

EUROPE.

ENGLAND.

Imperial Parliament.

NATIONAL EDUCATION.

LORD BROUGHAM'S MOTION.

House of Lords, May 21.

Lord Brougham said, that according to the notice he had given, he rose to submit to the House certain resolutions upon the subject of general education. He thought there could be but one opinion upon the necessity of education, though there might be a difference of sentiment as to the mode in which it was to be afforded. He hoped that, upon a question of this sort, it would not suffer, because he was its advocate, from the contamination of party feeling; but that their Lordships would consult upon it, with a view to general principles. He was, however, much afraid that the cause might suffer in his hands. In 1813, the Education Committee, whose labours were very extensive and valuable, stated there were, independent of Sunday schools, day schools, capable of educating 640,000 children: of these 146,000 were instructed in endowed schools, and 478,000 in schools un-endowed or supported by voluntary contribution. That showed what proportion of education was afforded to the poor; of the six hundred thousand that attended those day and Sunday schools only one-half paid for their education, and the other half were educated by charity. Of course the children would not learn much in the Sunday schools; they could not be taught to read, to write, and to cypher, as in day schools, but it kept them out of harm's way: he did not mention this out of disrespect to the motives of those excellent individuals who patronised Sunday schools, or taught in them, but because he preferred the daily to Sunday schools. [Here.] No returns had ever told which children had attended Sunday schools only, and which had attended day schools alone, so out of the 640,000, for aught he knew 500,000 might be comprised in those who attended both day schools and Sunday schools. At least three-fourths, but more commonly four-fifths of the whole number belonging to other schools as well as Sunday schools, so that they would commit a great error if he added the two together. Ten years after 1818, he sent 700 or 800 circulars afloat to different parishes, from which he received 487 answers, but he considered that too small a number to justify him in building an average upon. He chose the parishes indifferently out of each county regularly, the number according to the size. The House would take the various descriptions of parishes included in that number, and he would hold that the five hundred answers that had been returned to the circulars referred to already by him, afforded a sufficient ground for the average he had then stated. The result of the calculation was—for he would not trouble their Lordships with the details—that an increase of 5 per cent. had taken place. When he stated that he confidently believed that education had increased in England in the proportion of 478,000 to one million one hundred odd thousand of male un-endowed schools, or rather to the amount of nine or ten hundred thousand, he was positive that his calculations were not beyond what the data he had in his possession justified. He did not enter into this opinion alone, but he was joined by a few of the men with whom he had been in the habit of acting. But this was not generally the case—for the universal shout was raised against him by the advocates of parochial schools as to the imperfectness, or rather the falsity of the data whereon he grounded his statement. Learned professors, clerical gentlemen, expert and experienced calculators, alleged that though the average was correct in 487 parishes, it did not follow that in the other 11,000 parishes education had made equal progress; on the contrary, it was asserted that in these parishes education, instead of advancing, was stationary or had retrograded. [Hear, hear.] In vain he urged that it was out of the question to argue that education in 487 parishes, taken at random, had been advancing in the proportion of 50,000 to 105,000; and that in all the other parishes it had been at a stand, or was going back. He was now able by the returns which were laid on the table, to make a calculation from the year 1828 to the year 1834, not as regarded the returns from 487 parishes, but from thirty-three counties commencing at Bedford and ending at Suffolk, both included, and containing a population of 10,110,000 souls. The consequence was, that more than two-thirds of the population of England and Wales were indicated by this estimate. If that calculation agreed with the average he had before given, he

would confidently assert that his allegations, as to the increase of education, were perfectly correct. In the twenty-three counties which he had mentioned, including also Lancashire and Middlesex, containing a population of 2,700,000, the whole population amounted to upwards of 10,000,000, a number something more, as he had already stated, than two-thirds of the population of England and Wales, instead of 478,000 children educated by voluntary contributions, the amount exceeded 900,000, for in the 33 counties alone which he had mentioned, the whole number of children receiving education was 1,144,000. This was not less than his calculations, but it was more—and why was it so? Why, for the most satisfactory of all reasons—more than five or six years had elapsed, and consequently the increase had taken place, so that now it was greatly more than doubled. The increase of unendowed schools had not been similar to those that were endowed. One conclusion followed from this with irresistible force,—that wherever you have such a mass of schools, wherever you have such a means of education as those which were already furnished by the parents of the children themselves, and by the contributions of enlightened individuals, a fund sufficient to educate 12,000,000 individuals, it was obvious that great care ought to be taken before any interference took place with respect to a system that was going on so prosperously; and persons ought to be careful how they put their hands on machinery that had such rapidity in its movements. He knew well the difficulty of obtaining the continuance of subscriptions which public zeal had originally set on foot, he knew that was the case, especially where it was over a narrow circle and a particular neighbourhood; and he knew also that where the benevolence, zeal, and goodwill of individuals had done so much, nothing could be more dangerous than to allow any individual to say that he would give no more subscriptions, because the government had taken it all upon itself; but a tax-gatherer came for a school rate, and it would be soon found that the voluntary assessment of persons by themselves would vanish altogether, and instead of having an increase of education, it would fall off almost to nothing, and that magnificent establishment which had been raised for instruction would be swept away altogether. It must therefore be apparent that no general and systematic interference ought to take place, but, in saying this, he was very far from thinking that nothing remained to be done. He thought that schools were too few in number, that there were too few scholars taught, and that those who were taught were not young enough; and in the third and last place the instruction communicated to them was scanty and imperfect. [Hear.] He was prepared to prove these propositions by facts, but before doing so he would call their lordships' attention to the unequal manner in which education was distributed. He would take the two counties in which education was at the lowest ebb. While in all England there was education for one out of every twelve of the population—the average in the two great counties of Middlesex and Lancashire—in those two counties where, for the safety of public morals, education should be of the very best description, it was at the very lowest ebb. In 1818 the average in Lancashire was only education for one in fifteen, while in the county of Middlesex the case was still worse—was there one in twenty-four. Now, however, the average in Middlesex was one in thirteen and a half, or near fourteen, while Lancashire was nearer the fourteen than it. What was the lamentable result—in the great towns of London, Westminster, Southwark, and other towns in the country, there was a still more lamentable deficiency in the means of moral instruction—the average was one in nineteen. He was then clearly of opinion—in which he was borne out by the report of the Education Committee—that the safest and best course which government could take for the purpose of promoting education was, that they should apply themselves to the institution of schools in great towns where the means of education were still scanty, and to apply those measures, so as not to interfere with the education afforded by means of contribution. He considered the establishment of infant schools one of the most important steps in the course of education. It was his opinion that the education of children commenced at too late a period. Long before seven years a child is capable of learning;—nay, before that age, namely, from four to six, the attention of a child is more readily roused—his memory is more acute; he is more studious,—he is, in fact, more a learning animal. [A laugh.] So irrepressible is the curiosity in his mind between two and six years, that a child learned more, and acquired useful information much more readily, than a philosopher of eighty years of age. Infant schools, both in this country and in France, were attended with the happiest effects. To the management of some of those in Paris, upon the whole, he would give the preference. There was a school near Spitalfields (as we understood) founded exactly on the same plan as those in Paris, and where the same results were obtained; there their Lordships might, without much trouble, satisfy themselves of the excellence of the plan. He contended that the only effectual means of preventing crime was to plant

infant schools—let them be planted in London, Westminster, Southwark, Manchester, Leeds, Oldham, and such populous and manufacturing districts. Now a child brought up in one of the well regulated infant schools he had mentioned would, after he had reached the years of maturity, no more think of going in the highway and committing an offence against the traveller than any of their lordships, because it would be unnatural to his habits and feelings. He knew that the consequence of the present system was most pernicious; the streets were filled by what are termed juvenile delinquents, mere beginners in crime, but who afterwards came forth perfectly accomplished in all the arts of vice. But some said that education was increasing, and so was crime. The one, however, did not depend on the other. The number of prosecutions which now took place made crime more apparent. A boy was tried for stealing an apple, and he was sent to prison; the consequence was, that the list of prosecutions was increased; but it did not hold good that crime was caused by education. In 1831, a year characterized by the frightful crime of incendiarism more than any other—700 individuals were tried for that offence, of whom only one hundred and fifty could sign their names. He would go, however, to other countries and see how education was carried on there. It would be evident that great exertions were made abroad to encourage education. France, he was sorry to say, was one of the worst; Russia and Turkey were out of the question. But he was bound to acknowledge, that within the last two years, owing to the great exertions of many benevolent individuals, aided by the government of the country, the system of public instruction was much improved in France. The system of Holland challenged the admiration and applause of all other countries. In that country, by the accounts of the celebrated Cuvier, it appeared that there existed 400 public schools for the instruction of 190,000 children, one-tenth of the population, the just proportion. In Wurtemberg and Saxony particular attention was paid to those institutions which were supported out of the Church fund. In Denmark there was a public assessment for them of nearly a similar nature. In Russia, although his lordship had alluded to it as being out of the question on the subject of education, yet in the towns some attention was paid to the education of the people, and schools for that purpose were endowed by the government. Sweden was the best educated country in the world—in it there was scarcely one out of one thousand uneducated. The Noble and Learned Lord dwelt for a short time on the different systems adopted in Prussia and Normandy. The governments of all the various countries he had alluded to thought it one of their first and paramount duties to see that the people were properly educated, and they took particular pains in the education of the masters who were to preside over their institutions for the purpose, and form the mind and future character of their respective subjects. Neither were they satisfied in doling out the miserable pittance of knowledge, which is even with difficulty obtained at the schools for the poorer classes in this country, such as reading and writing, and a trifling portion of common arithmetic. They had them instructed in the various branches of useful knowledge, which expanded and methodized the mind, and gave it a love for future research—such as geography, natural history, the elements of chemistry, linear drawing, which would be found useful to every man, from the meanest labourer to the professor of any branch of the arts, and the elements of geometry. A habit of study in these various branches induced habits of sobriety, temperance, and industry. The Noble and Learned Lord trusted that the instances he had adduced of the state of public education in other countries, would induce their lordships to turn their eyes to the want of it which existed at home. His Lordship, after a few further observations, was glad to except the instance of the Borough-road school, which he often visited with pleasure, and could testify to the excellent and extensive system of education which was carried on in that very useful institution. A boy there thought nothing of giving an excellent map on a slate of a country, with its boundaries, mountains, and rivers. Besides geography, instruction was given also in all the other various branches of useful knowledge. The moral culture of the mind was also attended to, so that the habits and acquirements of the boy, when he left the school, were in one sense good, and in the other useful—and in both, by their example, calculated to produce considerable benefit on those with whom he should mix in after life. [Hear.] The Noble and Learned Lord was of opinion that one of the first objects of the government should be to endow a school for the bringing up of masters to superintend the infant schools—this institution should support and educate at least five hundred. But many very well meaning, and perhaps not unjudicious persons said “are not people over-taxed already; and if so, why call on them to pay another tax, for after all, if the government conceded the grant, it was the people of course who paid the money.” Granted, said his lordship. There is no one feels the force of the question more than I do; but then the expense is too trifling to be compared with the immense good it would effect and perpetuate. Besides, are there not plenty of funds, which were bequeathed to charitable purposes in the opinion of the testators, but which are any thing but charitable. Are there no others which, although bequeathed to really charitable purposes are misappropriated or plundered. Are there not many that are far more than sufficient to defray the expenses of the objects for which they were bequeathed, and which now go to the pleasures of private jobbers and bloated officials? Some benevolent testators thought

no doubt, they were doing an immense service to their country, and to posterity, in bequeathing in some instances £3,000 or £4,000 per annum to a grammar school, where 300 or 400 would have answered the purpose. In some of these Latin was not taught, in fact nothing but the common elements of the present system of an English education. Why not draw on these funds? But then people said that the Court of Chancery could not interfere with them, or touch a farthing of their funds. His Lordship would give his opinion on this head or touch a farthing of their funds. His Lordship would give his opinion on this head when a proper opportunity should occur, and when the subject should be formally considered by the House. His Lordship, in further illustration of the position he had already laid down, that many institutions were deemed charitable that were not so in reality, instanced the case of founding hospitals: to those the Noble and Learned Lord had been a long and decided enemy; and lately when in France, he had made himself unpopular in certain quarters, by his hostility to them. He hoped, notwithstanding, that he should succeed in having them abolished in that country before long; indeed he was sure he should. His Lordship was always of opinion that founding hospitals were productive of much evil, encouraged the growth of immorality, and in numerous instances were productive of infanticide also. Thousands upon thousands had been bequeathed to these institutions, and parliament was called upon to interfere, and it did so effectually. Why could it not do so again in the case of other institutions, which were conducted by other means and with other objects than those which were originally intended by those who endowed them? And what became of the statute of Elizabeth for the regulation of public charities, and the act of George the Fourth for the same purpose? His Lordship thought it necessary to call the attention of the House and the public to one or two instances of mal-appropriation or misappropriation of charitable funds, which came immediately under his own observation. In the year 1819 there appeared, by the report of the Commissioners of Education, thirty six education charities in the county of Middlesex, in which but 2,260 children were educated, at the enormous expense of £130,000 per annum. In either instance, the average was upwards of £50 for each child. At St. Paul's School, which was only a day school, the expense averaged between £15 and £20 for each child. This was monstrous, and should be looked into. The trustees of these and other institutions should be sent for and consulted with, and a new plan opened to them of general education, which would embrace all the benevolent objects they could have in view, and be productive of much more general and positive good. At all events Parliament should interfere to see that the funds were not misappropriated or plundered—a power should be vested in a Board of Education, or Commissioners of Public Charity, to watch these endowments, and call their officers and trustees frequently before them, and make strict enquiry into the due discharge of their respective duties, and to dismiss, if necessary, those who failed to perform them.—In accordance with the observations he had made were the resolutions he was about to read. He only proposed at present that the resolutions be printed, and then, after they were sufficiently considered by their Lordships, he would ground a measure on them. The Noble and Learned Lord then read a series of resolutions founded upon the chief points of his speech. He should propose that the resolutions be printed, and that they should stand over for further consideration.

Lord MELBOURNE said, that the subject which had that night been brought under their notice was of the very highest importance, and required the most prudent, careful, and anxious attention; it moreover involved so many legal considerations, that nothing decisive should be done in reference to it without the deliberate consideration of persons skilled in the law. But of this he could assure the House, that he was most desirous of doing every thing that could be done to promote an improved system of popular education.

The Bishop of GLOUCESTER concurred generally in the necessity for improvements in the state of education, observing that crime almost disappeared where enlightenment prevailed; but it was amongst the highest duties of education to unite literary with religious instruction, for knowledge was worse than useless if it did not “make men wise unto salvation;” but in making that observation, he by no means meant to insinuate that the Noble Lord was not as anxious as any one to promote religious education, though he did not on the present occasion particularly dwell upon that topic. In connexion with this part of the subject, it was necessary that he should make another observation—namely, that it was only for a very short period of their lives that parents belonging to the working classes could spare their children from the business of earning their daily bread, it was, therefore, requisite that matters of the most urgent necessity should be the first taught, and in proof of what could be done, even with very young children, he referred to the National schools, where those of eight, nine, and ten, had advanced to very respectable proficiency. He should of course be unwilling to pronounce an opinion until after the resolutions of the Noble and Learned Lord were printed, but he concurred certainly with him as to the instruction of teachers themselves.

The Archbishop of CANTERBURY was perfectly willing to give the subject his best consideration. He felt assured that his Right Rev. brethren would concur with him in promoting the intellectual culture and religious improvement of the people in as many ways as possible. Their deliberate conviction was, that the more public instruction was intended the more effectually would crime be prevented, but to render education

useful it must be founded upon the basis of religion.

Lord DENMAN had long entertained the fullest persuasion that all laws were light and trivial as compared with the effects of good education. The state which enforced penal laws strictly, without giving the benefits of good education, incurred a very grave responsibility. There existed in this country an organised system for giving instruction in the commission of crime, and offences against the criminal law, as related to property, were carried on upon a scale of extensive calculation. If punishment were rendered more certain, and education more extensive and the improvement of prison discipline further advanced, they might look forward with confidence to a large diminution of crime.

Lord BROUGHAM, in reply, stated his entire concurrence in the observations which had fallen from the Right Rev. Prelate with respect to the importance of connecting religious and moral with general education; but feeling as he did the extreme difficulty of practically combining in one plan for Churchmen and Dissenters, he had not given the point so much prominence in his resolutions as it perhaps was entitled to. They might afterwards, however, grapple more successfully with the difficulty.—Adjourned.

ROYAL GAZETTE.

FREDERICTON, JULY 29, 1835.

Central Bank OF NEW BRUNSWICK.

HENRY G. CLOPPER, Esq. President.
Director this week, Mr. OLIVER SMITH.
Discount Days, . . . Tuesdays and Fridays.
Bills or Notes offered for Discount must be left at the Bank, enclosed and directed to the Cashier, before three o'clock on Mondays and Thursdays.

SAVING'S BANK.
Trustees for { HENRY G. CLOPPER, Esq.
next Week. { JAMES TAYLOR, Esq.
{ MARK NEEDHAM, Esq.

ALMS HOUSE AND WORK HOUSE.
Commissioner for { GEO. MINCHIN, Esq.
next week.



By Authority.

SEVERAL Persons having applied for Five Year Berths upon ground licensed to others for one year, the following is published for the information of all concerned.

MEMORANDUM.
Applications for Licences to cut Timber will be extended to Five Year Berths, if made before the 1st October next, and if not then applied for, Petitions for Five Year occupation will be received and complied with, subject only to the Timber then under license, as no increase or extension of license will be permitted to those persons who do not avail themselves of the privilege of securing the ground for Five Years, agreeably to the existing regulations.

THOMAS BAILLIE,
Commissioner and Surveyor General.
Department for Crown Lands and Forests,
Fredericton, 27th July, 1835.

Department for Crown Lands and Forests,
Fredericton, 28th July, 1835.

The Sale of Heron Island, advertised for the 20th of August next, is postponed.

THOMAS BAILLIE,
Commissioner and Surveyor General.

SECRETARY'S OFFICE,
28th July, 1835.

The following List, containing the names of the Warrants now in the Treasury, with the names of the Persons to whom they are payable, is published for the information of all concerned.

| SERIES OF 1833. | |
|-----------------|--------------------------------|
| No. 906, | John M'Kenzie, Bye Road. |
| SERIES 1834. | |
| No. 634, | |
| 635, | |
| 636, | |
| 637, | Parish Schools, Saint Patrick. |
| 638, | |
| 639, | |
| 640, | |
| 641, | ditto, Campo Bello. |
| 642, | |
| 643, | ditto, Saint Andrews |
| 644, | |
| 645, | |
| 646, | ditto, Pennfield. |
| 647, | |
| 648, | |
| 649, | |
| 650, | |
| 651, | |
| 652, | ditto, Saint David. |
| 653, | |
| 654, | |
| 655, | |
| 656, | |
| 657, | ditto, Saint Stephen. |
| 658, | |
| 659, | ditto, Grand Manan. |
| 660, | |
| 661, | |
| 662, | ditto, West Isles. |
| 663, | |
| 664, | |
| 665, | ditto, Saint James. |
| 666, | |
| 667, | |