

**EDUCATIONAL REFORM;
THE TASK OF THE BOARD
OF EDUCATION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649204847

Educational reform; the task of the Board of Education by Fabian Ware

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

FABIAN WARE

**EDUCATIONAL REFORM;
THE TASK OF THE BOARD
OF EDUCATION**

EDUCATIONAL REFORM

EDUCATIONAL REFORM

THE TASK OF
THE BOARD OF EDUCATION

BY

FABIAN WARE

*Vis consili experta mole ruit sua ;
vim temperatam Di quoque provehunt
in majus ;*



METHUEN & CO.
36 ESSEX STREET, W.C.
LONDON

1900

NOTE

THE following chapters have been written in the hope that they may help to stimulate the interest of the public in the task to be undertaken by the new Board of Education. From secondary schoolmasters I ask for sympathetic, if severe, criticism of the work of a former member of their profession. Chapters IV. and IX. are mainly reproductions of articles which I recently contributed to the *Morning Post*. My thanks are due to the editor of that newspaper for kindly allowing me to use these articles for the present purpose.

F. W.

HAMPSTEAD, *December, 1899*

CONTENTS

CHAPTER I.

THE CLOSE OF AN EPOCH IN OUR EDUCATIONAL HISTORY

- Forces promoting legislation on difficult and abstruse questions—
Movement for organisation of education started by attack on
local endowed schools—Endowed Schools Act, 1869, merely
aimed at rearrangement of existing endowments—Elementary
Education Act, 1870, a popular measure of social emancipation;
hence machinery for its administration chiefly under popular
control—Popular extension of higher education—Funds pro-
vided for technical instruction partly applied to this end—Higher-
grade schools enter into competition with local endowed schools
—Intellectuals press for organisation of authorities—Bryce
Commission, 1894—Bill of 1896—Act of 1899, "in barest
outline," aims at founding a national system *Pages 1-12*

CHAPTER II.

REVIEW OF THE NATIONAL RESOURCES FOR SECONDARY EDUCATION

- Elementary and technical education must benefit from reform of
secondary—What is secondary education?—Answers to be ob-
tained from its English development *13-15*
The Public Schools.—Popular faith in public schools—Justified
by their success in training of character—Essential that public
schools should come under new Board—Willingness to place
themselves at head of reform movement—Significant develop-
ment of Head Masters' Conference, and Incorporated Association
of Head Masters *16-21*
Local Endowed Schools.—Their rise checked at Reformation—
Boarding schools and day schools both essential—The term
"Grammar School"—Confiscation of endowments at Reforma-
tion; directly and indirectly cause of present insufficiency—
Failure of Charity Commissioners in better distribution of endow-

ments—Local endowed schools and public schools have common origin and had common ideals—These ideals partly crushed in former by poverty—Costly demands of modern education—Its wider aims—Instruction in science—Modern sides of many local endowed schools subsidised by Science and Art Department, representing science *as opposed* to literature—Baneful results thus arising from want of organisation in central authority—Delicate task before new department for secondary education *Pages 21-33*

Private Schools.—Private enterprise a stimulating rivalry to Government agency—Duty of State to protect individual from educational fraud and imposture—Preparatory schools a necessary complement of public school system—*Raison d'être* of private schools: nurseries of methods and laboratories for experiment—Value of competition depends greatly on nature of award—Oxford and Cambridge locals and College of Preceptors' examinations not a test of educational efficiency—Such a test urgently needed, demanded by head masters 34-39

Girls' Schools.—Great increase in supply of secondary education for girls—Change of aim in women's education intellectually and physically—Women are the authorities in England on education of women—Improved status of women teachers—Women's counsel indispensable to Board of Education—Reasons for great part played by private enterprise in education of girls 39-44

Wanted, a Census and Criterion of Efficiency.—Parliamentary return of secondary schools—Valuable statistics; but only deal with quantity, not quality—Inspection alone can determine quality—Therefore Board must inspect; as existing supply must be utilised as far as efficient 44-46

CHAPTER III.

HIGHER TECHNICAL EDUCATION

COMMERCIAL AND INDUSTRIAL

Example of municipal supply of technical education—Surprise of a municipal committee on visiting Germany—Responsibility and significant inconsistency of Science and Art Department—Technical education in Prussia based on secondary education—Prussian secondary schools—Popular confusion in England as to foundations of technical education—Industrial and commercial sciences must be taught as other sciences—Pressing need for higher technical education—*Note* on use of term "technical" 47-55

CONTENTS

ix

CHAPTER IV.

AGRICULTURAL EDUCATION

Agricultural education in Denmark ; success in butter-making depends on sound general education—Need of training of intelligence in rural schools—How to arouse interest in nature, and thus counteract attractions of town life—Teaching of history to explain relation of agriculture to national supremacy—Educational functions of Board of Agriculture to be taken over by Board of Education—Past educational work of Board of Agriculture—Rural evening continuation schools . . . *Pages 56-66*

CHAPTER V.

ORGANISATION OF THE BOARD OF EDUCATION

Blunders due to past organisation expressed in terms of colonial government—Precedent established by government of India : that special cases demand special treatment, *i.e.* separate departments—Common educational aim of three branches must be represented in central organisation—Responsibility of permanent secretary—Peculiar difficulties of secondary assistant secretary—Need of diplomacy, not coercion, in dealing with secondary schools—Dread of traditions of Education Department—Influence of competent secondary assistant secretary on Universities—Harmony essential between three departments—Mutual influence they may exercise . . . *67-78*

CHAPTER VI.

THE CONSULTATIVE COMMITTEE

Not an entirely new feature in central government—Relation of Indian Council to Indian Office and Parliament—How far analogous to that of Consultative Committee to Board of Education and Parliament—Reasons for greater influence of latter with Parliament—Functions of Consultative Committee—Registration—Selection of inspectors—Dismissal of assistant masters—Significance of new organ in home government—Composition of committee, not a pedantocracy nor a popular representative assembly—Sympathy with secondary assistant secretary essential . . . *79-87*

CONTENTS

CHAPTER VII.

THE REGISTRATION OF TEACHERS

Need of training of secondary teachers—Buying teachers in the cheapest market—Large proportion of teachers without university degree—Economic cause: University scholarships and the rich—A register of teachers essential—Other qualifications besides scholarship needed—How to register these qualifications—Register of schools must first be formed . . . *Pages 88-94*

CHAPTER VIII.

THE INSPECTION AND EXAMINATION OF SECONDARY SCHOOLS

Registration of teachers and schools presupposes inspection—Examination must be supplemented by inspection—Preliminary inspection for formation of registers—Higher objects of inspection—Schools of unquestionable efficiency suffer from examination test—Civil Service and University Scholarship examinations—State leaving examination undesirable—Inspection alone can test education as distinct from instruction—Qualifications of inspectors—Their mission active, not passive—Assistant Masters' Association and inspection 95-104

CHAPTER IX.

THE BOARD OF EDUCATION AND WELSH SECONDARY SCHOOLS

Secondary education already organised in Wales—History of the national educational revival in Wales—Reasons for keeping Welsh and English secondary education distinct—Experience of certain members of Charity Commission indispensable to Board of Education—What is meant by inspection in Wales . . . 105-113

CHAPTER X.

LOCAL AUTHORITIES FOR SECONDARY EDUCATION

Opposition to spread of democratic local government—Failure of Government to solve problem of local authorities for secondary education—Indispensable conditions for entrusting secondary education to local authorities—Immediate need of "machines