

Secondary and Higher Education.

State does not recognise obligation to maintain organised system.:
Mr. M. Arnold's opinion.

Prof. Huxley's opinion.

The State, apparently, does not admit any national obligation to maintain in England an organized system of secondary or higher education, although Mr. Mundella,¹ according to a departmental circular issued, appeared, when in office, to think advanced schools would be no extra expense in England to the ratepayer.² Mr. M. Arnold spoke on this subject to me to the following effect: that the State should establish secondary schools and universities, as promoting learning and refinement, but they should be made self-supporting by the fees derived from the scholars; that in the case of deserving scholars in the primary schools, who cannot afford to pay fees for higher tuition, a reasonable number of scholarships should be established for the purpose, obtainable by examination; so that if such scholars be deserving of further education the door is thereby opened to them in the secondary schools;³ that, similarly, the same system could be made to apply in secondary schools for admission to the universities, and that State scholarships should be available only for the deserving poor, to enable the further prosecution of educational studies. Professor Huxley's opinion seems greatly to coincide, for he gave as his view that higher and university education "ought to be made accessible to all who show special capacity for intellectual occupations in the elementary schools. Apart from any other reasons, it is to my mind (he said) a chief consideration for political and social stability that able men should have opportunities of taking the positions which nature has fitted them to hold."⁴

SCHOLARSHIPS.

Not even certificates of proficiency granted. Only Science and Art, and private scholarships.

Mr. Arnold's opinion.
Conditions of National scholarships noteworthy.

Certificates of proficiency are not now granted; so that, except scholarships available from private grantors,⁵ the only aid in the nature of scholarships is that obtainable through the Science and Art Department. On this subject, Mr. Arnold's opinion has just been quoted;⁶ and in the same direction the conditions upon which "National" scholarships are given by the Science and Art Department are noteworthy.⁷

SUMMARY.

Main features of English system. Department supremely controls system. Secular,

The main features of the English system⁸ would thus appear to be—

- (1.) Supremely controlled by Education Department;⁹
- (2.) Theoretically secular—virtually religious;¹⁰

¹ See (a) *Times*, 20 Sep., 1884, Mr. Oscar Browning's address.
(b) Dr. R. espec., pp. 18 and 19;
(c) *Times*, 25 July and 1 Nov., 1884, Mr. Mundella, article 11 Aug., 1884, and 6 Oct., 1884, Mr. Magnus;
(d) G.R., 1882-83, p. 106;
(e) Revised Instructions, 1884 and 1886, cl. 45-47.

² G.R., 1882-83, p. 106.

But "on the report of the Select Committee of the House of Commons recently sitting (May, 1886), on the Endowed Schools Act will mainly depend whether English secondary schools are to be subject to State inspection." See further, "Journal of Education," 1 May, 1886.

³ See also G.R., 1882-83, pp. 260, 452, 490, and 491.

⁴ For opinion of an experienced Scotch educationalist, see p. 14, *supra*; and see R.E.C., Inspec. Sharpe, 6416, and seq.: "Now that the Legislature has made unlimited provision from rates and taxes for elementary education, the only public aid wanted by the poorer classes is an ample provision of free exhibitions for such clever children to the higher schools."—Lord Norton, "N.C.," Nov., 1885, p. 811. "Free schools": "If the State provided scholarships for the children who could win them from the public elementary schools, there would be the best possible provision of education for all," p. 812. "All who have studied the subject have concurred in recommending that free education (the writer here refers to education higher than elementary) should everywhere be confined to those who show that they can profit by pushing their own education beyond the limit to which their circumstances would otherwise make it cease; in other words, free education has everywhere been turned into exhibitions," p. 815.

⁵ For instance, see—

(a) R.C., vol. 1, pp. 469 and 472;
(b) G.R., 1882-83, pp. 302 and 303;
(c) *P.M. Gazette*, 19 Mar., 1885;
(d) Dr. Wiese, p. 259.

⁶ See also G.R., 1882-83, p. 260.

⁷ See Directory, pp. 26 and 16.

⁸ The first report (herewith) of the Royal Commissioners appointed to inquire into the working of the Elementary Education Acts, especially relating to the existing law, the existing facts, the working of the law, and the efficiency of the present machinery, and which consists of 13,684 questions and answers besides appendices, should be most carefully studied. It indeed teems with most valuable information and data. But it is so voluminous that, although I have incorporated a few references to it, want of space precludes more. For some technical comments on it see "Journal of Education," 1 Oct., 1886, p. 406. For what State education was in 1686, and what well-educated children, a well-educated great lady, and a poor girl were then like see "Evelyn's Diary." The main differences between the English and Scotch systems have already been noticed.

⁹ In addition to references already made, see "Fifty Years of Popular Education," address by Chairman, London School Board, 1886, *P. M. Budget*, 14 Oct., 1886, p. 22; and especially Mr. Cumin's evidence, R.E.C.

¹⁰ In addition to previous references, see Chairman's Address as above, "Increase Education, Decrease Crime." See also for details *re* religious instruction given in schools, R.E.C., espec. Inspector Stewart, particularly 3387 and seq., 3753 and seq.; for difference between moral and religious training, Inspector Arnold, 6068 and seq.; and for information *re* schools where no religious instruction is given, in addition to previous references, Inspector Stewart, 3753 and seq.