

Digest.

noticed of children in Scotland remaining, as a rule, longer at school;¹ especially in the rural districts. The superiority is exemplified by—

- (a) A higher percentage of passes in elementary subjects;² by
- (b) "Specific subjects," strained after in England, being there taken as a matter of course, which is considered to have resulted in a higher standard of excellence having been generally attained;³ and by
- (c) The Fifth Standard provision already alluded to.⁴

Illustrations of
superiority.

In explanation of the "specific subjects" question, the Scotch code provides that the "education given must consist chiefly of elementary instruction,"¹⁰ and this negative approval of higher instruction is interpreted liberally. Indeed, the old parochial system for two hundred years led, and at present the Board system leads, immediately up to the universities. And in some districts there are valuable bequests available to supplement the incomes of qualified teachers in the higher subjects. Notwithstanding the superior results achieved, there appear to be no substantial complaints of "over-pressure."

The sources of income of primary schools in Scotland, although the same in character, differ very widely in relative proportions from those in England,⁵ and the cost of maintenance is greater. This is attributed mainly to the fact that on an average the salaries of masters⁶ in Scotland are higher. Evening schools exist both in England and Scotland, but are declining in both countries.⁷ Taking, however, equal numbers of the population, the number of evening scholars in Scotland is relatively very much greater than in England.⁸

Other distinctive
features of
Scotch system.

In secondary education, we find in Scotland a marked divergence: for "the jurisdiction of the Boards extends to certain secondary and higher grade schools;"⁹ and the Boards, to a certain extent, apply the school fund they receive accordingly.¹⁰

Scotch universities have no large endowments, as in the case of Oxford and Cambridge; and therefore annual grants in their aid are made by the British Parliament.¹¹

So that both primary and higher education receive in Scotland proportionately more State aid than in England.

There are, relatively, fewer infant schools in Scotland than in England.¹²

The main features are now treated of more in detail

RELIGIOUS TEACHING IN STATE-AIDED SCHOOLS.

(1.) Religious teaching is not—so far as the State is concerned—compulsory or, indeed, encouraged.¹³

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(2.) On the contrary, it is provided that it is no part of the duty of an inspector "to inquire into any instruction in religious subjects given at such school, or to examine any

¹ "Scotland, for whatever reason, is the only part of the United Kingdom where the love of learning has penetrated to the lower middle classes, as in Germany," &c.—"Edin. Rev.," July, 1886, p. 256.

In a Parl. Return recently published for Great Britain respecting "Illiterate Voters," Scotland, where the education standard has long been relatively high, comes best out of the comparison.—"Economist," July, 1886.

Savings banks have been established in 110 Scotch schools.—G.R., Scot., 1885-76, p. xx.

But note statistics of illegitimacy, and comments.—"P.M. Budget," 17 June, 1886.

² Compare Eng. and Scotch Reports, 1885-86, pp. xi. and xviii.

³ Compare G.R., 1885-86, p. xvi. and Scot., p. xviii.; 1883-84, pp. xvii. and 220; and G.R., Scot., 1883-84, p. xix.; note Latin for instance. See also "Times," 7 Aug., 1884, Art. on "Primary Education in Scotland."

⁴ Note also Code (1886) provisions, for instance, *re* teachers, &c., Art. 47, and see Art. 6, subs. (c).

⁵ Compare G.R., Eng. and Scot., 1883-84, pp. 206 and 88, and G.R., 1885-86, pp. v. and viii.; and see "Times," 7 Aug., 1884. Note exps. of adminis. in Scotland, 7 per cent. as against 6.6 in Eng.

⁶ But not of mistresses. See G.R. Scot., 1885-86, p. xxii.

⁷ See, in addition to other authorities hereafter quoted, Mr. Fitch's evidence, R.C., vol. iii., answers 3,749-57.

⁸ G.R. and G.R., Scotland, 1885-86, pp. iv. and viii. See also "Times," 7 Aug., 1884.

⁹ See (a) Scotch Act, 1872, secs. 62, 63 and 24, 25;

(b) R.C., vol. i., pp. 484 and 486;

(c) Mr. Mundella's Parl. reply, "Times," 1 Nov., 1884;

(d) Education Endowments Act, Scotland, 1882.

¹⁰ Also note Scotch Act, 1878, especially ss. 18 and 20; and Circulars dated 12 June, 1885, and 15 Jan., 1886, issued by Scotch Ed. Dept., relative to inspection of higher class schools; and G.R., Scot., 1885-86, p. xix.

¹¹ Note (a) Dr. L. Wiese's remarks in German letters on Eng. Educ. William Collins, Son, and Co., London, 1877, p. 79; and

(b) I.E.C., vol. xv., pp. 88, 89, and *seq.*

¹² But see G.R., Scot., 1885-86, pp. xii. and xiv.

¹³ Note (a) E. Act, 1870, s. 97; and

(b) Code, Art. 17; Scotch Code, Arts. 6, 7.

It appears to be significant that in March this year (1886) the Congregation at Oxford struck divinity out of the obligatory curriculum.

The following remarks of Lord Macaulay in respect of Oxford will be applied, probably, very diversely in this case: "The glory of being farther behind the age than any other portion of the British people is one which that learned body acquired early, and has never lost."—Essays, &c., 1885, p. 332.

See also note 3 on p. 2 of this report.