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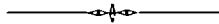
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The object of these papers is, as has been said, to subject the whole critical theory to somewhat minute examination. And if it should appear that, however carefully it has been elaborated to escape objection, it has left a large number of gaps yet open through which objectors may enter; if it shall be shown that, while laying stress on asserted differences of style, it has entirely ignored a large number of indications of common authorship; if we can prove that, in spite of the extraordinary industry and ingenuity with which the theory has been constructed, yet P presupposes JE, and even JE presupposes P in too many places to allow of their being independent narratives—we shall at least have furnished the ordinary reader of the Old Testament who reverences the Word of God, and does not readily part with his belief in its fidelity to fact, with an additional reason or two for doubting whether the critics are as infallible as they would have us believe.<sup>1</sup>

J. J. LIAS.

*(To be continued.)*



### ART. III.—THE EDUCATION QUESTION.

**T**HE advent to power of a strong Unionist Government, with a majority of 152, has led to a very general expectation on the part of the friends of Voluntary Schools that some earnest effort will be made in the coming or some early session, to relieve the financial difficulties under which in many parts of England those schools are suffering. In considering what forms of relief are probable, or even possible, several considerations should be borne in mind. To mention three:

I. With the income-tax already standing at 8d. in the £—a figure suggestive of a time of war rather than of a time of peace—with the land already overburdened with imperial taxation, and local rates thrown upon it, landowners and farmers crying out for relief, and not unreasonably expecting it, it is difficult to see from what sources aid, which would necessitate considerable increased taxation, or a large addition to local rates, will be forthcoming. If strikes and lock-outs do not check the revival of trade, the Chancellor of the Exchequer will have a fairly good surplus; but the agricultural interest and the friends of secondary education will claim to share

<sup>1</sup> It is perhaps necessary to remark that when this paper and the next were written the writer had not seen Professor Sayce's paper in the *Contemporary Review* for October last.

with the friends of Voluntary Primary Schools a portion of it. We must not ask or expect too much, or we shall surely be disappointed. The Chancellor must cut his cloth according to his means.

II. Though the Government have so large a majority available for most purposes, it is by no means certain that that majority would hold together for all the legislation for which some Churchmen are crying out. Certain recent utterances on the part of Liberal Unionists suggest caution. To weaken the Government by trying to force them to prepare measures which they cannot carry with their normal majority would be very short-sighted; it would be suicidal policy. It would certainly hasten the inevitable counter-swing of the pendulum. "If the Government do not do this or that I shall no longer support them," is a not uncommon observation. To my mind, this is a very foolish—I am inclined to say, very wrong—determination.

III. The friends of Voluntary Schools should be most careful not to use their present strength in a way which will provoke reprisals; but in pushing any political advantage they may enjoy they should let their moderation be known unto all men. There will be Radical Parliaments in the future, as there have been in the past; the Church and her institutions may again be attacked, and the attacking party be in a majority in the House of Commons. Our present policy should be, while in every possible and fair way we strengthen our position, above all to increase our hold on the affections of the masses; by earnest spiritual work amongst them; by showing our interest in every project which may advance their temporal well-being; and especially by promoting amongst them good sound education, based upon Christian Scriptural principles.

The object of the following paper is to indicate certain simple ways in which real definite relief may be given to Church Schools in the country districts, at no very great cost to the taxpayer or the ratepayer. The needs of Town Schools, especially where there are competing Board Schools, are outside my personal experience. I write also with reference to schools in the South rather than in the North, where, I believe, the conditions are very different.

1. It seems to be generally accepted that the 17s. 6d. limit will be abolished, and it is only right and fair that this should be done. It is quite true that its existence does in some parishes help the managers to keep up the voluntary subscriptions which otherwise might fall off; and for this reason Mr. Gray, M.P., at the recent St. Albans Diocesan Conference, urged its retention. So far, however, as I have been able to

learn from the many letters and addresses which have appeared upon the subject, he stands almost alone. It does seem unjust that after the managers have succeeded in raising their school to a higher pitch of excellence, often at a considerably increased expense, they should not be allowed to take the whole of the money the school has earned. In one of my schools we last year lost £7 9s. out of a grant of £149 18s., though our subscriptions were £43; and the year before £6 5s., out of £142 15s., with subscriptions amounting to £45 5s. 6d. It should also be remembered that each manager is often required by the trust deed to subscribe, at least, 20s. a year. This question is, however, a small one, smaller than most persons suppose; and the relief asked for will aid strong rather than weak schools. I have heard it said that the whole amount by which schools are fined under the 17s. 6d. limit is only £40,000 a year, but I have no means of verifying this statement.

2. Another matter which really seems to need no discussion is the proposed universal exemption of school buildings from rates. In most country districts they are not rated at present. It is really monstrous that the Voluntary School buildings should have to pay a School Board rate.

3. Another way of giving considerable relief to the country schools would be to allow the managers to borrow money for additional building purposes on the security of the existing buildings, the repayment being spread over, say, thirty years. The Department is continually, and often quite rightly, making new demands: additional class-rooms, cloak-rooms, and especially improved sanitary arrangements, are really needed; but in these days of very real agricultural depression it is impossible to raise the necessary funds. There need be no difficulty about repayment, because if the managers did not meet their liabilities, a School Board could be ordered, and the School Board rate would be available.

4. In connexion with this, I think we are entitled to urge upon the Department that when, sometimes after considerable expense, the buildings, offices, and various school appliances have been approved by her Majesty's Inspector, a certificate should be given protecting the managers from any further demands for at least five years, unless during that period there should be a distinct increase of population.

5. It would be a great relief to schools if some plan could be devised to ensure the prompt payment of the grant which is due for the past year. It is true that this depends for its exact calculation upon the information as to average attendance supplied by the managers on the day of inspection and upon the report of the inspector; but a certain sum must in

all cases, except in that of a warned school, be absolutely due, and a payment on account at the beginning of the school year would relieve what is often felt to be a heavy burden.

The treasurer has only three alternatives :

- (1) To find the money out of his own pocket ;
- (2) To borrow it, paying interest, which he may not charge to the school account ;
- (3) To leave salaries unpaid, to the great inconvenience of the teachers.

I know of a school in Essex in which the "school year" ends October 31 ; the inspection was held on November 13, the grant was not paid till January 20, although Form IX. was correctly filled up, and no special correspondence ensued. In this case the treasurer, the Rector of the parish, had to advance nearly £100.

6. I have spoken of average attendance. As all payments, the fee grant and the merit grant, are calculated upon the average attendance, it is of the utmost importance that that average should be good. A bad attendance cripples the school financially the whole of the following year. Consequently managers and teachers do their utmost to keep up the attendances, and adopt all manner of methods tending to this end.

But wet days, heavy snow, bad weather of some kind, will come, and the attendance will drop perhaps for two or three days, it may be a week or two, running down 70 per cent. You cannot blame careful mothers, especially if they keep the *infants* at home, nor expect children of from three to seven to walk in pouring rain a mile or two to school. Nothing is more disheartening than these wet mornings. What is to be done? You cannot send home again the children who come, and close the school, though financially it would be your interest to do so, for if you did, mothers would never send them on doubtful days. You must open school, and if you open, the Code says, you must mark registers. We have heard of schools where, the registers having been marked, the school is closed ten minutes before the appointed two hours of secular teaching have expired, and the attendances cancelled. It is, however, very doubtful whether this is legal ; you may cancel the attendances, but conscientious managers and teachers say the school has been opened, and the opening must count when the long division sum for Form IX. is done ; if so, cancelling the attendances will only increase your trouble.

I have two suggestions to make. In order to obtain the Government grant, every Elementary School must be opened 400 times in each school year, unless closed by order of the Medical Officer of Health. As a matter of fact, most schools open 420 times or more. When this is the case, might not the

Department allow the managers, in calculating the average for the year, to reckon only 400 openings? They would of course select the 400 best, or, at any rate, they might be allowed to reject a certain number of wet days, provided the number of openings that remained did not fall below a prescribed minimum. This would be a great boon to country schools, and enable the head-teacher to open on a bad morning with a lighter heart. The other suggestion I would make—unnecessary perhaps, if the former suggestion is accepted—is that, in cases where the infant school is not a separate department, it should be possible to close it in bad winter weather without closing the whole school. In the case of my own school, I cannot make my infant school a separate department, because my excellent infant mistress, with whom I should be sorry to part, is not fully certificated; and yet I often wish to do so, in order that in a week of snowy weather I might close the infant room without closing the larger one. It is most disheartening to the head-mistress to have her averages so sadly reduced because the infants are rightly kept away by their mothers. Possibly for infants a somewhat lesser number than 400 openings might be accepted.

7. Might not the conditions under which a special grant of £10 or £15 is made (§ 104 of the Code) be a little relaxed, and the Inspector have power to recommend a small useful school for this aid, when it is for the convenience of a hamlet or small village that it shall be kept open, even though there is another school within the prescribed distance? At any rate, an infant school might be so recommended; a mile and a half, or two miles, is a long way for children between three and five to trudge daily, especially if the roads are bad and communication difficult.

8. Personally I am very anxious to see the age at which children may leave school raised, especially in the case of boys. At present a boy may leave school either because he has passed the fifth standard or because he is thirteen. A boy of average abilities, attending school fairly regularly, can leave at eleven, and often does. If he then goes on to the land, by the time he is fourteen or fifteen he has forgotten nearly all he learnt in school. The money spent by the State on his education is practically thrown away. He has certainly been taught too much or too little—too much, having regard to the pockets of the taxpayers, if all is to be lost in three or four years; too little, if he is to retain his knowledge for life. I can point out instances in my own parish justifying the view I take. Either no child should be allowed to leave school before the age of twelve—better still thirteen—or, if allowed to leave earlier because a certain standard has been reached, the child should be

compelled to remain in school another year or two as a half-timer. I am glad to see that the Vice-President in a recent speech strongly condemned "the system of standard exemptions, which picks out the most promising children to be the earliest sacrificed to child labour."

As the grants to schools depend upon average attendances, the change I advocate would be a financial benefit, especially as older children can be expected to be more regular, whatever the weather, than younger ones.

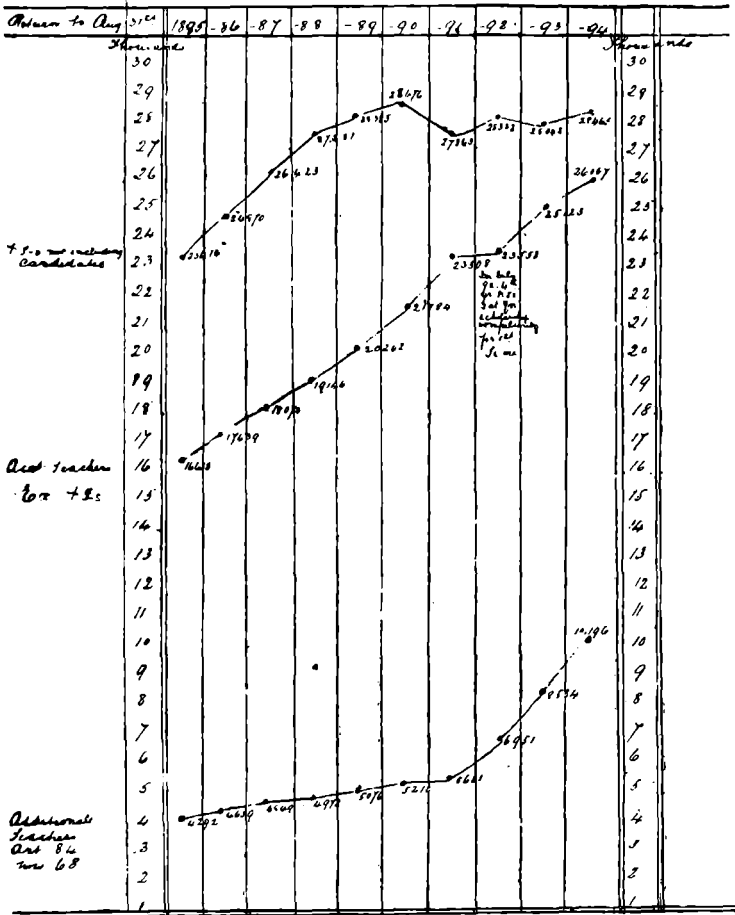
9. The last-named consideration shows that our country schools will gain financially if the boarding-out system is extended. It is extremely probable that the boarding out of Poor Law children will be made compulsory on all Boards of Guardians, and it would be well that this should be, if a system of real effective inspection is at the same time organized.

10. Passing on to the important and difficult subject of country pupil-teachers, I think greater encouragement should be offered for their training. The small country schools find it very hard to obtain teachers for the salaries they are able to offer. The Board Schools, with the rates to help them, have raised the salaries to a very high standard, and teachers naturally will not take country schools, if they can get schools in bright, attractive towns, where society, evening amusements, and perhaps opportunities for self-improvement, abound. These high salaries apparently cannot be curtailed by outside authority; in each locality the managers must decide what they can afford to pay, and local circumstances vary. The great law of supply and demand cannot be artificially interfered with. The only solution is to increase the supply. Moreover, teachers born, bred, and educated in the country are those most likely to be willing to take country schools; and if, as often happens, they can live at home, they will accept a smaller stipend than would otherwise be possible.

The following diagram, compiled from blue-books, for which I am indebted to the Rev. W. J. Frere, of Hockerill, will show that the scarcity of teachers is likely to increase, because the pupil-teachers, from whom the great majority of masters and mistresses must come, are by no means increasing in numbers at the same rate as the schools, the children, and the number of teachers and assistant-teachers required. Each year the difficulty will be greater. The additional staff required after August 31, 1896 (§ 73 of the Code), will aggravate the evil.

The Education Question.

Chart showing the Comparative numbers of (1) Pupil Teachers (2) Asst Teachers, (3) Teachers under Art 68. employed 1885 to 1894



The above diagram may be thus summarized :

	Certified Teachers of all kinds.	Assistant Teachers.	Article 84. Article 68.	Pupil Teachers, not including Candidates.
Year ending August 31, 1884. Average attendance 3,273,124	38,999	15,147	3,656	24,226
Year ending August 31, 1889. Average attendance 3,682,625	45,434	20,242 + 33.6 %	5,076 + 39 % nearly.	28,385 + 17.1 %
Year ending August 31, 1894. Average attendance 4,225,834	50,689	26,067 + 72 % on 1884.	10,196 + 179 % nearly on 1884.	28,465 + 17.4 % on 1884.



More accurately the diagram covers ten years, from 1885 to 1894 ; the summary takes the figures of 1884 and compares them with 1894.

In § 102 of the Code the words "required to make up the minimum staff" should be omitted, and managers encouraged in every way to article pupil-teachers. Surely the remuneration given for good instruction should be increased, instead of being often withheld under this article. I expect also it would be well if managers were able to pay the pupil-teachers better during their apprenticeship than they generally do. We lose many promising young teachers because the parents cannot afford to keep them at home. Often for the sake of the 1s. or 1s. 6d. a week to be earned, a promising boy or girl is taken early from school who might develop into a good pupil-teacher. Many years ago the Department gave certificates of efficiency to promising children who had early passed the fourth standard, by which the fees in subsequent years were remitted, to induce parents to keep such children at school. Now that there are no fees, this plan, which was, I think, abolished in 1884, cannot be revived, but some small scholarships might perhaps be offered. Of course the Department is bound to see that these country pupil-teachers are efficiently educated, and would be justified in withholding consent to article pupil-teachers where the facilities for instruction are not satisfactory. But heads of training colleges have told me that often a healthy country pupil-teacher who comes to college, not so highly trained as the town pupil-teacher, improves more rapidly, and passes those who started in college higher on the list. There is a reserve of physical and intellectual power which has not been drawn upon prematurely.

It would undoubtedly be well if all pupil-teachers were made half-timers, as is the case in many Board Schools; to do this, increased pecuniary aid would have to be given to the schools, so that often two pupil-teachers might be articulated instead of one. A distinct advantage which would follow would be that the element of competition, which is nearly always lacking in connexion with our country-trained pupil-teachers, would be introduced into many new schools.

It has been suggested that the age at which a pupil-teacher may be articulated, at present "not less than fourteen years" (§ 39 of the Code), should be raised, say, to fifteen. There are many arguments in favour of this change; provided that satisfactory arrangements can be made for the education and continuous employment in teaching of the young people between the years of thirteen and fifteen, sufficient inducement offered to parents to lead them to keep their children under instruction, and security taken that the young people remain in the service of the State. Perhaps the coming Secondary Schools may aid in the solution of this problem.

Most of the suggestions made in this paper require no fresh

legislation, and could be at once adopted in a new Code, the abolition of the 17s. 6d. limit and the exemption of school buildings from rating being, I think, the only exceptions to this statement.

Is it not, however, almost impossible to meet the cases of town and country schools in one uniform Code? and should not the standard of attainments required, the subjects taught, etc., vary in different localities? Are not two Codes required, one for purely country, another for town schools? An Inspector, entering a school in a purely agricultural district the other day, asked the children some questions upon topics of the day, and, failing to get any good answers, turned to the Rector, who was present, and inquired somewhat sharply if the children were not encouraged to read the newspapers, adding that if he had asked the same questions in another school, naming one in a large town, he would have received satisfactory answers. "Yes," said the Rector, "and what could those children have told you about a cuckoo's egg?" A Procrustean Code is surely a great mistake; and what is required of our country schoolchildren should differ from that required in the town. It is, in truth, the constant addition of new requirements, such as two compulsory class subjects and the like, which has caused the financial difficulties of some of our country schools. If the State is continually demanding more, the State must help to bear the expense. If the State cannot afford additional financial burdens it must not lay additional burdens on the schools. The one great argument in favour of increased State aid is the fact that, when the present scale of assistance was fixed, the requirements of the Department were far less than they now are. In writing thus, I draw a vast distinction between demands for improved health and sanitary arrangements, and demands for a higher intellectual standard. Against the former I have not a word to say, if the Department will make it easy for us to raise the money. The latter will probably cease under the new régime; a good system of secondary education, which the new Vice-President may be expected to carry out, will remove all excuse.

My firm impression is that, if most of the above suggestions were adopted, the financial difficulties of our country schools would be considerably reduced, if not entirely removed. The fee grant of 10s. a head on average attendance has helped them immensely, and, but for the new requirements, would have placed them in a strong financial position. In one school in my parish it has increased the amount received from fees from £27 to £81 10s. a year; in another, an infant school, from £6 10s. to £19 10s.

If only the supply of good teachers can be increased, and so

the competition for teachers between Board and Voluntary, between town and country schools, leading continually to an increase of salaries, be reduced, I for one shall be content. By the way, one asks in this connexion if some limit ought not to be placed upon the rating power of a School Board.

It is only right to add that I have not found the demands for improvement made by her Majesty's Inspector unreasonable or difficult to meet. Some managers seem to me to have found fault unjustly; the State, which now helps so largely, is only doing its duty when it sees that buildings, offices, and all appliances, are what they should be.

In this paper I have not touched upon either of the larger schemes which have recently been propounded for aiding Voluntary Schools. I take it that the proposal of the Archbishop's Committee, that the State should pay all salaries, is impracticable, because of the immense additional cost, nearly £2,000,000 a year at once, and this sum continually increasing as salaries rise, as under this arrangement they are bound to do.

To me the proposal has always seemed to involve a great risk—viz., that, if not now, hereafter, when next there is a Parliament with a strong Radical majority, managers will lose the right to appoint and dismiss teachers. No man can serve two masters, and teachers will consider themselves the servants of those who pay them. The National Society's Bill meets this objection; but Acts of Parliament are not like the laws of the Medes and Persians. It may be practicable to devise a scheme whereby the State pays a part of each teacher's salary; thus the whole grant in aid will not depend upon average attendance, and an arrangement of this kind would not be open to the objections which lie against the plan of the Archbishop's Committee.

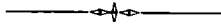
I take it that the 5s. all round scheme will probably be objected to by the Chancellor of the Exchequer because of its cost, and this scheme would not remove the competition between Board and Voluntary Schools, which causes the chief difficulties of the latter.

The report of the Secondary Commission and other indications seem to point to some form of aid, if further aid is given, coming through some county or district authority, which shall exercise some powers of educational arrangement throughout the whole area under its control, and apportion money placed at its disposal in accordance with proved local necessities. It may be that some of the money now not always wisely spent in connexion with technical education may be available for this purpose.

To the new Vice-President of the Council, the Member for

the University of Cambridge, who as Third Wrangler solved in his day many a hard problem of another nature, and who has for so many years shown his deep interest in all matters which affect the social well-being of the people—as an undergraduate he made his first speech in the Cambridge Union upon a social subject—we leave the solution of the harder problem discussed in this paper, satisfied that at his hands it will receive as satisfactory a solution as the conditions allow.

C. ALFRED JONES.



#### ART. IV.—WHAT MAY THE IRISH CHURCH DO FOR CHRISTENDOM?

THE mission of any given Church in Christendom, that is, the office it may be adapted to fulfil in the Catholic system—it does not follow that it will fulfil it—is likely to differ from that of other Churches. Here, as in other relations, all members have not the same office. But in meeting certain needs, witnessing to certain principles, reconciling in varying degrees the claims of general loyalty and of local independence, there will be scope and need for many forms of Church life. So far it will be only a truism to say that the Irish Church may be expected to afford lessons of instruction or warning to others of its own communion, and that in so far as it differs in history and present relations from the rest—and it does—it will be as an object-lesson unique.

But is it only in this obvious way that the Church of Ireland may help us? Or are there any specific and peculiar ways in which it might be of service to Christendom generally? Or is it the inept thing some recent writers would represent, who can suggest nothing better than that it should lose itself in the Nirvana of Canterbury; become, to change the figure, a country branch of the great Anglican house of business? It is surely a pregnant illustration of what theological prepossession can do when well-informed and serious writers seem to determine the historical question of the succession in the sixteenth century by the wisdom or otherwise of some act of the nineteenth; and deploring, say, an isolated ordination in Spain, suggest the intrusion by the Church of England of a great organized schism into Ireland—for this, from their standpoint, would be what it would amount to.

But we are not dealing now with the Irish succession, or the merits or demerits of the revised Prayer-Book. Supposing the succession admitted, and the right to revise recognised, even if