

Educational Intelligence.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

An interesting conference of teachers of the public schools, chiefly in connection with the British and Foreign School Society, in the western counties, was held at Tortworth. Mr. J. Bowstead, her Majesty's Inspector of British Schools presided on the occasion. . . . In connection with the new Roman Catholic University of Ireland there have been established, says the correspondent of an American paper, "a number of schools to supply it with students. The schools will stand in the same relation to it as the high schools of Scotland do to their Universities.—They are of the same class as the Royal and Endowed schools of the Protestants,—which furnish the main supply of students to Trinity College, Dublin. The Jesuits, the Dominicans, the Benedictines have their seminaries. A Roman Catholic in a Protestant school, or in Trinity College, will soon be an uncommon spectacle in Ireland. But the old university is not disheartened. She is improving in every way,—in her buildings, an additional square in progress,—a beautiful campanile,—and splendid rooms for the Museums, but, still more, in her preparatory and undergraduate course. In the entrance examination now is included English composition and arithmetic as a science. The modern languages are much attended to, and the school of Engineering is excellent. And reform,—the result of competition—is abroad among the great schools that feed the University; and a number of new ones are started in the metropolis. And as for school houses and churches,—the funds arising from the suppressed Bishoprics and other ecclesiastical sources, enable the commissioners to build new ones, and beautify the old ones,—while the zeal that covers the country with missionaries and teachers, does not suffer the congregations they collect to want accommodation. Both in regard to churches, and chapels,—as well as the schools auxiliary to both,—the whole appearance of the country is changed." . . . A recent English paper states that a considerable stir is now going on in Roman Catholic circles in this country in reference to the education of the poor. The Hon. Charles Langdale, Lord Edward Howard, and other leading members of that church, are making efforts to organise a fund of £100,000 to provide for this object. By their own confession, the education of their poor is neglected to a fearful degree:—In (they say) London there are 22,000 children, of whom only about 4,000 are receiving Catholic education. The greater part of the remaining number are left to pass their tender years in the novitiate of a London street. There is no proportion between the wants of our poor and our provision for them, between our wealth and the education we can give. We are put to shame by every other body; and yet we are the salt of the earth! . . . The project of reviving Bishop Berkeley's College in Bermuda is agitated in England. Bishop Berkley while Dean of Derry endeavored to have a college established in the island of Bermuda. He collected funds and got a charter and a grant passed the House of Commons. Having set sail for Rhode Island, but the grant was never paid by Horace Walpole then premier and first lord of the treasury. The Bishop returned and paid over to the Society for the Propagation of the Gospel the funds he had collected, and the project has been in abeyance ever since. . . . The Norwegian parliament has granted by a vote of 58 to 42 a sum of \$20,000 for the purchase of an agricultural scientific farming estate; \$30,000 for building on the same; and \$3,000 per annum for travelling agricultural teachers.

PROGRESS OF EDUCATION IN ENGLAND.—It appears as to day-schools that while in 1818 there was a scholar for every 17.25 persons, and in 1838 a scholar for every 11.27 persons, in 1851 there was a scholar for every 8.36 persons; and as to Sunday schools it appears that while in 1818 there was one Sunday scholar for every 24.40 persons, and in 1838 one scholar to every 9.28 persons, in 1851 there was one scholar to every 7.45 persons. The increase between 1818 and 1851 was, of day scholars, 218 per cent., and of Sunday scholars 404 per cent.; while the increase of population was but 54 per cent.—*Census Report.*

PUBLIC SCHOOLS IN ENGLAND.—The public schools may be divided into three classes.—1. Supported by general or local taxation, of which class there are 610 schools, with 98,826 scholars; 2. Supported by endowments, of which class there are 3,125 schools, with 206,279 scholars; 3. Supported by religious bodies, of which class there are 10,595 schools, with 1,048,851 scholars; 4. Other public schools, of which class there are 1,081 schools, with 109,214 scholars. The total number of public schools therefore is 15,411, containing 1,413,176 scholars, 795,632 males and 617,558 females.—*Census Report.*

RAGGED SCHOOLS IN ENGLAND.—In 1844 there were only sixteen ragged schools, having 2,000 children, and 200 (all voluntary) teachers. In that year the "Ragged School Union" was established, and in 1853 there appear to have been in London alone upwards of 116 schools, with 27,676 scholars, and 221 paid and 1,787 voluntary teachers. According to the census returns, the number of ragged schools in the whole of England and Wales, in 1851, was 182, containing 23,643 scholars.—*Census Report.*

CARDINAL WISEMAN AS AN EDUCATIONAL LECTURER.

It may be remembered that the London Society of Arts in connection with its educational exhibition at St. Martin's hall, Long-acre, organised a course of lectures to be delivered by eminent men while the exhibition was open. It was intended that these lectures should fill up all the gaps in our knowledge on the subject of education which the exhibition itself either failed to supply or did not sufficiently illustrate. Each lecturer was invited to take the educational topic which he professed, and, while detained from the introduction of politics or religion, he was left otherwise to treat it as he liked. The list embraced a very considerable number of names distinguished in science, or for their efforts in the cause of education. Many of the papers and discussions deserve commendation for the novelty and utility of the views expressed in them.

Among the lecturers at St. Martin's hall the Council of the Society of Arts have not hesitated to include Cardinal Wiseman. Nor has his Eminence declined to appear among the champions and advocates of education. Of course the theatre was crowded to excess, more so even than it was when Dr. Whewell read his paper (the first of the series) on the Material Aids to Education. The audience repeatedly applauded his Eminence, whose graceful eloquence, at least, deserved that compliment. The Cardinal chose as the title of his first lecture, "The Home Education of the Poor;" but it would be more accurately defined as "the education of the agricultural labourer after he has left school and commenced work."

The *Morning Post* gives the following summary:—

"The Cardinal, in commencing his discourse, said that all who had given any attention to the subject of education were of opinion that it could not commence too soon, and that its continuance should be commensurate with that of human existence. It was with such an aim that the education of the higher classes was conducted, and it was expected that they should, from what they learned at school, be able themselves to take in charge its future conduct. Having illustrated, by reference to the learned professions, the working of this system, he proceeded to observe on the education of the poor. He did not mean to speak of the education of those who were called mechanics, who had access to reading rooms, libraries, literary societies, lectures, and other means of instruction, but his intention was to speak of the educational condition of the agricultural poor of England. In that class of society there were strong prejudices against instruction to be yet obliterated. The children were sent for a few months to the parochial school, but the parents soon began to look upon them as available helps in the every day business of life, so that instead of their school education being a preparation for self education, it was entirely thrown overboard, until the people, became nearly as grovelling as the cattle they attended. There were two modes of treating this evil—one is to change the whole course of education adopted in the rural districts, and instead of giving them a literary instruction of any kind to make them agriculturists from the commencement. The next was to provide means for the continuation of such literary instruction as they at present receive. To achieve the latter course, there was a necessity for a literature suited to their wants. Here the rev. lecturer explained the summary course adopted by the French Government for purifying the literature which circulated in the rural districts of France, and proceeded to observe, that although such a course was here impossible, yet the public eye ought to be kept upon the circulation of such publications as moved the people to the recital of deeds of rapine and bloodshed, and made them lose the keen sense of what was vicious and immoral."

LORD BROUGHAM'S RESOLUTIONS ON NATIONAL EDUCATION IN ENGLAND.

The following resolutions were adopted by the House of Lords on the 4th August, on motion of Lord Brougham:—

1. That the increase in the means of education for the people, which had begun a few years before the year 1818, when the first returns were made, and had proceeded steadily till the year 1833, when the next returns were made, has been continued since, although less rapidly as regards the number of schools and teachers, but with considerable improvement both in the constitution of the additional seminaries and in the quality of the instruction given.