it too commonly is, without judicious selection,† without regard to the stage of intelligence that the

* "After the particular attention which I gave to this subject, both in England and Scotland, I can say without any exception that, in those schools where religious creeds and forms of faith, and modes of worship were directly taught, I found the common doctrines and injunctions of morality, and the meaning of the perceptive parts of the gospel, to be much less taught and much less understood by the pupils than in the same grade of schools and by the same classes of pupils with us."—The Hon. Horace Mann, Secretary of the Board of Education, Mass., U.S., "Report of Educational Tour to Great Britain," &c., p. 226.

† "In scripture I find nothing commoner than a knowledge of such facts as the weight of Goliath's spear, the length of Noah's ark, the dimensions of Solomon's temple, what God said to David, or what Samuel did to Agag, by children who can neither explain the atonement, the sacraments, or the parables with moderate intelligence, or tell you the practical teaching of Christ's life; their spelling and English are often equally bad."—J. C. Symons, Esq., Essay read at Educational Conference, June 1857, p. 502.

"The fact does not seem to be recognized in some schools that a story from the Bible taught from a picture is much more appropriate food for minds of the age of five or six than learning set answers to set questions; except where there is a deficiency of teaching power which will interest, which instruct children most, the Bible taught from pictures or 'First steps to Catechism?' I should think the former; not but that in the choice of Bible stories a better discretion might sometimes be exercised. Is it well to bring Cain the murderer before children's thoughts so vividly? Is not again the story of our Lord's life,—a life which has continuance into present time,—more capable of being realized and brought home, more pictorial, more touching, more important than other scripture stories, and therefore worthy to be taught in precedence of them?"—Rev. James Riddell's Report, "Minutes of the Committee of Council on Education," 1856, p. 468.

pupils have reached,* without needful explanation,† or definite purpose, merely as task-work.

I will merely allude to the disproportionate amount of time often devoted to this kind of teaching.‡ The evil is twofold,—religion is made distasteful, while subjects of pressing importance are neglected.

A few words will suffice regarding the general reliance on forms and outward attitudes, as if inward feeling must necessarily correspond therewith. To expect feelings to follow attitudes, is to reverse nature's process, by which attitudes arise from feelings. A perception of the ludicrous wreaths the face with smiles, but the assumption of a smile will scarcely develope the sense of humour. In one infants' school which I visited, before prayers were read at the hour of dismissal by the clergyman, who accompanied me, the teacher gave the words of command with military

* "We are familiar with the Apostle's words—words indited with a true zeal according to knowledge, and strictly applicable in this case,—'Milk for babes, strong meat for those whose senses are exercised to discern both good and evil.' In teaching children, it should not be lost sight of that they are children, and not men; that they understand and think as children, have their modes of thought and feeling, their own points of view from which they see things, their own medium through which they see them,—their own horizon of mental vision. These the efficient educator must be able thoroughly to realize to his own mind. A statement may be perfectly true in itself, and yet not be such as would excite the interest, convey a clear notion to the understanding, or produce a lively impression on the hearts of children. For example, it would be to little good purpose to endeavour to impress upon children the true doctrine of original sin, or to expect them to form any complete or clear views of the scheme of human redemption, or have any deep feelings of personal religion, or powers of self-introspection (their subjectivity, as it is called, being as yet dormant), or any deep sense of the corruption and weakness of their nature, or much spirituality of mind. To expect such views and feelings in them, and to threaten them with divine vengeance for the lack of them, will only unnecessarily defile their consciences and distress their minds, unless it leads them to simulate what they do not feel, and produces in them a fictitious frame of personal religion. They may be made to learn by rote accurate statements of high doctrine; but then their minds will not derive any nourishment from them, and they will very likely be perplexed with them, and so may be led to regard the subject of religion as something totally above their comprehension."—Rev. J. R. Prettyman, M.A. "Education in its Moral and Religious Aspects," from the "Church of England Monthly Review," April 1858.

† Adults commonly, even teachers, commit the mistake of supposing that because the words they hear are suggestive of *ideas* to their own minds, they are so likewise to children, who can pronounce the *words*. It is quite possible to read, after a fashion, without the slightest knowledge of what is read. Not to speak of Gaelic children, who read the English New Testament without understanding many words of the language, I may mention what lately occurred to myself in a school in Hampshire. A class of ten girls from 9 to 14 had read to me a lesson descriptive of a *crab*, in the usual unintelligent almost unintelligible way. I found on inquiry that all but one girl fancied that a *crab* was a *crab* apple, the only sort of *crab* they had ever seen, but even so much, I am quite sure that, but for my question, they never would have thought.

‡ "Bible lessons, there can be no doubt, are excellent things, but I have some hesitation in believing that ordinary masters possess power and knowledge sufficient, or time to acquire the power and knowledge, to provide their scholars daily with interesting matter and such as is profitable. There are few clergy that could thus instruct a congregation morning and evening. It seems to me to be an object very desirable, but hardly possible, to accomplish. Bible lessons twice a week would, I believe, effect more real good than is now effected by their daily repetition."—Rev. M. Mitchell's General Report, Minutes of the Committee of Council on Education, p. 354.

One teacher of a National school in Hampshire told me lately that, in addition to Bible reading and catechism in school, and to singing practice in church once a week, his scholars were required to attend church two mornings in the week during school hours,

precision, "stand up," "kneel down," "fold hands," "shut eyes," and so the poor little things remained kneeling on the hard boards doing their best to keep their eyes shut, and not well succeeding, till the prayer was over. I own freely the great difficulties that beset this subject; but it may be doubted whether this really was a lesson in piety. The clergyman himself felt much as I did regarding it.

But apart from, or rather, deep below, all errors or shortcomings in the teaching of subjects now taught in schools is, I think, a radical mistake as to the true end and aim of teaching. This mistake, or rather, perhaps, this want of apprehension, is almost universal in schools, high or low, male or female. The notion that schools should prepare for the actual necessities of life, and for the discharge of duty in the world, constituted as it is, may seem so familiar as to be styled a truism—a mere commonplace; yet where is this notion grasped in its full meaning; still more, where is it reduced to practice? Putting aside such merely professional training as the lawyer, divine, physician receive, in common with the engineer or the carpenter,—a training which it is not the business of the school to give, and looking merely to schools, what do we find? In upper schools for boys, the selection of subjects is avowedly determined not by direct utility, but by their fitness (real or supposed), to exercise the mental powers. In similar schools for girls, it is sought to give grace, refinement, the power to please,—what is called "accomplishment." For the lower classes, again, of either sex, an apparently more direct reference to actual future wants is made. Reading, writing, and ciphering are now almost indispensable for the earning of daily bread, and there are ever and anon introduced into the lower schools subjects once confined to the higher ranks, such as geography and history. But in none of these cases is there an adaptation of the teaching so as to guide and train the pupils to the right use of their acquirements or of their improved powers, to the best use of both for others as well as for themselves, so as to give them at the outset of their career a chart of their life-voyage, and a compass to direct their course. Mere vague general precepts, however just in themselves, taught arbitrarily, and backed by authority but not by reason, will not do this. Latin and Greek and mathematics will not do this; French and Italian, the piano and guitar, dancing and crochet work, with the use of the globes, will not do this; reading, writing, and arithmetic, even with history, geography, and grammar, will not do this. What, then, remains to be done?

That a man may live either a useful, a happy, or (on the whole) a moral life, that he may carry on successfully a profession, or trade, or handicraft, that he may be able to support himself, rear and maintain a family who shall, in their turn, be self-supporting, he must have health, a sound body with a sound mind. Is he born with a strong constitution, he must not impair it; with a feeble constitution, he must strengthen it. But to do this, he must know something of the conditions of health, and of the means of prevention if not of cure. To do this again, he must know something of his own bodily structure;* not so much or so minutely as the physician,

* On this subject common ignorance is astounding. One girl 14 years old at least, in the Orphan Asylum, Westminster Road, told me that she thought the air was im-

because the duties of the two are different ; of the one simple and easy, of the other complex and very hard ; of the one to keep right what is right, to improve what is good, of the other to put right what is wrong. Here is a point at which knowledge blends with duty, and bears practical fruit in protecting and cherishing that marvellous framework of mind and body, which it is man's solemn and religious obligation to protect and cherish.

That this kind of instruction ought to be universal is now not uncommonly in words admitted,—its practicability, its interest, its utility, have been amply proved. But little, indeed, has as yet been done. In this much professing country, so long is the distance between profession and belief, between belief and practice. Under the auspices of the Committee of Council there was published in 1855, at a very cheap rate, a splendid set of nine physiological diagrams designed to be used in schools. To this hour the promised book of explanations is unpublished ; and without this the diagrams are to an ordinary teacher useless ! Were the Committee really earnest in this matter, a word to the training colleges would suffice, but that word is not spoken.†

Again, with all the duties and relations of life, almost without exception, are mixed up money considerations. Earning and spending, and saving, and lending and borrowing, and hiring and letting, and buying and selling, make up the great sum and substance of most men's lives ; with all men and women too they are concerns of the gravest moment, involving not merely happiness and "respectability," but honour and virtue, and the means of doing good. Whether a man be called a labourer or a capitalist, whether he live by wages, by salary, by fees, by rents, by profits, by interest ; whether he is a handicraftsman, a merchant, a clergyman, an engineer, a minister of state, a landed proprietor ; whether he work with head or with hand, or with both, or with neither, he cannot escape from economic laws and conditions. If, in a sense, he lives without earning, he must at least employ the labour of others ; he cannot live without spending, and here again the same conditions and laws encompass him. To the great mass of mankind many phases of this subject are vitally important. Here is another point, at which knowledge blends with duty, and translates itself into act. Yet where is any instruction given regarding this wide range of thought and knowledge, spreading as it does over the whole field of human interests ? Few can even understand what is meant by the proposal that such things should be taught. Most men are themselves in the darkness of ignorance regarding them, and fancy that they do not need to be taught to others. A volume would scarcely exhaust the exposure of popular fallacies on this subject, which are not confined to belief or speculation,

proved by being taken into the human lungs ! I have heard a well-dressed young man deny that there is any passage from the nose to the lungs ! A married lady of my acquaintance, having fallen and hurt her knee, was sadly frightened at finding a bone there loose under her hand. The relation of the knee-cap to the knee was to her quite unknown. She had no doubt been taught at school the order in succession of the Eighth Henry's wives, the height of Chimborazo, and the date of the battle of Otterburn.

† Since this Report was sent in, there has appeared an admirable volume entitled, "The Human Body, its Structures and Functions," by John Marshall, F.R.S. and F.R.C.S., with the nine diagrams in a reduced size. The excellence of the execution almost compensates for the delay.

but prompt and regulate conduct. Strikes and trades' unions, and communistic schemes, and insane financial projects, and wasteful expenditure, and commercial panics are but samples of the evil fruits of ignorant neglect of economic conditions, which are not understood because they are not taught, and which again are not taught because they are not understood.* They are often thought

* "Mr. JOHN OXFORD, a delegate, from Birmingham to the Labour Parliament, said 'The working classes ought to be the first partakers of the fruit of their own labour. *The man who made the coat ought to wear the coat, and the woman who made the dress ought to wear it.* It was time the working men and the masters should 'turn about.' What they wanted was, that he who did not work should not eat. He recommended the plan of organization projected by the Labour Parliament. *The ten per cent. was not worth struggling for, but it was worth their attention to try to free themselves from wages' slavery.*'"

"Mr. W. POOLE, of Exeter, said, 'Nothing short of the utter destruction of the working classes would satisfy the masters when their profits were concerned. The religion and the philanthropy of the masters were all a lie. The capitalists were banded together in one phalanx throughout the whole kingdom, with the press at their back, and nothing would do except a similar universal union amongst the working classes against the tyrant aggressor. *Ten times ten per cent. was the right of the working classes. If they could double their wages the masters could double their prices.* Until labour and capital could be wedded together, labour would never get its rights. He hoped the time would soon come when the workers in the factory and in the field would unite to protect their wages.'

"Mr. MATTHEW, of Heywood, denied the often-used assertion that capital and labour were identical in their interests. He said the fact that a master could put up a notice in his mill, to take away their wages, showed there was a power which should not exist. *The masters said they could not sell their cloth. Well, they were not asked to give it away; let them wait til they could sell it.* The masters said they must compete with foreigners, but they (the working classes) did not want them to clothe the backs of people across the seas; so long as they did that they must destroy the home markets. *So long as they sent bales of cloth abroad in ships, the working people at home were injured, for every inch the ship sailed from these shores, the cloths on board her depreciated in value.* He wished them to understand this question of foreign trade. He could not walk to the other end of that platform with so little depreciation as he could to the middle only; and so it was with the cloth they sent abroad—the further they sent it the greater was the depreciation in value. The further they took their goods to market, the more men they had to employ in taking them, or in unproductive employment, and the more men not employed in producing wealth, the more work, of course, must be entailed upon those who did produce it."

"Mr. FINLEN, of London, said, 'Human nature was the source of wealth. The capitalist, without labourers, could get nothing out of his machinery and mills, and as this was not the case, *capital ought to be subservient to labour.*'"

"Mr. GEORGE HARRISON, from Nottingham, said, '*A working man who lived seventy years worked sixty years out of that seventy, and did not receive above thirty years' wages, and at his death the parson and workhouse master chanted together over him—*

● 'Rattle his bones over the stones,
He's only a pauper whom nobody owns.'

There was an aristocracy among the working men, formed by the highly-paid trades, which did more mischief to the working classes than any other class."

"Mr. MELHEREN, from Ireland, said, 'The Bank of England was a great monopoly. When war occurred they gathered in the gold and issued paper money. On eight occasions this had been done, and many bank failures took place in consequence. . . . The system of hereditary landlords was one which prevented the expansion of the people. With that power the owners of land could assume the right to order the people into the sea. So long as these monopolists existed there would be surplus populations, because, whatever wealth was produced fell into the hands of the monopolists. He would like each of those present to ask himself the question, and sleep upon it, '*What is the use of landlords and of rent?*' Since the time that Cain killed his brother society had been divided into two classes—the idle vagabonds that filled our gaols, and the aristocrats at the opposite end. It was an ascertained fact that the aristocrats were smaller brained, and possessed more idiotic cunning than the other class—idiotic scoundrels in general. Their affected speech was not mere affectation; it was the result of cerebral weakness; and it was a well-known fact that idiots in the asylums assumed aristocratic airs.'

and spoken of as if they concerned only statesmen ; but if they are of vast national, it is only because they are of vast individual importance, for the nation is made up of individuals. That individuals do wrong in spite of knowledge, surely does not prove that they will do right without it. One teacher, when I asked him if he gave his pupils any insight into the laws of wages, and what fixed their rate, told me that they learned that in their arithmetic. He is but one of many who see in the great questions of income and expenditure, of production and consumption, no more than a matter of ciphers, of addition and subtraction.

Nor ought the mutual relations of those two subjects to be forgotten. Health is needful to secure economic well-being, and economic well-being is needful to secure health. The sickly, the feeble, the diseased, the suffering are not well fitted to earn the maintenance of others, or even their own; as little are the destitute, the hungry, the ragged, the starving, houseless, or housed in the unwholesome dens that shelter poverty, likely to preserve their own health, or to transmit healthy constitutions to others. The same causes that improve or impair the one, as a rule, improve or impair the other; temperance and industry fill the purse and make the cheek ruddy, idleness and intemperance wreck the body, while they drain the pocket. Not less direct is the connexion of both with morals: destitution produces vice as well as disease; vice produces disease as well as destitution; health, well-being, and well-doing go as naturally together as do those "black sisters three."

Here, then, are two subjects, knowledge regarding which has a direct bearing on conduct, and is not a mere *siccum lumen*, as Bacon calls it. It is in this great respect that they stand apart from and far above such subjects as geography, or geology, or physical science generally. This knowledge is not dead lumber, but living seed; it gives reality, and plan, and purpose to the coming life, makes plain the connexion between individual and social welfare, between physical and moral well being; it tends to make foresight do the bitter work of experience, to substitute wise and early resolve for late and unavailing regrets, to give motive power as well as salutary restraint. Those who know by experience how full of interest, how fruitful in good such instruction is to the young, how it brightens the eye, and touches the feelings, and strengthens the will, and harmonizes practice with sense of duty, cannot but ask, why is it not universal? why is it not in our training colleges, and from them diffused throughout the elementary schools in every corner of the land, spreading from them upwards into the higher schools, reversing the course of ordinary light, which first tips the hill and then sinks into the valley? To speak plainly, it is because our educational leaders are as yet but the "one-eyed monarchs of the blind."*

* The only school within my district in which I have found both those subjects taught, is the British and Foreign School at Clapham, till lately conducted by Mr. J. Baines, B.A. Having frequently visited this school, and taken part in the public examination of it, I may say, that not merely in these respects, but in the ordinary subjects, it is superior to most other schools known to me. It is of this school that Mr. Laurie speaks favourably. The discipline was especially good, and maintained

Those who say that the human bodily structure is taught as a branch of zoology or general physiology, and economic science under history, or what else, do but show their own want of comprehension of what is meant and needed. It is their bearing on individual conduct and well-being that separates the study of the human body from that of elephants or butterflies, and the study of the social body from mere facts of history or financial statistics.

The complaint of want of time is not better founded. Room must be found for that which is proved to be essential. But as things are, much valuable time is lost from the difficulty which must ever exist in teaching ordinary subjects by unintelligent routine. Awaken a child's understanding, arouse its interest, open its mental eyes by wise teaching of one really vital subject, and every other subject becomes the easier. The wisest way is ever the shortest way in the end,* and only when time is wisely husbanded can complaint of want of time be entertained.

IV. Results.

Turning from the subject-matter of education to its results, limited as they are, by the "Instructions" to those of an intellectual kind, I must content myself in great measure with referring to the evidence supplied by the written answers lodged herewith, to the printed queries issued to various persons whom I consider competent to judge. Only a minority, however, of those to whom they were issued have found time or taken the trouble to reply. What other testimony I have been able to obtain is often conflicting, seldom definite. With the exception of an occasional *laudator temporis acti*,† I have found a general agreement in the opinion that an educated workman, is as such, superior to an uneducated workman. On this point the evidence taken by Mr. Chadwick, and published in the reports on the training of pauper children, 1841, pp. 1-18, is quite conclusive.

If, then, even such instruction as has been hitherto attainable by workmen produces so beneficial results, what may we expect when

without any harshness whatever. A similar assertion may be made, still more strongly, regarding Mr. Shields' school at Peckham, in which likewise both subjects are admirably taught. Had Mr. Shields' school been at Zurich or Berlin, special inquiry might perhaps, have been made regarding it, and its fame might have more widely spread. But Peckham is a remote and somewhat inaccessible locality.

In the Jews' school, Bell Lane, economic science alone is taught, of course gratuitously, as in the St. Thomas (Charterhouse) schools, by Mr. W. Ellis. In Appendix p. 592 will be found a list of questions proposed by Professor Waley to some boys about 14 years of age, who competed in this and other subjects at Midsummer for an exhibition to University College.

* Some years ago, one of my old colleagues was appointed assistant master in the great Nautical School at Greenwich. It was his first duty to *drill* those boys who were backward in reading, and who, being placed in a room by themselves, were kept continually reading, reading, reading. This teacher begged permission to vary their mechanical task, and to try to interest them by explanation of what they were reading, even though some time were thus withdrawn from oral practice. After some hesitation permission was granted, and ere long the boys gained ground in mere reading much more rapidly than if they had done nothing else but read aloud.

† "Experience has taught many employers, to their cost, that reading and studying gardeners are the most expensive, the most useless, and most annoying of all men, and merely receive their salaries for amusing themselves, while the foremen and under-gardeners do the work."—*Glenny's Manual of Practical Gardening*, 1839.

the instruction is at once improved in quality, and more generally diffused. There is a certain fallacy in arguing from single or exceptional cases. The one or two tolerably well educated workmen are in great danger of sinking to the level of the more ignorant and less cultivated mass that surround them. If the mass were educated, the influences of companionship, of sympathy, and example, would assist, not thwart, the good effects of education on the individual. It is not surprising if, *now*, individual results here and there disappoint a too eager expectation. On the other hand, the inducements now held out to educated workmen in the way of rapid promotion are founded very much on the fact that they are exceptional. Were instruction more general, individual promotion would be less rapid, less striking. Not that industry in self-improvement would ever lose its reward, but that sort of reward would be less exceptionally imposing. The general level being higher, great eminence above that level would be proportionally more difficult and rare; and what is wanted is just that the general level should be raised. Any one who has had much to do with workmen, even of the better class, even with a considerable amount of skill in their respective crafts, must have been struck with the want of resource, of contrivance, of *shiftiness*, that they display in unexpected or unusual circumstances, when they are thrown out of their usual groove or rut, and required to devise new expedients, new methods. The intellect has not been duly exercised, partial skill has been obtained, but not general intelligence, not inventive or adaptive mental power. One great evil of our country, not exclusively of *our* country, is its mass of unintelligent labour, of muscle without mind, of raw material, so to speak. Thousands of men, half animals, half machines, navigators, dock labourers, and many more such persons, lead a precarious life, and reckless as precarious, at the mercy of every accident, totally unable and indisposed to provide against any change in their condition, such as must inevitably occur at times. Progress implies change, and to him who cannot change, progress threatens danger. I use the phrase *unintelligent* in advised preference to *unskilled* labour. For many years in public and in private I have contended that what is called skilled labour is often different from, nay, the very reverse of, intelligent labour. The "skilled" labourer is very often one who has acquired a certain knack, more or less difficult of attainment, who knows that and that only (if that can be called knowledge, which is rather a certain facility of hand or eye); but he is not the less, perhaps all the more, on that account, merely mechanical in his operation. Its very success depends on his being able to repeat it a thousand and a thousand times without a shade of variety, without thought, without effort, with eyes open, but with their sense shut. Association in great numbers and in large towns fosters intelligence indirectly, but not through the handiwork by which the man lives. Comparative isolation in rural districts where there are less stir and bustle and excitement, may deaden the intellect as it dulls the eye, and makes the gait slow and heavy. But these effects are not to be ascribed to the mere difference of vocation or employment. Of that I confess it seems to me that the effect should be the other way. The savage who makes his

own mocassins, wigwam, war robe, bow and arrow, who kills his own game and cooks it, has, so far as his employment goes, a better discipline of mind, a greater training of inventive faculty than the civilized operative, "hand," as he is aptly styled, who spends ten hours a day, for six days a week, for twelve months a year, and for twenty or thirty years in watching the revolution of a wheel, or in polishing a needle's point. Such a man is by a slackness of work reduced at once to starvation's edge; he can turn to nothing else that is not already overstocked with many such as he. In such times as these of ever swifter progress in mechanism and manufacture, affecting as that must do the lot of innumerable individuals and families; surely it is desirable that men should, while young, be so taught as to have their wits about them (to use a common phrase), to be able to foresee coming changes, to anticipate them, and either turn them to good account, or by steady economy and power of adapting themselves to new circumstances, escape from their personally unfavourable results. The kind of instruction that I have so earnestly advocated is here especially needful, that workmen may not seek safety where only evil is to be found, in strikes,* trade combinations, machine breakings, rick burnings, explosive machines, unsound benefit clubs, and other such devices more or less mischievous, which so often cripple or paralyse manufacturing and agricultural industry. Few perhaps have much considered, none can adequately tell, how much the productive power of this country is retarded and crushed by the continual antagonism of spirit between labour and capital. The workman, far from striving to perform the greatest amount of work, in order both that he may himself reap the richest reward, and that the sum of the nation's capital, the great wages-fund, may be as much as possible increased,—shirking his work, dawdling through the day, doing as little as he can for his wages, binding his employer down to pay his best workman no more than his worst, and his worst no less than his best, spoiling good material by indolence, neglect, and waste, losing his own and others' time in fits of drunkenness, stopping his own earnings and his employers' profits ever and anon, by refusing to work except on unreasonable or impossible terms, listening greedily to every demagogue or political fanatic, who charges on Government the evils of individual misconduct,

* "STRIKE OF PITMEN IN NORTHUMBERLAND.—About 500 pitmen, belonging to Seaton Delaval Colliery in Northumberland, struck work on Monday because the masters would not make an advance of 3*d.* a ton, and as their leaders have been taken into custody, there is a fear of disturbance, and a strong detachment of county constabulary was sent down to the colliery to maintain the peace on Thursday. The men are under an engagement to work from month to month, and to give and take a month's notice before leaving their employment, but because of a briskness in the steam coal trade the men all struck, without giving an hour's notice, with a view to force the masters to give the advance. Eight of the more active among the men were committed, two months each, to gaol on Thursday, and other four were taken into custody in the justice-room at North Shields, and remanded. The strike is an illustration of the tyranny of numbers. The more intelligent of the men before the Bench stated that they broke their contract in violation of their better sense, but that they had to submit to the majority.—*Times*, July 22, 1859.

Then there are the recent strikes of shoemakers at Northampton and builders in London. What right have we to wonder at these things? Ulysses tried to prove his feigned insanity by sowing the sand with salt. Do we prove our sanity by expecting a crop where we have sowed no seed, but left the soil open to the tares?

and paints delusive Utopias which disgust men with the dull reality of daily toil; and lastly, instead of saving his earnings, that he may be really independent, squandering them in sensual indulgences, which brutalize and enfeeble body and mind, cut short his days, and throw his children on the community for support! Here is a canker which eats into the very heart of the nation, and of which it is impossible now to trace the multifarious evil consequences. But the future capitalist is just as little prepared by early education for his more exalted office as the future workman is prepared for his subordinate but not less important position. Yet what is doing to meet this gigantic evil? Our educationists are anxious that all classes should know all about Perkin Warbeck, and the Himalayas, the extension of the predicate, and the extraction of the cube root. All very good in their way, but if charity should begin at home, so, too, should education. Our highest duty is that which lies nearest to us. Bad grammar is an evil, but pauperism with its concomitants is a curse, the shame of nations, the scourge of the world.

Without too closely asking what is a good school education, I would say that the question how far those who have received it "make use of it afterwards" depends very much on the extent of progress that has been made. Short or irregular attendance at the best schools is not likely to leave permanent results, and it is not easy to ascertain the facts in this respect; that what is learned at school is often forgotten is generally admitted to be true, especially of writing. That any who have really received a really good school education should ever forget it, or cease to find the advantage of it, I hold to be impossible.

I have heard only one conviction expressed that those who have received anything like a good education value it more than others for their children, and just in proportion as their own education has approached to being good. Evening schools have been already alleged to be very far in my district from being either as numerous or as efficient as they ought to be, but even were it otherwise, they are not the only means of keeping up the acquirements of early years.

I have issued the subjoined series of questions* to all the mechanics' or similar institutions within my district; all seem to be struggling, not one seems to be undoubtedly or greatly prosperous.

* 1. Total number of members during 1858, or the last annual period of the institution, distinguished, if convenient, according to quarters.

2. To what classes of society do the members chiefly belong, and what are the terms of membership?

3. Does their number tend to increase or diminish?

4. Number of lectures during the last year, with list of lectures and subjects.

5. Average attendance on lectures. Is it greater at literary or scientific lectures?

Does it tend to increase or diminish?

6. Number of books in the library.

7. Number of readers on the books.

8. Number of volumes circulate during the last year, distinguishing, if convenient, the class of subjects in order of attractiveness.

9. Total income and expenditure during the last year.

10. Are any, and what, evening classes attached to the institution?

11. Is any day school attached to the institution?

12. Is any savings bank, debating or other society attached to the institution?

It is to be observed, that to such institutions savings banks are now often attached, and I rejoice exceedingly to find that such institutions, especially in the form of penny banks, are decidedly on the increase. I have carefully examined the working of one of these, that of St. Giles', Cripplegate, which may serve as a specimen, and in the Appendix (p. 591) is a statement of its progress and condition, supplied by the very zealous secretary. It was to me deeply interesting to watch the train of little children, some of whom could scarcely raise their heads above the counter, paying in their *1d.*, *2d.*, or *3d.* In some cases many members of a family would send each his or her separate card and contribution. A woman withdrew *19s.*, which had been accumulating for many months. It is usual to withdraw the deposits at Christmas; and the secretary assured me that often the depositors were as much pleased and as grateful in getting their money as if it had not been their own, but presented to them by the bank.

That the spread of taste has kept pace with the extension of popular education, and that there exists an ever-increasing demand for music, singing, and drawing, especially for the first, is attested on all hands. I have done but little personally in observing the popular amusements; I have contented myself with visits to the Victoria and Surrey theatres (both in my district), and to one singing saloon. I was much struck with the exceeding quiet, good order, and perfect propriety of conduct in both theatres; the performances were followed with the closest attention. At the former the piece was "Never too late to mend." It was curious to see how any generous sentiment, however tawdry the language, was cheered, and how strong was the indignation excited by the villains of the piece; when the Birmingham gaoler was tormenting a boy-prisoner, shouts arose of "Brute!" "Villain!" and a scene of distress made copious tears to flow down male as well as female cheeks. Perhaps this emotional excitability, unguided as it is by culture, this earnest sympathy with imaginary woe is a better moral sign than the frigid indifference of a fashionable audience. It was very plain that the auditors at the Victoria were not economists any more than their betters; any hit at capital or capitalists, or clap-trap about the oppression of the workman was sure to tell; and when one of the characters declared with loud voice and vigorous gesticulation that he "would rather," &c., &c., than remain the "tyrant slave of a minion master," the applause was as loud and long as if the words had been correctly placed. I was somewhat surprised by the enthusiasm with which the following question and answer were received. It was asked by one of the *dramatis personæ*, "Which is heavier, a pound of gold or a pound of feathers?" A simpleton answers, "A pound of gold, of course." "No," says another, somewhat wiser, "they are equally heavy; a pound is always a pound." But the proposer of the question replies, that the feathers are heavier, because they are weighed by *avoirdupois* weight, according to which the pound has 16 ounces, while the pound troy weight, by which gold is weighed, contains only 12. Nothing during the evening excited so hearty applause and laughter. One would not have given the audience credit for so much interest in arithmetic.

At the Surrey the piece was "Louis XI.," and it was very

creditably performed, with good scenery. A melodrama followed, in which, of course, virtue was duly rewarded and villainy, as usual, cut off in its career. The most rigid purist could not have been offended by anything seen or heard, either on or off the stage.*

A singing saloon is not so pleasing a spectacle. Some eighty to a hundred men and women, the former of very various ranks, many of the latter with children in their arms, are seated at long tables with glasses of various liquors, in a large hall with gaudy ornaments, the air darkened with tobacco smoke, listening to the songs or looking at the dances of performers on a platform at one end of the room. "Free and easy" is the word, and the company is not select, neither is there much reserve of manner. But the singing is respectable, often good, though the subject and style of song are sometimes "low." Visible drunkenness there is none.

It is now time that I should sum up briefly the chief conclusions to which the attention of the Commissioners is respectfully requested. Admitting freely and thankfully the increase that has been made since 1851 in the number of schools and especially scholars, as well as the great improvement in modes of teaching which has taken place, and is still in progress, there are many considerations which may well check exultation. Cæsar's maxim was a good one:—

" Nil actum reputans dum quid superesset agendum."

1. Fully two-thirds of day-schools (in my district nearly three-fourths, *vide* p. 481) are private. Of many of these the actual condition has been shown to be deplorable, and there are others but little better. Excluding the schools of the upper classes, about one-sixth of the whole are dames' schools. All are uninspected, and almost all conducted by persons not specially trained to teaching, no qualification whatever being required; many by persons who have failed in other callings; a few by persons who carry on other callings simultaneously. Many are held in premises injurious to health, and quite unsuitable for school purposes. Probably the instruction in many upper schools is not superior, if equal, to that given in the better sort of National or British and Foreign schools.

2. Of the public schools, nearly a half are not inspected, and many, endowed as well as unendowed, are not superior to very badly conducted private schools, either as to premises or as to instruction. Endowed schools especially need supervision.

3. Even in the best public schools, the average attendance is much below what it ought to be, and what it is in an exceptionally good school (*vide* p. 510). Not much more than one-third attend

* There is reason to fear that improved performances, while they improve the audience, tend to change the class of persons who compose it. Mr. Phelps, the excellent manager of Sadler's Wells Theatre, has told me of his struggles to preserve order and decency of language, if not silence, in the gallery, when he first opened the theatre. Strict police was indispensable for a short time. At first, the landlord of the adjoining public-house, the Sir Hugh Myddleton, congratulated Mr. Phelps on his success in drawing crowded houses, adding, "When it is well with you, it is well with me." But after a time he said, "the people who come to see you play don't come now to drink my beer;" and in two years he was in the Gazette.

from 150 to 200 days in the year, the number of days required for the capitation grant being 176; while large numbers must receive scarcely any real instruction at all, though their names may be on the school books.

4. Of the children between 3 and 15 years, more than one-half (52 per cent.) do not appear even on the school books, whatever deductions may be fairly made for children taught at home, or detained from school by illness. If 3 to 12 be adopted as the school period, instead of 3 to 15, the case is not much mended (*vide* p. 546), the difference being only 3 per cent.

5. A large proportion of children leave at an age too early to profit by even such instruction as they have received, its traces being in great danger of rapidly vanishing, or, at least, of being gradually effaced.

6. Sunday-school teaching, while the average attendance is lower than in the day schools, is very far short of what it ought to be, and might be, as regards influence on future conduct, and on the prevention of evil habits and their consequences (*vide* p. 496).

7. Evening schools, which ought to supplement the day schools, are disproportionally few, precarious, unorganized, and unattractive, with small attendance, and yet insufficient teaching force.

8. In all schools, high and low, as well as in the training colleges, there is a systematic neglect of subjects the most important in their bearing on conduct and happiness; the conditions of bodily and economic well being, with their relations to individual and social duty.

9. While instruction is in some respects fragmentary and unpractical, in others it is vague, indefinite, and unapplied to ordinary affairs. Religious teaching consists too much of mere repetition of precepts in the words of Scripture, of Scripture history, geography, antiquities, of verbal formularies of doctrines,—the process tending rather to benumb the understanding than to touch the heart and enlighten the conscience; and to substitute oral profession and mechanical acquiescence for mature conviction and steady moral principles, rooted in rational belief and bearing fruit in acts.*

* "When I consider what is actually going on within the walls of our school-rooms, and the chance there is of any given child receiving a religious education (in any sense worthy so to be called), or of its being instructed in such elements of human knowledge as when the child shall become a man, to make him a reasoning, an understanding man, as to the state of life to which it has pleased God to call him, and therefore, probably, a provident and industrious man, the view I take of the present state of the educational question is far less sanguine. I confess that I see nothing in what is now done for the child which may reasonably be expected to produce these fruits in the man. This impression would not, moreover, be shaken in my mind, if schools as good as we now have (I mean the majority) were so multiplied that every child might attend them, and if the children actually did all attend them as long as they now do attend them, I see no relation between the means and the end, the cause and the effect it is supposed to be capable of producing. Education must be something more than this, to effect the good we expect from it; and I am contented to appeal, in evidence of this, to what has been done by it for the populations of many places where schools amply sufficient in respect to numbers, equal in efficiency to the great majority of the present schools, and conducted on the same principles have been in operation for the last twenty or thirty years, to the moral condition of those places, and to the number of persons educated

10. While the education of the country, apart from the Privy Council scheme, is a piece of patchwork and hap-hazard, here a plethora, there a famine, and full health nowhere, the only attempt at a national system, to say nothing here of its defects, seems to have outgrown the power of centralisation, and to be in danger of breaking down through its very unwieldiness.

I am well aware that it is no part of my duty to suggest remedies for these evils, even if their existence be fully admitted. But I trust the Commissioners will bear with me for some moments longer while I hint at a few things which seem to me of the greatest consequence, whatever course they may recommend in extension, modification, or abolition of the present system.

1. That as the very justification of a national system is the necessity of providing for those who cannot provide for themselves, the anomaly be discontinued of aiding only, or chiefly, those who are able to help themselves, while the poorer classes are left to voluntary philanthropy, and that attention be directed chiefly to the classes for whom the ragged schools now make the only very imperfect provision. The children of outdoor paupers have the very foremost claim on the assistance of the State on the ground whether of benevolence or regard to self-preservation; next come the vagrant children of the streets, for whom the law has provided in Aberdeen and elsewhere.

2. That if, as is probable, it be found that direct compulsion cannot and ought not to be employed, and that indirect compulsion will not avail to stay the evil of premature removal from school, short attendance be accepted as a necessity, and met in three ways, 1st, by the multiplication and improvement and encouragement of infant schools at the *beginning* of the school-course; * 2nd, by the multiplication, improvement, and encouragement of evening schools at the *end* of the school-course; 3rd, *intermediately*, by improving the quality and increasing the attractiveness of the ordinary day school. Between the years of three and ten great things are possible with a judicious and zealous use of means, and a wise

in those schools, who are now regular communicants, or even attendants at church."—Rev. H. Moseley, H.M. Inspector of Schools, Report for 1848-9 (now Canon Moseley).

"When we think of the energy, the promptitude, the clear-headed sagacity, the dealing with realities as realities, the indefatigable perseverance and ready wit brought to bear down every obstacle, the wide acquaintance with the true properties and laws of the objects with which men have to deal, displayed in the Great Exhibition, and then think of the miserable trifling with the work, exhibited in our attempts at the education of the perishing and dangerous classes, our beggarly appliances, sometimes 'one or old woman' to control and guide a host of the most difficult spirits in the community, our superstitious belief in forms, persuading ourselves that scraps of catechism and Scripture, and religious dogmas, will be talismans to protect the soul against the blasting atmosphere of crime, the absence from this labour of education of the strong minds of society that can alone do well the work, the absence, above all, of that primary and essential condition of success, that the children shall be handed over by the legislature to the constant operation of discipline through some considerable period of their childhood, too truly are we made to feel with indignant sorrow that society has yet to learn the very conception of the work to be done."—Prospective Review, August 1851.

* In the questions issued by Her Majesty's Education Commissioners, infant schools do not appear, though evening schools do, on the list of "Methods of prolonging the period of instruction." But the day may be prolonged by rising early in the morning as well as by sitting up late at night.

and vigilant economy of time.* Improved quality of instruction is but a synonyme for increased attractiveness. Now, if school can be rendered really attractive, the following results may be expected to follow sooner or later, one and all:—1, greater regularity and punctuality of attendance; 2, good conduct and diligence while at school; 3, good influences on the home, by exciting the interest of parents; 4, prolonged attendance at school; 5, greater readiness to pay school-fees, even of increased amount; 6, stimulus to all surrounding schools to go and do likewise; 7, willingness, even desire, to continue the work of self-improvement in the evening-school; 8, in the next generation, a stronger wish on the part of parents to send their children to school, with which they themselves shall have pleasing, instead of, as now too often, painful associations.

The improvement of the school in efficiency and attractiveness implies the improvement of the teacher; and this again raises the question how the training college can be brought to bear most effectively on the greatest number of future teachers.

As regards the Privy Council scheme, I have already spoken of changes desirable in the matter of inspection. Only one thing more do I wish to say. It is to be hoped that the Minute of Council which prevents aid from being extended to schools in which the Bible is not read will be speedily repealed. It served its purpose, as did the omission of Roman Catholics, in the times of unworthy compromise that saw the rise of the Committee of Council system. Were it repealed, the Bible would surely still continue to be read by all who think it right to do so in school. To aid so-called secular schools in common with other schools is as widely different from secularising the education of the country, as is the admission of Jews into the House of Commons, from the exclusion of all Christians from it. The present system is a concession to intolerance, and a premium to hypocrisy. Its conditions are evaded by the unscrupulous; it is on the conscientious that it falls heavily.†

* "The art of education is as yet only in its infancy, and I believe that by the present improved and to be improved system, by the complete education of teachers, the proper furnishing and fitting of schools, the due supply of books and apparatus, and the saving of time and labour now very frequently most fruitlessly expended, it will ultimately result that the boy finishing school life at 10 years will really be better educated than the boy of 13 is now, even as the education of the boy of 10 now is very, very far superior to that which the boy of 14 received only 20 years back. Something also may be hoped from the improved condition and education of the parents of this class in the next generation."—Rev. M. Mitchell, Essay read at Educational Conference, June 1857, p. 3.

† In Mr. Shields' school at Peckham, I found a boy above 14 years of age who assisted his father at night in scraping parchment, and who out of his own earnings paid for his schooling *6d.* a week. What would not most boys pay to escape from school? and probably the fault is not theirs.

‡ "I venture to hope that the last, and in effect *merely nominal* restriction, which prevents such schools as these from participating in the benefits of your Lordships' Minutes may be ere long removed, and that the same aid may be extended alike to *all*, who are sincerely and practically interested in the growth of popular education."—J. D. Morell, Esq., Her Majesty's Inspector of Schools, Minutes of Council for 1851, p. 775. But the restriction is not nominal to those who are too upright to stoop to an evasion. I heard recently of a school, from the manager of which an application was made to an inspector to learn what was the smallest amount of Scripture reading that would entitle to the reception of grants in aid.

Many of the most deserving schools anywhere to be found, schools morally as well as intellectually admirable, such as the Commercial school of the Liverpool Institute, the schools of the Manchester Mechanics' Institute, the Manchester Free school, and many more, which are well known among educationists as true model schools, are thus outlawed and declared unworthy of national recognition. It is a strange reflection that if a school teaches that Jesus Christ is an impostor, and that the Messiah is yet to come; or that the Trinity is a fable, and the Atonement a dream; or that the members of the Privy Council, and Her Majesty's Education Commissioners, to boot, being heretics, are beyond the pale of salvation, it will, in any of those cases, receive money from a Christian and Protestant and orthodox Government; but if it teaches only those great laws of Nature and Providence which all men, Protestant and Catholic, Trinitarian and Unitarian, Christian and Jew, alike recognize,—if it seeks to make the children of parents of various creeds useful and upright members of society, without theological indoctrination, the State indignantly bids it begone, and sends it empty away!

My long task is ended. Most probably, had I seen the "Instructions" in time I would have shrunk from undertaking it; not, certainly, through indifference to the subject or unwillingness to encounter labour, but through a serious misgiving, which experience has only confirmed, as to my ability to conduct an inquiry so important, so extensive, so various, so minute. But having undertaken it, I was reluctant, whatever the cost, to disturb the Commissioners' arrangements, and I have tried to do my best. I cannot deny that much of the work was most distasteful to one who hates to intrude where he is not invited or entitled to go, and that the general impression has been gloomy and dispiriting. On the other hand, I have learned much, and come to know many worthy persons; and the friendly courtesy that I have experienced from all connected with the Commission has helped somewhat to render my duties less unpleasant. As I have been more than any of my colleagues engaged at the office, it is right that I should make this acknowledgment. Mr. Blöchford I have to thank for much kindness, and Mr. Flint for his valuable aid in preparing many of the statistical tables, and in other ways. If I have expressed opinions too freely or at too great length, I trust I have not erred by neglecting facts and figures. I am quite sure that no opinion I have uttered will receive one jot more attention than it may seem to deserve from its apparent reasonableness or from the evidence adduced. I trust, however, that the Commissioners will pardon what is amiss, acquit me of all intention to offend,—and accept my earnest prayer that their counsels may issue in promoting the *improvement* not less than the *extension* of popular education.

I have the honour to remain,

My Lord Duke and Gentlemen,

Your most obedient Servant,

W. B. HODGSON,

Assistant Commissioner.

To the Commissioners

appointed to inquire into the

State of Popular Education in England.

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No. 1.

STATISTICS OF DISTRICT FROM CENSUS OF 1851.

Name of Union or Parish.	Area in Statute Acres.	Houses in 1851.			Population in 1851.		
		In- habited.	Un- inhabited.	Build- ing.	Males.	Females.	Total.
Wandsworth and Clapham.	11,695w	8,276	600	287	23,011	27,753	50,764
Newington - -	624	10,458	579	168	30,255	34,561	64,816
St. George's - -	282	6,922	421	100	25,374	26,450	51,824
St. Saviour's - -	250w	4,600	244	12	17,432	18,299	35,731
St. Olave's - -	169w	2,360	75	1	9,660	9,715	19,375
East London - -	153	4,739	198	8	21,536	22,870	44,406
Totals -	13,173	37,355	2,117	576	127,268	139,648	266,916
WANDSWORTH AND CLAPHAM UNION.							
<i>Name of Parish.</i>							
Clapham - -	1,233	2,657	169	72	6,970	9,320	16,290
Battersea - -	2,343	1,760	247	168	5,048	5,512	10,560
Wandsworth - -	2,478	1,522	52	7	4,517	5,094	9,611
Putney - -	2,176	918	34	26	2,435	2,845	5,280
Tooting-Graveney -	561	358	30	3	1,033	1,089	2,122
Streatham - -	2,904	1,061	68	11	3,008	3,893	6,901
Totals -	11,695	8,276	600	287	23,011	27,753	50,764
NEWINGTON UNION.							
<i>Name of District Parish.</i>							
Holy Trinity - -	142	3,224	154	1	9,989	10,933	20,922
St. Peter, Walworth	321	4,925	292	160	13,939	15,922	29,861
St. Mary - -	161	2,309	133	7	6,327	7,706	14,033
Totals -	624	10,458	579	168	30,255	34,561	64,816
ST. GEORGE'S UNION.							
<i>Name of District.</i>							
Kent Road - -	105	2,558	168	83	8,923	9,203	18,126
Borough Road - -	65	2,069	120	12	8,010	7,852	15,862
London Road - -	112	2,365	133	5	8,441	9,395	17,836
Totals -	282	6,992	421	100	25,374	26,450	51,824
ST. SAVIOUR'S UNION.							
<i>Name of Parish.</i>							
Christchurch - -	95	1,887	110	—	7,653	8,369	16,022
St. Saviour - -	155	2,713	134	12	9,779	9,930	19,709
Totals -	250	4,600	244	12	17,432	18,299	35,731

The areas marked thus, w, include portions of the river Thames.

Name of Union or Parish.	Area in Statute Acres.	Houses in 1851.			Population in 1851.		
		In- habited.	Un- inhabited.	Build- ing.	Males.	Females.	Total.
ST. OLAVE'S UNION.							
<i>Name of Parish.</i>							
St. Olave - -	66	773	16	—	3,271	3,189	6,460
St. Thomas - -	9	107	—	—	771	784	1,555
St. John, Horsleydown	94	1,480	59	1	5,618	5,742	11,360
Totals -	169	2,360	75	1	9,660	9,715	19,375
EAST LONDON UNION.							
<i>Name of Parish.</i>							
St. Botolph-without- Aldgate.	45	1,242	63	—	5,507	5,818	11,325
St. Botolph-without- Bishopsgate.	40	1,231	41	2	5,768	6,731	12,499
St. Giles-without- Cripplegate.	43	1,566	75	6	7,183	7,178	14,361
St. Botolph-without- Aldersgate.	20	528	16	—	2,340	2,405	4,745
Glasshouse-yard Li- berty.	5	172	3	—	738	738	1,476
Totals -	153	4,739	198	8	21,536	22,870	44,406

No. 2.

COPY of LETTER from Mr. C. TOFIELD, Sutherland House Academy,
Charlotte Place, Walworth Road.

No. 12, Ann's Terrace, Lorrimore Road,
Walworth, May 12, 1859.

SIR,

IN reply to yours of the 10th instant, I must at once candidly inform you that I regret I cannot comply with your request. My reason for not doing so is not altogether because I suspect the Government of a sinister motive in requesting these returns, although I have grave suspicion that the present and any future Government will be more likely to extend their interference in the cause of education, than to abstain from so doing; but I hold an opinion, that the Government have no right whatever to educate or to interfere in the education of the children of persons who are well able to pay for it themselves. Of course, when I say education, I mean education as generally given, which, I believe, Governments will in time discover is not the only sort of education required.

As it respects gratuitous or cheap education, observation has taught me that the money saved to well-to-do persons, by the Government educating their children, chiefly is, in thousands of instances, spent in their own selfish and drunken gratifications.

But it is not for me to trespass on your time by giving opinions, &c. You will see, Sir, from what I have said, that I cannot admit the right of the Government to inquire into the private business of a person, when they ought to have nothing to do with that business.

Hoping, Sir, that you will receive this communication as from one expressing his honest convictions, and not from a desire of merely being in opposition,

I remain, &c.

C. TOFIELD.

No. 3.

INFLUENCE OF SUNDAY SCHOOLS.

It is due to Dr. Guthrie, from whom the following facts are quoted, to state that he cites them in proof of the evils of intemperance, not of the inefficacy of Sunday schools.

"In a letter which Mr. Logan addressed to the editor of the *British Banner*, he states:—I have been in the habit of visiting prisons and conversing with criminals almost weekly for upwards of twelve years. My observations extend to almost every large prison in the United Kingdom. For the last eight years I have been trying to ascertain what proportion of our prison population have been connected with Sunday schools. When collecting information from prisoners, it has ever been a general rule with me to prevent them as much as possible from becoming acquainted with the main object of my visit. I record a few facts which refer to different parts of the country. I visited 78 of the 88 prisoners who were tried at the Glasgow assizes in September 1848. Seven of these could neither read nor write; of the remaining 71, not less than 38 males and 24 females, total 62, had been connected with Sabbath schools. A number of both sexes had been in attendance at Sunday schools for three, four, five, six, seven, nine, and even ten years. To prevent anything like deception on this point, I cross-questioned them as to the locality of the schools, the names of the teachers, &c. I likewise spent several days in calling on a number of the parents and relatives in different parts of the city, and the replies given by these parties to my inquiries fully corroborated the statements of the convicts themselves."

"The governor of the Boys' House of Refuge, Glasgow, informs me, in a note of the 22nd March 1849, that of the 115 juvenile delinquents, 73 had been connected with Sabbath schools."

"The matron of the Females' House of Refuge stated, November 28, 1848, that of the 126 inmates, including 50 unfortunate women, 105 had been connected with Sabbath schools."

"A minister, a warm friend of Sabbath schools, stated that in a town in Lancashire no fewer than four 'unfortunate females' were seen together in the street, every one of whom had been once a TEACHER in a Sabbath school!"

"A few months ago a member of committee visited one of the *singing-saloons* in Rochdale, and on a Saturday evening, about eleven o'clock, he observed about sixteen boys and girls seated at a table in front of the stage; several of the lads had long pipes, each with a glass or jug containing intoxicating liquor, and no less than fourteen of the number were members of *Bible classes* in our different Sunday schools. There they sat, listening to the most obscene songs, witnessing scenes of the most immoral kind, and spending the interval in swallowing liquid fire."

"The *Rev. James Sherman*, minister of the Surrey Chapel, said:—The question has been asked, what becomes of the senior scholars of these schools? In the schools belonging to my own church the number

of scholars is 3,000, with 400 gratuitous teachers, but I am bound to say that few of these children become members of the Church after leaving the schools. Where do they go? Many of them would be found, as soon as they arrived at the age of fifteen or sixteen, to become apprentices, and by the pernicious system which prevailed among the working classes so situate, they grow up many of them to be *drunkards*, and to be a disgrace to themselves and the neighbourhood. A teacher of a class which was called the *vestry class* had collected the statistics in respect to that class, consisting of *forty-six*. He was induced to examine what were their habits in regard to temperance during the preceding seven years, and the result was,—drunkards, *thirteen*; occasional drunkards, *nine*; steady characters, *thirteen*; unknown, *three*," &c.—From Appendix to "The City, its Sins and Sorrows," by Rev. Thomas Guthrie, pp. 101, 102, 103.

No. 4.

EXTRACT OF LETTER from EDWARD BAINES, Esq., to
Lord JOHN RUSSELL.

"In all communities, and especially in large cities and towns, there are sinks of iniquity into which all the sores and all the filth of society naturally run and empty themselves, where squalid poverty, heathenish ignorance, and brutal sensuality are found in dreadful combination. Here vice runs for indulgence, crime for shelter, vagrancy for a halting place, and shame, ruin, and misfortune to hide their heads. Sometimes these places are found in contiguity with wealth, rapid improvement, and even with the highest religious advantages. It is so in London and Westminster; it is so in Edinburgh and Glasgow; it is so in Manchester, Liverpool, Birmingham, and Leeds; it is so in New York, in Paris, in Rome, and in every large city of the world. You have them within two or three hundred yards of you whilst you sit and legislate. I have seen a little, a very little, of such places. I have sometimes (though too seldom) ventured with tracts from house to house, and from chamber to chamber, talking to the wretched inmates. The impression generally left on my mind was, that the poor creatures seemed to live in a world of their own, where their minds were as much cooped in as their bodies, and where they naturally grovelled and weltered, never venturing to lift their heads so far as to look on society above them, or to be conscious that there were such things as comfort, cleanliness, reputation, knowledge, or religion in the world—

— 'So thick bestrewn,
Abject and lost lay these.'

I have felt that if there were a church, a chapel, and a school at the entrance of every alley, the forlorn and sunk inhabitants would never look at any of them, perhaps hardly know of their existence.

"On such places as these I have two remarks to make: 1st, That *they must almost be left out of the account in any estimate of the sufficiency of the means of education*, because the classes herding there would not, and in their present state could not, make any use of such provision, be it as abundant as it might; and 2nd, That these places, whilst they challenge the pity and courage of Christian zeal to undertake the Herculean labour of cleansing them, are out of the reach of

Government interference, except in the way of a restraining police. There is no power in Government to raise these objects—to shed the ray of hope into their minds, to kindle the extinct feelings of love and gratitude in their bosoms, to bring penitence to such hardened hearts, to awaken in them an idea of God and eternity. It is to your Howards, your Frys, your Nasmiths—to men and women filled with concern for perishing souls, to ministers of religion and town missionaries, to tract and Sunday-school teachers, that such enterprises must be left. *And after all, do what they will, it is to be feared that these sinks will never be emptied, because every day is refilling them.*—Edward Baines, jun., “Letter to Lord John Russell, on State Education,” page 20.

No. 5.

MEMORIAL.

To the President and the Vice-President of the Council on Education, the Memorial of Working Men belonging to the Evening Classes of the Royal Polytechnic, the London Mechanics, and other Institutions in London, and some others favourable to the object of the Memorial,

Humbly sheweth,—

That during the years 1828, 1829, and 1830, four hundred mechanics institutions were established, and since the latter period they have increased to nearly 4,000. The primary object contemplated by these institutions was to secure to the operative classes the means of acquiring a sound and useful education, which should not only remedy in some degree the neglect of early instruction, but also improve their general culture and extend their knowledge in that direction which would make them more useful and more successful in their industrial occupations.

That for some years these institutions laboured to accomplish the objects for which they were established, but from the want of some permanent organization, and a definite object to which they should direct their efforts, they have gradually degenerated into places of mere amusement and recreation, and the lectures are usually of such a general and desultory character that they can scarcely be regarded of much educational value.

Your memorialists do not contemplate any interference with the rational amusements of the people, nor any great change in the general character of existing institutions. There will always be a large class of persons who are contented with the reading of a newspaper, a popular lecture, or a game of chess, and were these indoor amusements not provided by these institutions they would probably be sought for at the public-house.

Your memorialists are of opinion that a large proportion of young men, apprentices, and others who have left school, would gladly avail themselves of evening instruction, if it were imparted by competent teachers on terms within their means.

That mechanics institutions are the best centres for this instruction, regard being had to the industrial wants of the locality in which classes may be established.

Your memorialists would respectfully suggest that the elements of the natural sciences, political economy, physics, chemistry, and drawing should be taught to the advanced classes in elementary schools. From

the want of such instruction men fall into serious social errors; and labour, instead of being an enlightened and intelligent application of principles, is but too often a dull round of monotonous drudgery. A closer relationship should be encouraged between the elementary schools and mechanics institutes, so that the instruction given at the one should always be regarded as preparatory to that to be continued at the other.

We are of opinion that the industrial progress of the Continent and America must, in a great degree, be attributed to the better education of the artisans of those countries. Without an intelligent appreciation of those laws upon which our political and industrial prosperity depends, and which we are daily called upon to apply, it is impossible to sustain for any great length of time that supremacy in production which is every day becoming more mental and less physical.

Your memorialists are of opinion that voluntary effort is not sufficient to sustain with efficiency the evening instruction of mechanics' institutions, nor can young men as a general rule pay fees sufficient to secure the services of good teachers; and to be dependent on charitable aid for that which ought in some degree to be regarded as our right, is a humiliation to which the industrial classes ought not to be subjected.

Your memorialists therefore pray that the Government Board of Education be invested with power to assist the evening classes of those institutions desirous of obtaining help, by the adoption of some plan of testing and rewarding results so as to stimulate and encourage local effort by helping those who are desirous of helping themselves.

That in consideration of this power, the Board of Education be authorized to assist evening classes in connexion with mechanics' institutes, with grants of books, apparatus, rewards to successful pupils, and such aid to the teacher as may be essential to their efficiency and permanency. It is desirable that such assistance should not interfere with the free action of the institutions beyond what is absolutely necessary to secure the correct expenditure of the public money.

With a view of giving encouragement to class instruction in mechanics' institutions, exhibitions of scholarships should be attached to the Government School of Mines, as a reward to those who had greatly distinguished themselves by examination. Artizans employed on our public works might be selected, other things being equal, from those holding a certificate which had been granted under the authority of the department entrusted with the examination.

And your memorialists, as in duty bound, will ever pray.

No. 6.

COPY of LETTER from Mr. W. BRYANT, Master of Battersea National Model School.

SIR,
3, Woodbine Terrace, Bridge Road, West,
Battersea, March 24, 1859.

You will doubtless have been expecting for several days past to receive an answer to the note which you were so kind as to send me; and, indeed, I had intended to reply at once to you, and give you such information as I could respecting the matter about which you wrote. But from day to day I have been prevented by some circumstance or other, until I am now almost ashamed of my long delay. However, I

hope that the little information which I may be able to afford you will still not be too late to be of some service; I call it little information, for the trifling difference between the payments of my pupils (one penny and fourpence per week) hardly makes our schools sufficiently unlike for one to judge of what the effect will be when we make the payments greater and more different.

As far as I can judge, the plan of having two schools under one organization, one for the children of labourers, poor mechanics, and the like, and the other for the children of tradesmen and others who are better off, has, like most other things, its advantages and disadvantages. I think it a disadvantage that such an organization cannot be so thoroughly under the control and influence of a single master, as an ordinary school is. This can, of course, be got over in great measure by the employment of a second master; but one head to a school is better than two, and especially so, as far as a religious and moral training is concerned. Another disadvantage is that there will at times be a jealousy existing between the two divisions of the school, and that in several particulars. There is a temptation, under all such organizations, for the head master to give the larger part of his attention to the children of his upper school, and to give over his lower school chiefly to the teaching and training of his assistant master. Of course, this need not be so; but, owing to the more rapid advancement of his upper school, consequent chiefly upon more regular attendance, it is a fact that a master is tempted to act in this manner, just as in an ordinary school he is tempted to devote the larger part of his time and attention to the scholars who are making most progress.

Where such is the case a jealousy is created both among the parents and among the children themselves, which is often productive of much evil. I have known this jealousy and ill-feeling carried to such an extent that the children of our two schools could at one time never meet in considerable numbers, without a pitched battle occurring between them.

As I said before, however, all this may be avoided by proper and judicious conduct on the part of the master. As a case in point I may again cite the instance of our own schools, between which for several months past almost perfect harmony has seemed to exist, and no rivalry but the commendable one of striving to excel each other has ever been heard of.

Such are the few disadvantages which seem to me likely to exist under such an arrangement as ours. The arrangement has also very considerable advantages, which to me seem chiefly these:—

We all know that tradesmen and other well-to-do persons do not like their children to associate with the children of the lower classes; whether this feeling be a good one or not we have not to consider, but seeing that it exists to make the best of it. Now, because such persons do not like their children to associate with such as generally attend our National schools, they commonly send them to private schools, where the education which they receive is frequently of a very inferior kind, whether it is intellectually or morally considered.

Now an organization like ours secures the attendance of a large number of such children as these. These, therefore, receive upon the whole a much better education than they would ordinarily receive. I say this confidently.

At the same time, I believe the arrangement likely to be of considerable benefit to the lower class of children who attend; and in these particulars I find it frequently the case, that parents who have children

in our lower school remove them one by one from it, and place them in the upper school. Now in order to do this they must (although the school fees there are not high) stint themselves to some extent at home. This evidences a right appreciation, on the part of the parents, of the benefits of education, and at the same time increases the value which they set upon it; for I think it is generally the case, that what we pay most for, we value most.

At any rate I have found that parents who thus deny themselves a little for what they expect will benefit one or more of their children, also take more care to send their other children regularly to school, and to inculcate good habits among them.

I have said before that sometimes a jealousy will arise between the upper and lower divisions of our school. Something of this sort will always exist; but as every vice has its corresponding virtue, so here the jealousy may be replaced by a commendable rivalry. And this is how I endeavour to make our schools work well together. As far as is possible, I endeavour to make my boys rivals only in striving after excellence. Of course I have not, and shall not even, succeed in doing this perfectly, but towards that mark I work, and the nearer I approach to it, so much the nearer shall I be to the purpose intended in having our two schools under one organization.

A very practical advantage, partly involved in what I have said before, is this, that children here associate as they will have to do in after-life, and may thus be taught proper behaviour towards each other now. Were such schools more frequent, I think we should see less overweening pride among little well-to-do persons, and less rudeness and incivility among the classes beneath them.

Trusting that you will not deem these remarks tedious,

I am, &c.

Dr. W. B. Hodgson.

WILLIAM BRYANT.

No. 7.

LETTERS FROM CLERKS TO GUARDIANS, &c., relating to SCHOOLS kept by OUT-DOOR PAUPERS, and SCHOOLING for CHILDREN of that CLASS.

• 1.—Wandsworth and Clapham Union.

“SIR,

“I ANNEX, as requested, a list of the dame schools kept by persons receiving relief from this union (seven in number, names omitted), and the number of children whose education was paid for by the guardians in the month of January last.

“It happened that during this month some children usually paid for were kept from school through illness, and are therefore not included.

“Though the number of children thus paid for is small, the guardians attach importance to the possession of the power of making such payment, as it enables them more clearly to test the character of parents in regard to their children; and though the guardians have no power to refuse relief when such payment is offered and declined, the assistance or refusal in cases wherein education is neglected enables them to decide upon the propriety of giving an offer of the workhouse instead of out-

relief. I have only to repeat that the receipt of the schoolmaster or mistress is produced by the relieving officer as a voucher for the payment and actual attendance of the children."

(Signed) GEORGE FRED. MERRIMAN, Clerk.

In a letter dated 7th May 1859, Mr. Merriman says:—"On the 1st January 1859 there received out-door relief in this union—males, 379; females, 878; children, 895."—W. B. H.

2.—*Parish of St. Mary, Newington, Surrey.*

"The guardians do not pay for the education of any children receiving out-door relief.

(Signed) JOSEPH BURGESS.

Appended is a list of seven persons keeping schools who receive parish relief.—(N.B. Of these there are returns from five. One does not reside in Newington parish; another, I found, on calling, to have only recently opened a school, and to have only one pupil.—W. B. H.)

3.—*St. George the Martyr, Southwark.*

"Persons keeping schools in the parish in January 1859, and who are in receipt of out-door relief (six in number, names and addresses omitted).

"The guardians do not pay the school fees at all, but they require persons in receipt of out-door relief, and having children dependent upon them, to produce occasionally to them a letter or certificate from the school at which such children attend, and they always impress upon parents the necessity of sending their children to school."

(Signed) J. H. FITCH.

17, Union Street, Southwark, March 24, 1859.

(The very intelligent master of the workhouse, Mr. Shimmens, told me that the evidence of school attendance "is made a *sine qua non*."—W. B. H.)

St. George the Martyr, Southwark.

"SIR,

"IN reply to your letter of the 26th March last, I beg to say that the number of children between the ages of 3 and 15, the recipients, or belonging to recipients of out-door relief in this parish on the 1st January last, was, as near as I can ascertain, 892."

(Signed) JOHN H. FITCH.

May 12, 1859.

4.—*St. Saviour's Union, Surrey.*

"SIR,

"IN reply to your note of the 19th inst., I beg to inform you that there are three persons within the St. Saviour's union in receipt of out-door relief by whom schools are kept." (Names and addresses omitted. From all returns have been obtained.—W. B. H.)

"The guardians of this union do not pay the school fees of any children of parents receiving out-door relief, but they insist on such children

being sent to school, and generally withhold that kind of relief in cases in which the duty is neglected.

“There are two orphan children in the Ham Orphan Home, who have for some years been partially maintained by the guardians, but these would scarcely come within the class to which your inquiry is directed.” (A similar statement was made to me by the master of the workhouse in Marlborough Street, an intelligent and a kindly man.—W. B. H.)

(Signed) JAMES BLAKE, Clerk to the Guardians.

5.—*St. Olave's Union.*

DEAR SIR,

“IN answer to your letter of 19th March, I have to inform you, 1st. That there is not now, neither was there in January last, any person receiving out-door relief of this union carrying on school within the boundary of the union. (Mrs. Barker, 25, Magdalen Street, St. Olave's, stated, on 27th January 1859, that she is in receipt of out-door relief. Of her school a return has been obtained.—W. B. H.) 2nd. That the board of guardians do not pay for the schooling of any of the children of the out-door poor, and that the ample means of education in these parishes preclude the necessity of any payments for schooling by the board of guardians, except only the workhouse schools and the district school at Sutton. There are within the union, besides Queen Elizabeth's Free Grammar School (in which a classical education is given to nearly 300 boys, and a good English education to nearly 300 more), one parochial boys' school (in St. Thomas's), two parochial girls' schools (in St. Olave's and St. John's), an ancient school for boys and girls, children of nonconformists (in St. Thomas's), two infant schools (in St. Olave's and St. John's), one of them of the Established Church, the other of dissent, one school on the British system for boys and girls (in St. John's), five Sunday schools, one Roman Catholic school, and two large well-conducted and promising ragged schools, and several low-pay day schools. (From all these schools, except the Roman Catholic, returns have been obtained.—W. B. H.) So that, in this district, it is the sole fault of parents if any of their children are uneducated.”

(Signed) GEO. R. CORNER.

March 24, 1859.

6.—*East London Union.*

“I believe there are no schools within the district of the East London union kept by persons receiving out-door relief. There were several dame schools in Cripplegate, but I believe they have now ceased to exist.”

(Signed) A. J. BAYLIS.

May 5, 1859.

No. 8.

This TABLE shows the Number of PUBLIC WEEK-DAY SCHOOLS that have made Returns of having received the Capitation Grant, with the Numbers of Scholars in the said Schools, and the Amount of Grant received.

UNION.	Name of School.	Whether a Boys', Girls', Infants', or Mixed School.	Number of Scholars therein.			Amount of Capitation Grant received.	
			Males.	Females.	Total.	1856.	1857.
Wandsworth and Clapham	Grove, Battersea, British.	Boys -	116	-	116	£ 4	£ 7
	Putney, National	{ Boys & Girls }	109	114	223	30	23
	Ditto ditto	Infants -	100	93	193	9	5
	Clapham, British	Boys -	194	-	194	13	13
	Ditto ditto	Mixed -	25	187	212	-	12
	Ditto, Parochial	Boys -	143	-	143	-	7
	Ditto, St. John's	Ditto -	134	-	134	-	6
	Ditto ditto	Girls -	-	67	67	-	5
	Battersea, St. George's	Infants -	67	55	122	-	9
	Ditto, Parochial	Girls -	-	202	202	-	6
	Wandsworth, St. Mary Wandsworth Road, Commercial.	Ditto - Mixed -	- 33	58 70	58 108	- -	2 7
Streatham, Christ Church.	{ Boys, Girls, Infants }	153	116	269	-	32	
			1,079	962	2,041	£56	£134
Newington	St. Peter's	{ Boys, Girls, Infants }	400	350	750	-	15
	Trinity	{ Boys, Girls, Infants }	281	183	464	-	24
			681	533	1,214	-	£39
St. George's	St. George's	{ Boys, Girls, Infants }	333	183	516	£ 21	15
	St. Mary's	{ Boys, Girls, Infants }	374	298	672	-	31
	St. Paul's	Boys -	161	-	161	-	12
	Ditto	Mixed -	25	115	140	-	1
	St. Jude's	{ Boys, Girls, Infants }	420	398	818	-	32
	British and Foreign	Boys -	711	-	711	-	£0
			2,02	994	3,018	£21	£111
East London	Aldersgate Ward	{ Boys, Girls, Infants }	265	209	475	-	5

No. 9.

NOTES OF PARENTAGE, &c., of PUPILS, &c., in RAGGED SCHOOLS.

—	Sex.	Age.	Parent's Occupation.
I.			
1	Girl	9	Coppersmith in regular work.
2	"	10	Fireman.
3	Boy	7	Watchmaker, in regular work.
4	"	8	Carpenter, out of work during two months.
5	"	10	Smith, in work.
6	"	6	Mother keeps a mangle, has three children here.
7	"	8	Soap boiler, out of work from bad foot, mother dead.
8	Girl	10	Printer, in regular work.
9	"	11½	Mother goes out washing, not well just now.
10	"	A genot } k nown }	Hop picker.
11	Boy	10	Dustman, in full work.
12	"	8	Leather maker, in regular work.
13	"	7	Oilman, in regular work.
14	"	9	Sawyer, in regular work.
Of one boy in this school I was told that a brother, aged 13, earned 6s. a week.			
II.			
1	Boy	8½	Wood-cutter, at work, mother a washer-woman.
2	"	11½	Stave porter, mother makes trowsers.
3	Brothers	9	Labourer, not regularly at work, very poor, mother said to be very careful.
4		11	
5		13	
6	Boy	9	Porter, not regularly at work.
7	"	10	Hatter, not regularly at work.
8	Girl	9	Watchman at St. Catherine's Docks.
9	"	6	Maker of charcoal, always at work ; three girls here and two very young boys.
10	"	7	Mother used to wash, now sells coals.
11	"	9	Father in America, having deserted his wife (who makes sacks) and three children.
III.			
1	Boy	9	Costermonger ; sells fish from barrow.
2	"	11	Canes chairs.
3	"	9	Painter, in work.
4	"	8	Sells fish.
5	"	8	Coachmaker.
6	"	7	Shoemaker.
7	"	8	Chairmaker.
8	"	9	Bricklayer's labourer.
9	"	10	Mother a charwoman. This child had been 2 weeks in this school ; 3 in one in Clare Market ; could not read at all.

—	Sex.	Age.	Parent's Occupation.
10	Boy	7	Wheelwright.
11	'	6	Hatter ; with 10 children.
12	'	6	" with 6 "
13	"	7	Washerwoman ; 5 children at home.
14	"	6	Porter.
15	"	7	Mother sells crockery.
IV.			
1	Girl	10	Washerwoman ; 3 children at home ; this child had been 3 months at school.
2	"	8	Stone sawyer.
3	"	8	Brushmaker ; not much work.
4	Boy	7	Play actor at Salmon Play-house, Blackfriars Road ; another child in this school.
5	"	8	Apple seller in streets ; mother binds shoes ; 5 children.
6	"	7	Carman ; mother sells chickens ; 5 children.
7	"	9	Mother goes out as shoemaker.
8	"	7	Fish seller ; 5 children.
9	"	6	French polisher ; 4 children.
10	"	10	Coal-heaver ; no other child living out of 10.
V.			
1	Boy	11	Father out of work ; mother washes ; 2 children at home.
2	"	5	Basket maker ; mother binds books ; 3 children.
3	Girl	11	Upholsterer ; 6 children ; very fine child ; also her sister and twin brothers at school.
4	"	9	Parents dead ; 3 children ; aunt a charwoman.
5	Boy	11	Works at docks, removing tea ; 4 children.
6	"	13	Bricklayer ; boy 1½ years at school.
7	"	13	Bricklayer's labourer ; mother a charwoman ; boy 3 years at school.

No. 10.

REPORT of 15th ANNUAL MEETING of RAGGED SCHOOL SOCIETY,
May 9, 1859; Lord Shaftesbury in the Chair.—From the *Times*,
May 10, 1859.

23,000 children in schools.

160 edifices.

369 paid teachers.

360 paid monitors.

4,000 children in industrial classes.

362 shoeblacks, earning about 4,000*l.*

Last year 1,740 were put to domestic service or other employment.

568 were rewarded for having remained 12 months in one situation, and received certificates of character.

The sum raised during the year amounted to 28,600*l.*, in addition to 4,640*l.* from the Union = 33,240*l.*

64 penny banks. Receipts in year, 4,300*l.*

A farthing bank has been established in one school. 96 boys have deposited 12*l.*, all in farthings.

No. 11.

PLAN OF PUPIL-TEACHERS.

SIR,

Poplar New Town, E., May 21, 1859.

FOR some time past there has been a growing fear that the pupil-teacher system, as at present arranged, would overshoot the mark, and turn out year after year a greater number of teachers than the needs of the profession would require. Such a result, it is evident, would have a highly injurious effect, not only on the teachers by the diminution of their salaries, but also on education generally, since the best men would divert their talents and energies into other channels more remunerative. Again, there has been a general cry throughout the whole kingdom that when a student leaves the training college he has not, as a general rule, gained sufficient experience successfully to manage a school left wholly to his care; and the feeling has been widely expressed that there ought to be means by which the young teacher might gain practical experience in the management of a school under the supervision of a tried master. Further, when the present system was introduced, one pupil-teacher was allowed for every twenty-five pupils, but, owing to the reason first mentioned, the ratio was reduced to one pupil-teacher for forty scholars; this, though as much as the Government could allow, is hardly sufficient for the most profitable working of the school, especially of those containing less than 150 children, which form more than nine-tenths of the whole.

I have long turned my thoughts to the subject, and now have the honour to forward a plan, which I flatter myself will be found, with slight modifications, effectually to remedy all the above-mentioned defects of the present system.

Firstly, I propose that every teacher should pass through three grades of practical teaching before being finally installed as an independent teacher; 1, junior pupil-teacher or stipendiary monitor; 2, pupil-teacher; 3, assistant master, after having passed through the college. At present the pupil-teacher is chosen from the body of the school without the master having had special opportunity of judging as to his talents and aptitude for the office of teacher, and, consequently, many mistakes are made, which cause great inconvenience and even worse results to all parties. To obviate this, I would propose that a new class of assistants be formed, to be called junior pupil-teachers; their period of service should extend over three years, from the age of 12 to that of 15, and their salary be 4*l.*, 5*l.*, and 6*l.* per annum; this I conceive would be sufficient to detain them at the school. During this period the master would have ample opportunities of judging as to the talents and tastes of the lad, and thus the many mistakes would be avoided. From this class the pupil-teachers should be chosen. At the same time I must observe that I would not bind these youths for the three years, but give them the power of retiring, if a more eligible opening should occur than that in prospect as a teacher; also, if not chosen, the young person's prospects are not injured; for a lad of 15, with a good education, is just the one that is best fitted to enter with success into the business

of life. These junior pupil-teachers would be of nearly as much use, if not quite, as a pupil-teacher of the present system in his first and second years, and thus it is evident that the number of apprenticed pupil-teachers might be greatly reduced.

As, in this case, the apprenticeship of the pupil-teacher would commence at 15 instead of 13, and he would already have had the benefit of three years' instruction, I think that a period of three years would be sufficient; and, for the same reason, it seems proper that the salary should not commence at 10*l.*, but at some higher rate.

To provide for the third period, I would suggest that in schools having 160 children one assistant master should be granted, and afterwards one for every additional 100 children; by this means openings would be provided, so that all who should have completed their apprenticeship and passed through the college might receive two years employment and experience under the care of masters competent to improve and guide them. Then, at length, the young teacher would have gained experience sufficient to enable him successfully to conduct an independent school.

By means of these assistants a change in the teaching power of the school might be afforded for every twenty children; not, indeed, that there should be a fresh hand for that number, but reckoning a pupil-teacher as worth two junior pupil-teachers, and an assistant master as being of equal value with two pupil-teachers, that there should be a change *equivalent* to the introduction of a junior pupil-teacher for every additional twenty.

I conceive that by these means all the above points would be gained; the number of pupil-teachers reduced; a better selection of them obtained; greater teaching power supplied; the ratio of teachers to pupils much increased; and greater practical experience afforded to every teacher before entering on the full work of a school.

As above mentioned, the salary of the junior pupil-teacher would be 4*l.*, 5*l.*, and 6*l.* per annum.

The salary of the pupil-teacher would be re-arranged with no additional expense to Government.

25*l.* has been found to be altogether insufficient to retain young men as assistant masters, and many committees are not in a position to offer a bonus of 15*l.* or 20*l.*; consequently, in the accompanying tabulated statement 40*l.* per annum is reckoned as being the least sum that could be offered with any chance of success.

The enclosed statistical table is deduced from 484 schools as reported upon by four inspectors, taken at random, and may be regarded as a fair average of the schools of Great Britain.

No. 1 is a statement of the present arrangement both of pupil-teachers and their salary, as permitted to each school of a given number of children. The salary of each pupil-teacher is reckoned throughout the table as 15*l.*, which is the average of their apprenticeship.

No. 2 is the proposed arrangement for each such school, showing the number of junior pupil-teachers, pupil-teachers, and assistant masters, with their total salaries, 5*l.* being reckoned for each junior pupil-teacher, 15*l.* for each pupil-teacher, and 40*l.* for each assistant master. In this table it will be observed that a change is made for every twenty children, and that change amounts in value to the introduction of a junior pupil-teacher.

No. 3 exhibits the comparative outlay under the two arrangements taken on the whole 484 schools, separated according to numbers in attendance. Thus the top line shows that out of the 484 schools, 87 have above forty and less than sixty children, and are entitled to one

pupil-teacher. Their total expense at present would amount to 1,305*l.* but with the two junior pupil-teachers, as proposed, the expense would be but 870*l.*, showing a saving of 435*l.* In the next item of 85 schools of from sixty to eighty children, there would be an increase of 325*l.*, on the third a saving of 390*l.* On the total number of 484 schools there would be an increase of 1,425*l.*, which, however, would be more than counterbalanced by savings in other departments.

The next three tables bear more directly upon the teaching power in the schools.

No. 4 gives the comparative number of pupil-teachers in the 484 schools, representing the number which would finally be competent to enter the ranks of school teachers after deducting the casualties of sickness, failure, &c. From this it appears that the present complement of pupil-teachers would be 1,137; but under the suggested arrangement, it would be only 611, showing a decrease of 44 per cent. But lest it might be supposed that so great a reduction in the number of pupil-teachers would diminish the teaching power,—

No. 5 proves that the total number of teachers, excluding the master, under the present system, would be 1,137; but, as proposed, it would amount to 1,764, showing an increase of more than 54 per cent. In glancing down this table it will at once be apparent that the percentage of increase is much greater in the smaller than in the larger schools; thus being beneficial for two great reasons:—1. In the larger schools there is generally a considerable infant class, or, perhaps, infant school; and as infant teaching is more collective than that of older children, a less proportion of teachers is required. 2. Whatever the size of the school may be, the principle of classification is mainly the same; one of 120 children will require five or six divisions, and one of double the size will require no more; the chief difference being in the size of the classes. Where the number of children is too great for this arrangement, another division is required, for which the assistant masters are peculiarly suitable.

No. 6 shows the comparative numbers of the assistants in each school, proving that the law of increase seen in the whole is true of *each* particular school.

Such is the scheme, and, with regard to it, I trust, Sir, that you will not understand me to commit myself to all the details; greater experience and talent than mine would no doubt suggest many improvements; I forward it in the hope that it may be useful in the promotion of that popular education which I have so much at heart, feeling assured that it would be found competent to effect the purpose intended.

The plan has been laid before many of the more experienced and successful of the London masters, and they have unanimously approved of the principles embodied therein. I shall have the honour to forward shortly a declaration to the above effect, signed by some who are known to you, Sir, as men who thoroughly understand and successfully practise their profession.

I have to apologize for having delayed so long to forward this statement, but my professional engagements leave but little time at my disposal.

I remain, &c.

THOS. GOVER.

To Dr. Hodgson,

Assistant Commissioner on Education.

P.S.—Some of the authorities of the normal colleges have also signified their approbation. I hope to be able to forward a declaration, signed exclusively by the authorities of many, if not most, of the great London training colleges.

T. G.

No. 1 Present Arrangement.			No. 2 Proposed Arrangement.			No. 3. Comparative Outlay for the following 484 Schools.			No. 4. Comparative No. of Pupil Teachers in 484 Schools.		No. 5. Comparative No. of Teachers of all kinds.		No. 6. Comparative No. of Teachers, with following Nos.					
No. of Boys.	No. P. T.	Payments.	No. of Boys.	Assistant Masters.	P. T.	Junior P. T.	Payments.	No. of Schools.	Attendance.	Present Outlay.	Proposed Outlay.	Present P. T.	Proposed P. T.	Present No.	Proposed No.	No. of Boys.	Present No. of Teachers.	Proposed No. of Teachers.
40	1	15	40	—	—	2	19	27	49	£	£	87	—	87	174	40	1	2
—	—	—	60	—	1	1	26	85	49	1,305	870	85	85	85	170	60	—	2
80	2	30	80	—	1	1	25	78	80	1,275	1,600	85	85	156	230	80	—	2
—	—	—	100	—	1	1	33	30	70	2,340	1,950	140	140	140	290	100	—	4
120	3	45	120	—	2	2	46	49	120	2,100	2,100	140	70	147	398	120	—	4
—	—	—	140	—	2	2	45	33	140	2,205	1,960	69	46	69	396	140	—	4
160	4	60	160	—	2	2	80	29	160	1,935	1,035	69	46	69	413	160	—	4
—	—	—	180	—	2	2	85	17	180	1,740	2,320	116	58	116	448	180	—	4
200	5	75	200	—	2	2	95	11	200	1,620	1,445	68	34	68	402	200	—	5
—	—	—	220	—	1	1	100	10	220	825	1,045	55	33	55	309	220	—	5
240	6	90	240	—	1	1	105	9	240	750	1,000	50	30	50	319	240	—	6
—	—	—	260	—	3	3	140	8	260	810	945	54	37	54	344	260	—	6
320	7	105	320	—	3	3	145	3	320	720	1,120	48	24	48	372	320	—	7
—	—	—	300	—	4	4	155	1	300	315	435	21	9	21	414	300	—	7
220	8	120	220	—	4	4	160	1	220	105	155	7	4	7	400	220	—	8
—	—	—	340	—	5	5	170	1	340	120	160	8	4	8	410	340	—	8
360	9	135	360	—	5	5	185	2	360	120	170	8	5	8	430	360	—	10
—	—	—	—	—	—	—	—	—	—	17,055	18,680	1,137	611	1,137	1,760	—	—	—

WE whose names are hereunto subscribed, being certificated masters of elementary schools, under the Minutes of the Committee of Council on Education, have carefully examined a plan suggested by Mr. T. Gover, for improving the pupil-teacher system, and are persuaded of its excellent adaptation for the removal of present evils, the most prominent of which we think to be:—

- 1st. The too early apprenticeship of pupil-teachers, and the consequent lack of any probationary period.
- 2nd. Too early college training, and consequent youthfulness of "trained" masters.
- 3rd. The too rapid increase of the number of pupil-teachers, and their consequent disappointment.
- 4th. The want of assistant masters, and their insufficient encouragement.

ALFRED JONES, Poplar and Blackwall Free School.
 RICHARD BITHELL, Kingsland British School.
 JOEL EDWARD STINCHCOMBE, Free School, Poplar, E.
 WILLIAM DUNKIN, George Street British School, Bromley-by-Bow, E.
 THOMAS PHILIP DEXTER, Highbury Practising School.
 JOSIAH BAINES, B.A., Carshalton British School.
 WILLIAM R. RUSSELL, Clapham British School.
 COLIN R. ROBERTS, Somer's Town British Schools.
 J. MUMFORD, Highgate British School.
 G. COMBS, Stratford and West Ham British School.
 H. ULLYETT, St. George's Schools, Battersea Fields.
 WM. HAMMOND, 1, Percy Circus, W.C.
 JAMES R. ROSSE, Free School, New Brentford.
 ALEX. JAS. BRAID, Trinity St. Giles's.
 RICHD. WOODS, Lambeth Chapel School.
 ALFRED MOSELEY, Industrial School, Stepney.

I BEG to say that I approve generally of the plan for improving the pupil-teacher system proposed by Mr. T. Gover. I should, however, prefer that a higher amount of remuneration were proposed for the junior pupil-teachers, and that 120 children rather than 160 were the number fixed for requiring the employment of an assistant master.

E. C. DAINTREE,

Normal Master, Highbury Training College.

I HAVE pleasure in stating that I approve generally of the ideas embodied in Mr. Gover's plan; and that if any arrangement can be made by which intending pupil-teachers can be tested as to their aptitude for the work before them, it would be very beneficial. The mode in which it meets the case of varying numbers in attendance has my general approval also; while I coincide in the opinion of Mr. Daintree that 120 children rather than 160 should be the point at which an assistant master should be employed.

WILLIAM SUGDEN, B.A.,

Wesleyan Training College, Westminster.

I HAVE carefully examined Mr. Gover's plan, as laid down in the accompanying Tables, and very much approve of its general principle, namely, the employment of junior pupil-teachers, who, at the same time, would be probationers for a more extended apprenticeship, to be entered upon at a somewhat more mature age. The details also of the scheme appear to be carefully drawn up and elaborated; it would be necessary, however, in my opinion, to give a higher rate of remuneration than is here laid down, and would be advisable to fix 120 instead of 160 as the number of children where an assistant master should be employed.

J. LANGTON, B.A.,

Boys' Model Schools, Boro' Road.

Royal Military Asylum, Chelsea,

June 4, 1859.

DEAR SIR,

I THINK your pupil-teacher scheme is excellent. No boy should be appointed to the office of pupil-teacher until he has given evidence that he takes an interest in teaching. We have had a somewhat similar plan here for some years, and it has worked well. Our plan is the following:—

1. All candidates for the situation must be 16 years of age, and they must pass an examination before they can be admitted.

2. Should they pass the examination, they become *probationary* pupil-teachers.

3. If their conduct, attainments, &c., give satisfaction, then they are appointed pupil-teachers.

4. They act as pupil-teachers for two years in the model schools.

5. At the end of two years they are sent out as assistants.

6. Having served as assistants for two years, they return to Chelsea, and complete their course of training in the model and normal schools.

7. When they have gone through the normal and model schools, then they are appointed masters of regimental schools.

Their whole course of training as pupil-teachers, assistants, and students extends over a period of six years.

I am, &c.

W. MLEOD.

No. 12.

LETTER BY MR. WILLSON, REGARDING SUBSCRIPTIONS TO NATIONAL SCHOOL, &c., WANDSWORTH.

Wandsworth, Surrey, January 1859.

IN making a statement with regard to the Wandsworth National schools, I cannot refrain from expressing my feelings, as concerning the character of the genteel families in this parish. Having held the appointment of master of the National school for more than 14 years, I have had many opportunities of witnessing their liberality and benevolence. I have often occasion to assert to "fault finders" that I never knew of a case of real distress for which I was not able to obtain relief; besides which I have had no difficulty in obtaining assistance, for the purpose of promoting deserving and useful objects, if required; such as purchasing a mangle for a poor widow, establishing a playground, or sending a poor woman to her friends in St. Louis, in the United States of America, or helping to apprentice a deserving youth to a trade. Yet our school reports will show that in the report of 1844, the subscriptions and collections after sermons amounted to between 30*l.* and 40*l.* more than by the report of 1856, whilst the number of children under instruction were about 300 more in 1856 than in 1844, and two additional schoolmistresses and two additional school-rooms have been added to the expenses. On the other hand, the children's *pence*, by the report of 1844, amounted to less than 30*l.*, whilst the report of 1856 shows that it had increased to 183*l.*, and the report of 1858 shows that it had increased to *almost* 200*l.*

Again, since 1848, not fewer than 70 new genteel houses have been erected, about 30 of which contain from one to two female servants; about 20 contain several female servants, and some of them a man servant; and about 20 contain from one to two men servants in addition to female servants, and gardeners out of the house.

After much consideration as to the *cause* of the falling off of subscriptions, &c., I am of opinion that it must be in consequence of the circumstances of the schools not having been sufficiently brought under the notice of the parishioners.

I may state that during the last year, not less than 30*l.* in new subscriptions have been collected; besides which, I believe not less than 1,500*l.* have been collected for the purpose of building new additional schools for St. Ann's district. I have also to state that there are an immense number of poor in this parish in a very wretched condition, especially in their dwellings, in which dwellings, I hope, the Legislature will some day enforce an improvement.

W. WILLSON,
Teacher of National School.

No. 13.

STATEMENT of TERMS offered to OFFICE BOYS, &c.

British and Foreign School Society,
Borough Road, S.E.,
London, June 15, 1859.

BOYS' MODEL SCHOOLS.—*Applications for Boys.*

1. North Devon Railway Company.—To copy letters and become gradually a clerk. Hours from 9.30 a.m. to 5 p.m. Wages about 6*s.* per week to begin with.

2. As reading boys, to be afterwards apprenticed to same parties as printers. Repeated applications from various large printing firms in London. Wages about 5s. or 6s. to begin with.

3. As reading-boy at the office of an established weekly newspaper. Hours 8 o'clock a.m. Wages 6s. or 7s. to begin with.

4. As assistant clerk in a large wholesale house in Newgate Street. Hours, 9 a.m. until 7 p.m. Wages, dinner and tea in house; salary, 10s. per week at first, and to increase according to ability.

5. As writer in a wholesale grocer's warehouse in the city. Hours, 6 a.m. to 7 p.m. Wages 8s. or 10s. to commence with.

6. To assist in a pawnbroker's shop and learn the business. To live altogether in the house, and, in addition, to have 2s. per week at first, and a speedy increase if found deserving.

The preceding are extracted from entries made at the time of application. I regret that in many cases I have not preserved particulars, but what I have sent may be regarded as fair specimens of a large number of applications.

JOHN LANGTON, B.A.,
Superintendent Boys' Model Schools.

No. 14.

NOTES ON MORMONISM IN LONDON.

Mormonism.—In the East London Union is a large depôt of Mormonist publications. On inquiry I was informed that there are twenty-one branches in London. The numbers are said not to be increasing at present. Present number of the sect in London about 1,600. There is no other shop for selling books in London. Established about nine years ago at 35, Jewin Street, where it now is, as a convenient centre. Liverpool, however, is the head-quarters of the body, and there the "Millennial Star" is published, and the president of the mission resides there. There are twenty halls in London, from Poplar or Woolwich to Hammersmith, and from Somers-town to Kennington, in which there are services on Sunday, and almost every evening. One in Holborn.

No. 15.

COPY of improved SCHEME for the HOUSES OF OCCUPATIONS, St. George's Fields, drawn up by the Attorney-General, and to be submitted to the Court of Chancery. The first five clauses are omitted here.—April 28, 1859.

Erection of House of Occupation for Boys.

6. There shall be erected, upon a site to be approved of by the Court of Chancery, or the said Charity Commissioners, and situate in the country within twenty miles of London, suitable premises for a House of Occupations for the reception of 150 boys. Such premises shall be built and fitted up according to plans and specifications to be approved of by the Court of Chancery or the Charity Commissioners. And in order to defray the expenses of the erection and fitting up of such buildings, the governors shall be at liberty to apply any cash in their hands belonging to the charity, or any of the funded property thereof.

Present House of Occupations to be used for Girls—new one for Boys.

7. The House of Occupations in St. George's Fields shall be used as a school for girls, and the House of Occupations to be erected in the country as aforesaid shall be used as a school for boys. Until such last-mentioned house shall be completed the said House of Occupations in St. George's Fields shall continue to be used for boys and girls.

Number of Children.

8. The number to be maintained in the said schools shall be as many as the funds will permit, and the number of children in each of the said schools shall be as nearly as possible equal.

Appointment of Officers.

9. The governors shall appoint for both of the said Houses of Occupations such officers and at such stipends as they shall think fit. All officers shall be removable by the governors at pleasure.

Qualification of Inmates.

10. The children to be admitted into the said Houses of Occupations respectively by the governors shall be such as, if not so admitted, would be under great temptation to commit crime. The governors may admit children who have been convicted of crime, if they shall be satisfied that such children are earnest in their desire for reformation. But the proportion of children who have been so convicted shall never be more than one-sixth of the whole number of inmates, it being the intention of this scheme to constitute the said Houses of Occupations as institutions for the *prevention* of crime, rather than for the *reformation of juvenile criminals*.

No children shall be admitted under the age of 10, or above the age of 15.

The governors shall cause all children in the said houses respectively to be exercised in industrial occupations, so as to fit them for gaining an honest living, but they shall also cause them to be instructed in the Christian religion, and in reading, writing, arithmetic, geography, and history.

The children shall be fed and clothed by the governors.

Schools to be free.

11. No payment in respect of any child shall be received by the governors or any of their officers.

Registers to be kept.

12. Registers shall be kept respectively of the number and description of the children from time to time in the said house, and of the periods of their admission to and leaving the same, which register shall always be open to the inspection of the governors and the persons authorized by them.

Annual Examination.

13. There shall be annual examinations of the children in the said houses, and the governors shall request Her Majesty's Inspector of Schools for the districts in which such houses shall be respectively

situate, and in the event of his declining shall appoint some other fit and proper person to conduct such examination, and they shall pay to such examiners such sum for their trouble and expenses as they shall think fit, and the periods of such examination shall be fixed by the governors, and such examinations shall take place in the presence of the governors, or such of them as can conveniently attend, and such other persons as the governors may from time to time invite to attend the same.

Rewards.

14. The governors shall conduct the said houses, so far as is possible, on the principle of rewarding merit, either of good conduct, diligence, or proficiency in handicraft or learning, both within the schools and on the children leaving them. They may confer prizes in money or money's worth, or they may promote the deserving children to situations of confidence, with some small emolument, or provide situations for them at an earlier period with or without apprentice fees, and give additional outfit on their leaving.

Other Regulations.

15. No child shall remain in either of the said schools for more than three years.

The governors shall have power to dismiss children misbehaving themselves, or who show themselves to be incapable of reformation, at any time.

The governors shall find situations for all children not so dismissed, and find an outfit for them on going to such situations, and may give apprentice fees with each child not exceeding 20*l.*, so that the whole sum given in apprentice fees during any one year do not exceed 500*l.*

Governors may make Byelaws.

16. The governors may from time to time make byelaws and regulations for carrying into effect the provisions of this scheme, but the same shall not come into effect until confirmed by the said Charity Commissioners.

No. 16.

CRIPPLEGATE PROVIDENT FUND OR PENNY BANK.

THE bank is held at the Quest House, adjoining the parish church, and is open every Monday from 12 till 2 o'clock. It is under the superintendance and management of the Rev. P. P. Gilbert, vicar, his two curates, and Messrs. John and Charles Ellis.

Deposits of not more than one shilling are received weekly, and can be withdrawn at any time, by giving one week's notice.

The following statement will show the progress of this bank, during the two years which have elapsed since its establishment by the vicar :

Depositors during the year ending Christmas 1857	516
Amount deposited during the same period - -	£ 140 14 1
Depositors during the year ending Christmas 1858	869
Amount deposited during the same period - -	£ 512 11 2

The above shows an increase during the second year of operation, of 353 in the number of depositors, and of 17*l.* 17*s.* 1*d.* in the total amount deposited.

The deposits are brought to the bank chiefly by the wives and children of the poorer working classes, about 300 of whom attend weekly to deposit their small savings, which are generally allowed to remain till the end of the year, being then needed for clothing and other purposes. The average number of weekly payments is about eight or ten throughout the year.

ST. GILES, CRIPPLEGATE, PROVIDENT FUND.

Name _____ No. _____

Address _____

WEEKS.	1	2	3	4	5	TOTAL.	
January -	<i>d.</i>	<i>d.</i>	<i>d.</i>	<i>d.</i>	<i>d.</i>	<i>s.</i>	<i>d.</i>
February -							
March -							
April -							
May -							
June -							
July -							
August -							
September -							
October -							
November -							
December -							

To be kept clean.

No. 17.

JEWS' FREE SCHOOL.—JEWS' COMMEMORATION SCHOLARSHIP,
MAY 1859—5619.

One hour and a half allowed for this paper.

SOCIAL ECONOMY.

1. Mention some of the personal qualities which conduce to industrial success.
2. Explain the operation of those qualities on the well-being of the individual and of society.