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THE

Catholic School.

No. I.—AUGUST 1848.

LONDON:

PUBLISHED BY THE CATHOLIC POOR-SCHOOL COMMITTEE.

SOLD BY

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WILLIAMS, CHELTENHAM; REEVE, LEAMINGTON; CROSHAW, YORK; FREEMAN, LEEDS;
LEICESTER, WORCESTER; AND BY ALL CATHOLIC BOOKSELLERS.

Brief Advice

TO THE PROMOTERS OF CATHOLIC SCHOOLS.

Let all who propose to build or enlarge School-houses apply for assistance from the Lords of the Committee on Education of her Majesty's Most Honourable Privy Council.

Let the Managers of all Schools conducted by competent teachers, male or female, apply to have such teachers examined for certificates of merit and augmentation of salary.

Let the Managers of all good Schools, where the teachers require assistants, apply for apprenticed pupil-teachers or stipendiary monitors.

Let the Managers of all Schools, where the apparatus is insufficient, apply for grants towards the supply of books and maps.

Let the Managers of all Schools invite the visits of the Catholic Inspector.

Let all co-operate, heart and soul, with the Catholic Poor-school Committee.

Let all, in every way, take advantage of the Parliamentary Grant for Education, from which Catholic Schools are no longer excluded. The amount of this Grant for

*848 is 125,000*l.**

Let Catholic Schools secure a fair proportion of it by the means now suggested.

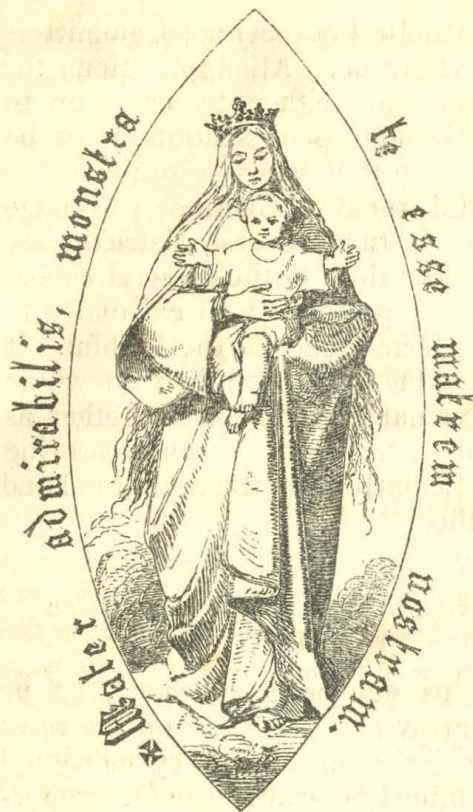
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THE CATHOLIC POOR-SCHOOL COMMITTEE.

WHAT is the use of the Catholic Poor-School Committee? What benefits does it confer upon the Catholic body to compensate for the irritation of perpetual begging, and the annoyance of a general collection throughout our poor missions, already so overburdened by local necessities? Why not leave us alone, each in his place, to educate our poor children for ourselves as we may be able? Such are the questions which it is proposed to consider in the following remarks.

General considerations might be adduced which, without entering into details, would sufficiently decide the case.

The existing condition of multitudes of poor Catholic children is such as to render it impossible to assent to the suggestion of non-interference, or to leave any thing unattempted which seems calculated to remedy it. If, as has been stated,—and the statement is certainly not exaggerated,—there are in London upwards of 15,000 Catholic children totally without means of obtaining moral and religious instruction; if in Manchester there are 10,000 young Catholics in a like state; if throughout the kingdom there are about 100,000 of these poor neglected little ones, how is it possible for any Christian

man to be otherwise affected than with delight to know that there is an organised body, originated by proper authority, whose special duty it is to encourage in all ways by liberal assistance every effort, wherever made, to lessen the number of abandoned souls, and to remove the obstacles which forbid these crowds of little ones from coming to a knowledge of virtue and religion?

For without organisation, without system, without combined exertion, nothing great can be accomplished. Whether in arts or arms, but specially in politics and morals, the influence of numbers, like the rush of waters, is irresistible. That union, movement, discipline are the elements of success, no Catholic will doubt. Do not the three combine in the constitution of the Catholic Poor-School Committee?

It was on the 27th September, 1847, that the Catholic Bishops in England and Wales indited a joint letter, of which the subjoined is a portion:

“ However great be our solicitude and anxious our desires, our endeavours, in our present circumstances, must be comparatively fruitless, unless we have the zealous and unremitting co-operation of others in this good work (of education).

We hail, then, with peculiar satisfaction the zealous co-operation of the gentlemen, lay and clerical, who, from each of our respective districts, have kindly consented to assist us in this great work of education; and we desire to have intimated to her Majesty's Government that we approve of them as our organ of communication on the subject of education, it being the unanimous intention of the Bishops to carry on henceforward the great work of the religious education of the children of the poor by the assistance and through the instrumentality of this new subjoined committee."

Shortly after this, the Bishops conjointly addressed a letter to the Hon. Charles Langdale, in which their lordships repeated the same sentiments:

"Through you, as the chairman of the Catholic Poor-School Committee, we, the undersigned Catholic Bishops and Vicars Apostolic in England and Wales, beg to express our united, full, and entire confidence in the committee of which you are the worthy chairman. . . . Convinced as we are that your committee will carry on the great and holy work, in which they have at our request engaged, with spirit, energy, and perseverance, we not only most cordially renew our expressions of confidence, already conveyed to you in a former communication, but beg to add, that we shall at all times be ready to lend your Committee our countenance and sanction. And we hereby pledge ourselves zealously to co-operate with your Committee in the great, important, and necessary work of the religious education of the children of poor Catholics throughout our respective districts."

Early in the present year, their Lordships again enforced their views on this grand subject in a joint pastoral, dated York, 15th February, 1848, and addressed to the Catholic clergy and laity of England:

"We hereby direct, that a collection be made in every Catholic church and chapel throughout England and Wales, on such Sunday of the ensuing summer as shall be by each of us subsequently appointed, for the educating of the children of the Catholic poor. All individual subscriptions and congregational collections are to be transmitted by the clergy

to the Catholic Poor-School Committee, established by us. All applications for Government aid, either to erect or to support Catholic poor schools, must be made through that same Committee."

Nor did their Lordships' patronage end here; in their several districts they issued, at the time of the general collection, moving pastorals well calculated to excite the benevolence of the faithful. It is not possible here to publish the whole of these valuable documents together as we could wish; a few sentences bearing more particularly upon the matter in hand must suffice.

The Administrator of the Northern District.

"Let us not be discouraged, let us enter heartily and zealously on the work which is before us, let every individual be determined to contribute in proportion to the means which Providence has bestowed upon him, and our success is certain. . . . It is the duty of all Catholics who value the great blessing of education, and are anxious to communicate that blessing to their fellow-Catholics, to make every effort to meet the benevolent intentions of Government, now, for the first time, offering to assist in the education of the Catholic poor."

The Vicar Apostolic of Wales.

"That which now urges us to apply to you is not a light necessity, it is the great, the urgent cause of religious education for poor children. . . . This great advantage, never before offered, let your zealous donations prove how highly you appreciate; whilst, at the same time, they will serve to maintain before the world the exalted character of our holy Catholic Church, as an indefatigable promoter of Christian education, which, disputed indeed by some of her adversaries, is demonstrated by irrefragable testimonies of all ages."

The Vicar Apostolic of the District of York.

"Being solicitous to awaken your attention and to interest your charitable feelings in behalf of the children of the

poor, we joyfully announce to you that a combined movement to establish and support schools for their benefit has commenced; and that we cordially join in that general and simultaneous appeal which is now being made for the attainment of this object to all the Catholics of England and Wales."

The Vicar Apostolic of the Central District.

"You may probably have heard, beloved brethren and children in Jesus Christ, that a society called 'the Catholic Poor-School Committee,' under the sanction of all the English Bishops, is established in London, for promoting the cause of education, and especially of religious education, among the Catholic poor. This society includes within its range the whole of the Catholic population in England and Wales; and there is no city, however populous, no hamlet, however obscure, which this society is not desirous of visiting with timely aid. At the head of this society stand, as we have just intimated, the whole of the episcopal body in these two realms; next come the honoured names of men illustrious by birth, but more illustrious by their works of charity,—men of whom the Catholics in this country may well be proud. Its affairs are conducted by an assemblage of persons, clerical and lay, in whom every confidence may be reposed; and it has in its management active and intelligent officials, who are willing to devote the whole of their energies to the promotion of the good work. In fact, there never has existed amongst us an institution for such purposes, combining so many advantages, or holding out such well-grounded promises of success."

The Pro-Vicar Apostolic of the London District.

"Such, dearly beloved, is the claim which we this day make upon your charity, in soliciting you, earnestly and urgently, to contribute towards the funds of that Committee, to which all the Vicars Apostolic of England have agreed to entrust the interests of our poor-schools. Hitherto this excellent institution, composed of distinguished ecclesiastics and

lay gentlemen selected from each district, has laboured with zeal, with energy and success, in the cause confided to it; many schools of this district have already, through its exertions, received substantial and most valuable relief; and it bids fair to supply efficiently what has so long been desired by us, a means of combining the energies of our entire body for the great and high purpose of educating our poor. It is therefore our duty to support it to the extent of our power, and provide it with the funds necessary for enlarging its sphere of action and extending its salutary influence."

We have dwelt at some length upon this head because it is fundamental. The Committee is no self-elected body, discharging in a meddling spirit a variety of duties self imposed; on the contrary, it has been called into existence by the legitimate powers. The unanimous authority of the English episcopate has invited it to the performance of labours no less arduous than honourable. Incalculable are the advantages conferred upon the Committee and the Catholic clergy and laity of England—its supporters—by the regularity of its origin. Through it the Committee enjoy an indisputable right to the sphere in which they operate; and its benefactors, while they possess the privilege of combining in good works with the entire body of their ecclesiastical rulers, gain also a valuable opportunity of giving the weight of their sanction to the great principle, that education belongs of right to the Church and to her appointed servants.

But it is not our wish, under the plea of authority, to shelter the Committee from a searching inquiry into its constitution, objects, and operation. Such an inquiry will demonstrate that the Committee is so formed as to confer great benefits upon the whole English Catholic body.

And, first, a few remarks respecting that assistance from the parliamentary grant for education, to which Catholic schools are this year, for the first time, to be admitted. It will be obvious to all that, in order to obtain full advantage of this just concession, Catholics must have some recognised organ of communication with the Committee on Education

of her Majesty's Privy Council, to do for them that which the National Society and the British and Foreign Society do for Protestant schools. Thus the Committee of Council offer to make grants of books : there must be a Catholic society to demand that the publications of the Christian Brothers should be placed upon the list to which such grants of books will be confined. The Committee of Council offer to schoolmasters an opportunity of proving themselves, by examination, qualified for certificates of merit and augmentation of salary : there must be a society to correspond with Catholic schoolmasters, to give them information respecting the examination, and to encourage them to prepare for and undergo it. The Committee of Council offer to support young persons in normal schools during their noviciate as teachers : there must be a society whose duty it is not only to look for proper persons for training, but also to establish Catholic normal schools in which they may be trained.

Should, however, the Government assistance be refused or withdrawn, this injury would but form another incentive for more persevering exertions and a firmer self-reliance. The Catholic Poor-School Committee will still be a ready means of spreading the blessings of education.

No person acquainted with the state of primary education among us can be ignorant of the general want of appropriate school buildings. To supply this deficiency is the ardent wish of the Committee. Conceiving that in promoting the erection of suitable school-houses, they at once elevate the character of the instruction, increase the numbers taught, and effect a great and permanent good, they have been disposed to act with liberality in the case of application for assistance towards building. That disposition they still retain and will retain until every mission in England is provided with that essential element in the success of all missionary labours, a good school ; and they believe that by means of a general fund raised throughout the country, generously and perseveringly, and swelled by the bounty of the rich and noble, this grand result of such incalculable importance in every possible point of view, may be certainly accomplished within twenty years from the present time.

But the assistance rendered by the Committee is not confined to building ; they have much at heart the wants of distant destitute places, of congregations consisting solely of the needy ; they have not forgotten that towards all schools, and particularly towards such as these, they stand in a relation almost paternal. They have not failed to bear in mind the wisdom of encouraging rather than forcing, of making the most of all that is ready to hand, and the impossibility of adopting, under all circumstances and at all times, measures absolutely the best. They have accordingly been ready to support, or to assist in establishing, schools which, in the course of time, they trust to see replaced by less temporary institutions ; and they have felt pleasure in coinciding, wherever such a course was open to them, in the views of the local promoters of education.

Nor are these their only measures ; they have it in contemplation to attempt to improve the character of books used for elementary instruction ; they hope to introduce sacred pictures and images more generally into school-rooms, and to spread information upon all points connected with their legitimate labours.

But it may be objected : " These are fine promises ; like other Catholic institutions, you can talk well, but what have you *done* ? " By your leave, gentle reader.

It is but a few months since the Committee was nominated. Its work was strange to it. Every thing was new ; for it must not be forgotten, that all belonging to the late Catholic Institute, save a certain sum of money, passed away from the Catholic Poor-School Committee. Is it, then, reasonable, so early, to demand a rigid account ? Still the Committee has done something.

It has received applications for assistance from the promoters of 80 schools. In 53 cases it has voted grants varying in amount from 10*l.* to 200*l.* and amounting to a total of upwards of 2500*l.*

It has undertaken to support five young women during the period requisite for their training as teachers in a Conventual Normal-School approved by the Bishops.

It has undertaken to support eight young men in a similar institution, and

has corresponded with their Lordships the Vicars Apostolic, respecting the speedy establishment of a central Normal School.

It has communicated with her Majesty's Government, with a view to secure for Catholic Schools a fair share in the national grant for education.

It has promised to defray the necessary expenses of sixteen masters, two to be selected by the Bishop of each district, in attending the first examination of her Majesty's Inspector of Roman Catholic Schools.

It has corresponded freely with promoters of schools in a position to avail themselves of the advantages offered by Government, so that the Secretary has now in his hands memorials from 50 Ca-

tholic schools, praying for aid, in various ways, out of the Parliamentary grant for education. These memorials may be taken as likely to produce upon the average 100*l.* each, or 5000*l.* in all; and other schools will, it is hoped, speedily follow up so auspicious a beginning.

This much the Committee has done; and much more it will do, if only our kind readers will give it their united, cordial, enduring support.

It may be proper to add here, that the next distribution of the Committee's funds will take place early in next December. Persons wishing to apply for aid, in building or supporting schools, may at all times obtain from the Secretary the requisite forms of application.

EDUCATION.

Copy of Minutes of the Committee of Council on Education, defining the Conditions of Aid to Roman Catholic Schools; and relating to Grants towards the Purchase of Lesson and Text Books, and Maps, for Elementary Schools.

[Presented to Parliament by her Majesty's Command.]

COMMITTEE OF COUNCIL ON EDUCATION.

Minute defining conditions of Aid to Roman Catholic Schools.

At the Council Chamber, Whitehall, the 18th day of December, 1847.

By the Right Honourable the Lords of the Committee of Council on Education,

Resolved,—

1. That the Roman Catholic Poor-School Committee be the ordinary channel of such general inquiries as may be desirable as to any school applying for aid as a Roman Catholic school.

2. That Roman Catholic schools receiving aid from the Parliamentary grant, be open to inspection, but that the inspectors shall report respecting the secular instruction only.

3. That the inspectors of such schools be not appointed without the previous concurrence of the Roman Catholic Poor-School Committee.

4. That no gratuity, stipend, or augmentation of salary be awarded to schoolmasters or assistant teachers who are in

Holy Orders, but that their Lordships reserve to themselves the power of making an exception in the case of training schools, and of model schools connected therewith.

COMMITTEE OF COUNCIL ON EDUCATION.

Minute relating to grants towards the Purchase of Lesson and Text Books, and Maps, for Elementary Schools.

At the Council Chamber, Whitehall, the 18th day of December, 1847.

By the Right Honourable the Lords of the Committee of Council on Education,

Resolved,—

That it is expedient to encourage by grants the introduction into elementary schools of the most approved lesson-books and maps for the use of the scholars, and of text-books for the teachers and pupil-teachers.

That schedules of such books and maps as have received the most extensive sanction from public opinion be prepared for the approbation of the Committee.

That all books and maps for the purchase of which any grants are made, shall be selected by the school committee from these schedules.

That grants of school-books and maps be made to schools under inspection, at a rate not exceeding 2s., and to schools in which pupil-teachers are apprenticed

at a rate not exceeding 2s. 6d., for every scholar ordinarily in attendance, on condition that two-thirds of the value be subscribed by the promoters of the school.

That these grants be renewed in three years, on condition that four-fifths of the value be subscribed.

CORRESPONDENCE WITH THE COMMITTEE OF COUNCIL ON EDUCATION.

Committee of Council on Education,
Privy Council Office, Downing Street,
March 1, 1848.

REVEREND SIR,—I have to acknowledge the receipt of your letter, dated February 29, 1848.

The Lord President of the Council directs me to make the following replies to your inquiries.

1. The Committee of Council on Education cannot, by any act of administration on their part, anticipate the decision of Parliament upon their Lordships' minute relating to Roman Catholic Schools. Consequently, their Lordships can at present give no other answer to any application for assistance for a Roman Catholic School, than that their Lordships have no funds at their disposal for that object.

2. The minutes of the Committee of Council, unless it be otherwise specified, apply to Great Britain.

3. Their Lordships do not object to grant aid to mixed schools, conducted by competent females, if such schools be otherwise admissible to their grants; but their Lordships' grants to those schools have limitations that are not applicable to other schools.—I have the honour to be, Reverend Sir, your obedient servant,

J. P. K. SHUTTLEWORTH.

The Rev. Scott Nasmyth Stokes,
18 Nottingham Street.

18 Nottingham Street, Marylebone,
7 March, 1848.

SIR,—I beg to thank you for your letter of the 1st instant, communicating to me, by desire of the Lord President of the Council, replies to three inquiries which, on behalf of the Catholic Poor-

School Committee, I had the honour to submit to you on the 29th ultimo.

From your reply to my first inquiry, namely, that "their Lordships can at present give no other answer to any application for assistance for a Roman Catholic school, than that their Lordships have no funds at their disposal for that object," I presume the Catholic Poor-School Committee will be right in understanding that no Catholic school can derive any advantage whatever from an application for assistance made under existing circumstances, not even in priority of consideration, after their Lordships' minute relative to Roman Catholic schools shall have been approved by the decision of Parliament.

In answer to my second inquiry, you are good enough to inform me generally, that "the minutes of the Committee of Council, unless it be otherwise specified, apply to Great Britain." Allow me now further to inquire, with special reference to their minute respecting Roman Catholic schools, whether the wording of that minute, which I understand to run, "that the Education Committee of the Roman Catholics in England be, &c," is to be taken as a specific restriction to England of the operation of this particular minute; or if the general rule, for which I am indebted to you, will hold good in this case, and the minute apply to Catholic schools in all parts of Great Britain.

With respect to the special limitations to which you inform me that their Lordships grants to mixed schools, conducted by competent females, are subject, I shall feel very much obliged by your referring me to the published document, if any, of the Committee of Council on Education, which states the particulars of such limi-

tations. I regret that my acquaintance with the admirable publications of the Committee of Council is not as yet sufficiently minute to spare me the necessity of troubling you with this request.

I beg permission to add, that I have not the honour to be in holy orders, but am a simple layman, and your most obedient humble servant,

SCOTT NASMYTH STOKES.

J. P. K. Shuttleworth, Esq.

Committee of Council on Education,
Privy Council Office, Downing Street,
10th March, 1848.

SIR,—In replying to your letter of the 7th instant, I am to guard myself from the possibility of misconstruction, that, by continuing the correspondence, I in any degree presume to anticipate the decision of the House of Commons as to the subject to which it relates. With this preliminary remark, I am to reply,

1. That as their Lordships have no funds at their disposal with which to aid Roman Catholic schools, the Committee of Council cannot accord any advantage of priority of claim to applications in a matter in which they have no power to administrate.

2. That my answer to your second question was not intended to be confined to its general application, but was a reply to the case proposed.

3. That I cannot refer you to any official document which would render clear the limitations on annual assistance to mixed schools, conducted by females, but they arise from the fact, that boys are not allowed to be apprenticed to females, and that girls would not be permitted to be apprenticed to a female in charge of a mixed school, unless she had higher qualifications, both as to attainments, skill, and energy, than the mistresses of girls' schools usually possess.

Their Lordships would expect that the mistress of a mixed school should be examined, and obtain a certificate, before she was allowed to receive any apprentices.—I am, sir, your obedient servant,

J. P. KAY SHUTTLEWORTH.

S. Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

Committee of Council on Education,
Privy Council Office, Downing Street,
July 19, 1848.

SIR,—I have the honour to acknowledge the receipt of your letter of the 13th instant, in which you inquire “how far the probability of a grant towards building a school, augmenting the teacher's salary, or apprenticing pupil teachers, would be imperilled by the erection or employment of a room above the school as a place of public worship, or by the erection or employment for the same purpose of a room adjoining the school-room, and separated from it by a moveable partition?”

In reply, I am directed to call your attention to the marked passage in the enclosed “Explanatory Letter;” and I am to inform you, that by the rules of the Committee of Council on Education, no school held in a room under, or forming part of the fabric of, a place of public worship can receive aid from the Parliamentary Grant, either towards the erection of the school-room or the maintenance of the school.—I have the honour to be, sir, your most obedient servant,

J. P. K. SHUTTLEWORTH.

Scott Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

“Extract from ‘Explanatory Letter’
referred to in the above.

“Where schools are held in rooms under churches or chapels, the difficulty of distinguishing between ecclesiastical or other spiritual and purely educational uses must be greatly augmented. Their Lordships have refused to make school-building grants in such cases; and the necessity of maintaining a wide distinction between grants for education, and grants for the maintenance of religion, requires that no aid shall be given to schools held in such rooms.”

18 Nottingham Street, London,
18 April, 1848.

SIR,—Permit me to inquire whether the Lords of the Committee of Council on Education have issued any regulations defining the subjects to which the examination of her Majesty's Inspectors of Schools will extend, in the case of mistresses who desire to obtain certificates

of merit, and the consequent augmentation of salary. The mistresses of several Catholic schools are anxious to prepare themselves for such examination at future periods, and it is for their use that I request to be furnished with this information.—I have the honour to be, sir, your most obedient servant,

S. NASMYTH STOKES.

J. P. Kay Shuttleworth, Esq.

Committee of Council on Education,
Privy Council Office, Downing Street,
1 May 1848.

SIR,—In reply to your letter of the 18th ult., I beg leave to inclose the only official document in which the subjects of examination for mistresses who are candidates for certificates are set forth, and I trust that it will give the Catholic Poor-School Committee all the information which you seek in your letter dated 18th ultimo.—I have the honour to be, sir, your obedient servant,

J. P. KAY SHUTTLEWORTH.

S. Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

REPORT ON THE QUALIFICATIONS OF
FEMALE CANDIDATES FOR CERTIFI-
CATES UNDER THE MINUTES OF 1846.

*Inspector's Report of Examination, held
at on the day of
184 .*

Name of Candidate in full.

Place and County of Birth.

Date of Birth. day of 18 .

Occupation of Parents.

Whether at present under instruction
in a Training School?

Name of Training School.

Period since Admission. Years,
Months.

Whether formerly under instruction in
a Training School?

Name of Training School.

Period of instruction in Training School.
Years, Months.

Period since quitting Training School.
Years, Months.

Whether at present in charge of an ele-
mentary School?

Period since commencement of such
charge. Years, Months.

Whether such School has been in-
spected?

By whom and in what year last in-
spected?

Reference to Minutes of Committee of
Council on Education. Vol. , p.
 , year 18 .

Whether formerly in charge of an ele-
mentary School?

Name of such School or Schools (if
more than one).

Period of holding each such charge
(severally). Years, Months.

Period since quitting or discontinuing
the charge of the last-mentioned
school. Years, Months.

Whether such Schools have been in-
spected?

By whom and in what year last in-
spected?

Reference to Minutes of Committee of
Council on Education. Vol. , p. ,
year 18 .

Names and localities of the primary
Schools (if more than one) in which edu-
cated.

Total period of education at such School
or Schools. Years, Months.

Period since leaving such School or
Schools. Years, Months.

Since leaving primary School.

Place or Places of Residence.

Occupation.

Whether formerly a voluntary Teacher
in a Sunday School.

ATTAINMENTS AS EXHIBITED IN EXA-
MINATION.

*Minimum Requirements for the third or
lowest Certificate.*

Religious Knowledge.

Reading.

Spelling.

Penmanship.

Arithmetic.

Industrial Skill.

English Grammar.

Paraphrase of some Passage from an
English Author.

English History.

Geography,
descriptive
physical

of the British Empire
of Palestine

Natural History.
 Book-keeping.
 Composition of the Notes of a Lesson on a subject connected with Domestic Economy and Household Duties.
 Original Essay on a Subject connected with the Art of Teaching.

Subjects to which Examination may be extended:—

Vocal Music.
 Drawing from Models.
 History and Etymology of the English Language.
 Biographical Memoirs.
 Whether Candidate exhibits a decided inclination to any, and what subject of intellectual pursuit, rather than another.
 What attainments Candidate has made in that subject.

INSTRUCTION OF A CLASS IN THE PRESENCE OF THE INSPECTOR.

Candidate's Health (apparent).
 Tone of voice.
 Manner.
 Pronunciation.
 Skill in the art of keeping a class attentive and active.
 Whether this is done without undue noise, or harshness.
 Lesson, whether communicated in a well-arranged order?
 whether graphic?
 whether addressed to the understanding of the children?
 whether they are likely to carry away much, or little of it?
 Examination, whether animated?
 whether judicious?
 General impression of the Candidate's qualifications for the office of Teacher, as well in respect of attainments and skill in imparting knowledge as of the influence which such a person may be expected to exercise in a School for the female or younger children of the Poor.

Class of Certificate proposed to be awarded.

(Signed)
 the

H. M. Inspector

day of 184 .

STATISTICS.

PROMOTERS of schools and clergymen generally are often anxious to ascertain what proportion the number of children in their schools ought to bear to the whole number of Catholics resident in the Mission. The subject is one of great practical importance, and requires a thorough investigation. The few observations subjoined may supply data for a decision.

At the close of the year 1840 Prussia, with a population (excluding Neufchâtel) of 14,928,501, was teaching, in various schools, 2,341,082 persons, from five to fourteen years of age; or one in 6.38 nearly of the entire population.¹

Wurtemberg, Baden, and Saxony, may probably have under instruction a like proportion, or about one in six of the population. In Bavaria, Hesse-Cassel, Hesse-Darmstadt, and Hanover, the ratio may be one in seven or eight.

In Austria the ratio is variously given at one in thirteen, and one in ten.

Switzerland, in the Cantons of Zurich, Berne, Argau, Vaud, and St. Gall, can boast of having one scholar for every five inhabitants; in Soleure, one for every nine.

In Holland, education is said to be universal. In 1838, the proportion receiving primary instruction was one in eight of the population.

Belgium is represented as very far behindhand in this respect.

In France, one in eleven or twelve receive some sort of schooling.

In Sweden, in 1839, not one in a thousand of the population was unable to read and write. In Norway and Denmark, the scholars count one in seven of the population.

The political commotions of Spain have prevented the spread of primary instruction.

Russia, in 1835, possessed schools containing one in forty-five of the whole number of inhabitants.

In the United States, setting aside the children of slaves, about one in five; and,

¹ These and subsequent figures are borrowed from an elaborate pamphlet by Professor Hoppus, "The Crisis of Popular Education, 1847."

in the New England States, one in four are under instruction.

Turning to our own country, we learn from the census of 1821, that out of the whole population of England and Wales, returned at 11,978,875, there were at that time, under five years of age, 1,566,268; or 14·873 per cent of the whole population; from five to ten, 1,376,315, or 13·07 per cent; from ten to fifteen, 1,172,979, or 11·139 per cent: total, under fifteen, 4,115,562, or 39·082 per cent.

In 1841, the proportion of persons under fifteen years of age was not so large.

Various opinions are entertained as to the length of time during which children may be expected to remain in school. Some reckon all children between five and twelve and a-half years of age; which gives a proportion of about one in five and a-half of the population. Dr. Hook, Mr. Moseley, and others, think that in every district school-provision ought to be made for one in six.

Another calculation assumes the space between six and twelve as the average school-period. On this supposition, the proportion in school ought to be about one in seven of the population.

One in eight was the estimate of the Parliamentary Committee in 1837. Others have thought one in nine as large a number as can be expected in the present state of employment; and this number is nearly realised in existing schools.

In estimating the number with respect to Catholic schools and the Catholic population, there are reasons for placing the proportion very high. For, in the first place, we are all poor, and can allow but a small deduction for persons able to educate themselves. Then, our schools are not limited to our own children, as we with pleasure receive well-behaved children of any denomination. Also, it must, we fear, be allowed that a large number of persons born and educated Catholics, cease, after a time, to frequent

the Sacraments; and at length are no longer numbered with us. For these reasons, it seems by no means extravagant to take for us a proportion actually realised in Switzerland, and more than realised in America; and to assume that in every Mission one out of every five of the Catholic inhabitants ought to be in our Poor-Schools.

How frightfully, then, does the present state of education tell against us! In London there are supposed to be 200,000 Catholics. Taking the proportion arrived at above, we ought to have 40,000 children at school. What is the fact? We have about 5,000. And where are the 35,000? The lanes and kennels—too often the prison and the hulks—will tell. Often, too, our Protestant neighbours do for our children, in their way, what we neglect to do for them in the right way. The Report of the Ragged School Union, lately published, mentions expressly of a school in Fox Court, Gray's-Inn Lane: "Many of the children are of Roman Catholic parents; but the authorised version of the Scriptures is read, and explained to all." The same Society¹ supports, in George Street, St. Giles', Free-schools for Irish boys, girls, and infants, in which education is based on daily Scripture reading.

The subject of the ratio of baptisms to the population, and to the number of children requiring education, is one upon which we cannot now enter.

¹ At the conclusion of their Report, the Committee of the Ragged School Union observe: "It is encouraging to notice that all sections of the Christian Church seem now resolved to come forward and agree to merge all minor differences in this effort to rescue poor perishing children. They desire to encourage in every way this truly Christian spirit, and to preserve inviolate the broad basis and unsectarian character of the society." If the Committee would candidly reconsider the case of the Catholic Christian child, they would not fail to see how contrary to their charitable principle it is to compel him daily to read a translation of the Bible which he and his parents and guardians believe to be corrupt. We trust they will discontinue this practice, for the sake of their consistency, and out of regard for their version of the Scriptures, which Catholics cannot read with the reverence Protestants would wish to have shewn to it.

GOVERNMENT ASSISTANCE IN TRAINING SCHOOLMASTERS.

[Reprinted from the "Rambler" of 22d April, 1848.]

"As is the master, so is the school," is a German maxim, which no one acquainted with the working of educational institutions will be disposed to dispute. It is not, therefore, without reason that the Committee of Council on Education profess to encourage with great liberality every effort directed to the training of masters, and offer to future teachers themselves inducements of no ordinary character. That the training of these embryo teachers may begin at an early period, and be conducted systematically throughout a course of years, their Lordships are willing to make arrangements for apprenticing to skilful masters in different schools, such scholars as are distinguished by proficiency and moral qualifications, with a view to their subsequent removal to Normal Schools, and ultimately to their becoming efficient conductors of education. We subjoin a sketch of the Government plan, and of its most prominent advantages.

The preliminary conditions upon which a school may claim the benefit of apprentices, or, as they are called, "pupil-teachers," are as follow:—That the master or mistress of the school is competent to conduct the apprentice through the course of instruction to be required: That the school is well furnished and well supplied with books and apparatus; that it is divided into classes; and that the instruction is skilful, and is graduated according to the age of the children and the time they have been at school, so as to shew that equal care has been bestowed on each class: That the discipline is mild and firm, and conducive to good order: That there is a fair prospect that the salary of the master and mistress, and the ordinary expenses of the school, will be provided for during the period of apprenticeship.

The candidates must be at least thirteen years of age, and they are required—1. To read with fluency, ease, and expression. 2. To write in a neat hand, with correct spelling and punctuation, a

simple prose narrative slowly read to them. 3. To write from dictation sums in the first four rules of arithmetic, simple and compound; to work them correctly, and to know the tables of weights and measures. 4. To point out the parts of speech in a simple sentence. 5. To have an elementary knowledge of geography. 6. *In schools connected with the Church of England*, they will be required to repeat the Catechism, and to shew that they understand its meaning, and are acquainted with the outline of Scripture history. The parochial clergyman will assist in this part of the examination. *In other schools*, the state of the religious knowledge will be certified by the managers. 7. To teach a junior class to the satisfaction of the Inspector. 8. Girls should also be able to sew neatly, and to knit.

The pupil-teachers in a school will not be allowed to exceed the proportion of one to every twenty-five of the children. At the close of every year during their apprenticeship, they will be examined by Government Inspectors, upon whose reports they are removable from their situations.

In country schools, where masters or mistresses of schools may be unable to conduct apprentices through the required course of instruction, provision is made by their Lordships for an inferior class, called "stipendiary monitors," to be retained until they are seventeen, by agreement with the parents.

Stipendiary monitors must be thirteen years of age, and they will be required—1. To read with fluency. 2. To write a neat hand. 3. To write from dictation sums in the first four simple rules of arithmetic, and to work them correctly. 4. To point out the parts of speech in a simple sentence. 5. *In Church of England schools*, to repeat the Catechism, and shew a knowledge of its meaning, the parochial clergyman assisting in the religious examination. *In other schools*, the managers will certify that they are

satisfied with the state of their religious knowledge. 6. Girls to sew neatly, and to knit.

Towards their maintenance Government will make grants :

		For a Pupil Teacher.	For a Stipen- diary Monitor.
At the end of the	1st year .	£10 0	£5 0
„	2d „ .	12 10	7 10
„	3d „ .	15 0	10 0
„	4th „ .	17 10	12 10
„	5th „ .	20 0	

And, in addition, the master or mistress, by whom they have been instructed and trained, shall be paid the sum of 5*l.* for one, of 9*l.* for two, of 12*l.* for three pupil teachers, and 3*l.* per annum more for every additional apprentice; and, on the like conditions, 2*l.* 10*s.* for one stipendiary monitor, 4*l.* for two, 6*l.* for three; and 1*l.* 10*s.* in addition, in each year, for every additional stipendiary monitor. In consideration of the foregoing gratuity, and of the assistance obtained from the pupil teachers and stipendiary monitors, in the instruction and management of the school, the master will give them instruction in the prescribed subjects during one hour and a half at least, during five days in the week, either before or after the usual hours of school-keeping.

At the end of their five years' course, pupil-teachers will be allowed an exhibition of 20*l.* or 25*l.*, to enable them to enter a Normal School as "Queen's scholars;" while under training in the Normal School, they, in common with all other approved students, will receive annual gratuities from Government sufficient for their bare support; and when fully trained they will enter upon the management of a school with an augmentation of salary from the Parliamentary grant; or, if unsuited after all for the office of teachers, they may obtain honourable employment in the public service, under regulations to be hereafter devised.

We annex the proper form of memorial applying for pupil-teachers or stipendiary monitors.

"To the Lords of the Committee on Education of Her Majesty's Most Honourable Privy-Council.

"My Lords,—We, the undersigned, being a¹ of the² of the³

¹ Here insert "majority," or "quorum."

² Here insert "managers," when the school is

school, request that your Lordships will be pleased to give instructions to one of Her Majesty's Inspectors of Schools, to examine and report whether the organisation, discipline, and state of instruction in this school, render it a proper place for the training and instruction of⁵ and whether the⁴ appear qualified to educate such⁵ in accordance with your Lordships' regulations, so as to prepare them for the annual examination of the Inspector. We further request that Her Majesty's Inspector may be instructed to recommend to your Lordships, from among the best conducted and most successful scholars, such⁶ as may, from character, attainments, and skill in teaching, be most likely to prove useful as⁷

in this school. If, upon his Report, your Lordships are pleased to authorise the apprenticeship of such⁶ we will endeavour to render the school successful, by securing the superintendence of efficient teachers during the period of the apprenticeship of these scholars, and by making the training and conduct of these apprentices a subject of our continual care.

Signed this day 18 ."

We believe we are justified in saying that, until Parliament has sanctioned Minutes of the Privy Council respecting Catholics, no Catholic school can derive any benefit whatever from an application, on this or any other subject, to the Committee of Council on Education. Nevertheless, Catholics should be prepared to take instant advantage of the adoption of such Minutes, and to avail themselves to the utmost of the many liberal offers made by Government in encouragement of education.

under the management of a committee, or board of managers; and when there is no such committee, insert "trustees."

³ Here insert the name of the school in full, thus: "Fulham National" or "Finsbury British" school.

⁴ Here insert "master" or "mistress," or "master and mistress."

⁵ Here insert "pupil-teachers" or "stipendiary monitors."

⁶ Here insert the number of pupil-teachers or stipendiary monitors proposed to be apprenticed.

⁷ Here insert "pupil-teachers" or "stipendiary monitors."

GRANTS MADE BY THE CATHOLIC POOR-SCHOOL COMMITTEE,
UP TO JULY 7, 1848.

TOWARDS BUILDING SCHOOLS:—

	£.		£.
Girls' School, Convent of Mercy, Liverpool	200	St. Ann's, Leeds	100
Girls' School, Convent of Mercy, London	200	Morpeth	100
St. Wilfrid's Schools, Hulme	200	Scarborough	100
Wolverhampton	150	Ugthorpe	60
Huddersfield	150	Clifford (Master's house)	20
Newcastle, Staffordshire	120	Rugeley	50
Clifton, Bristol	100	Banbury	20
Virginia Street, London	100	Aberford	20
Pontypool	100	Brentwood	10
		Birtley	10
Total			£1810

TOWARDS SUPPORT OF SCHOOLS:—

Barnsley	40	Hackney	20
Bradford	35	Dowlais	20
Newport on Usks	30	Macclesfield	20
St. Patrick's, Leeds	30	Southport	20
West Bromwich	30	Cardiff	20
Oldham	30	Osbaldeston	20
Deptford	30	Hartlepool	20
Clapham	30	Lincoln	15
Fulham	30	Stourbridge	15
Chorley	30	Leek	15
Guernsey	30	Congleton	15
Clifford	30	Kidderminster	15
Brewood	25	Fleetwood	15
North Shields	25	Lee	10
Knaresborough	25	Dover	10
Portsea	20	Wrexham	10
Woolston	20	Carlton	10
Total			£760

EXTRACT FROM MINUTES OF THE CATHOLIC POOR-SCHOOL
COMMITTEE.

“*Resolved*—That all schools built or supported with assistance from this Committee be invited to place themselves under the special patronage of Our Blessed Lady; and that to every school adopting this recommendation, a present be made of a figure of Our Lady, to be prepared for that purpose.

“*Resolved*—That it be recommended to all schools, where it may be practicable, to introduce in the principal room a recess to be appropriated to religious services, *e. g.* for a temporary altar during the Month of Mary, the Rosary on Sunday evenings,” &c. &c.

Members of Committee.

- | | |
|---|---|
| <p>The Earl of ARUNDEL AND SURREY, M.P.,
11 Carlton Terrace, London.</p> <p>W. J. AMHERST, Esq. 101 Chancery Lane,
London.</p> <p>The Rev. JAMES O'NEAL, St. Mary's, Grove
Road, St. John's Wood.</p> <p>The Earl of SHREWSBURY, Alton Towers,
Cheadle.</p> <p>The Hon. Mr. STONOR, Dover Street, Lon-
don.</p> <p>The Hon. Mr. STAFFORD JERNINGHAM, 69
Eaton Place, London.</p> <p>C. R. SCOTT MURRAY, Esq. Danesfield,
Great Marlow.</p> <p>The Rev. J. DALTON, St. Felix, Northamp-
ton.</p> <p>The Hon. Mr. CLIFFORD, Cannington, Bridg-
water.</p> <p>EDWARD WELD, Esq. Tawstock Court,
Barnstaple.</p> <p>The Rev. W. J. VAUGHAN, Holy Apostles',
Clifton, Bristol.</p> | <p>The Hon. CHARLES LANGDALE, Houghton
Hall, Market Weighton.</p> <p>Sir WILLIAM LAWSON, Bart. Brough Hall,
Catterick.</p> <p>The Rev. JOHN WALKER, Scarborough.</p> <p>THOMAS WELD BLUNDELL, Esq. Ince Blun-
dell Hall, Liverpool.</p> <p>CHARLES TOWNELEY, Esq. Towneley, Burn-
ley.</p> <p>The Rev. R. HODGSON, Burnley.</p> <p>EDWARD CHARLTON, Esq. M.D. Newcastle-
on-Tyne.</p> <p>P. H. HOWARD, Esq. M.P., Corby Castle,
Carlisle.</p> <p>The Very Rev. WILLIAM HOGARTH, V.G.
Darlington.</p> <p>PHILIP JONES, Esq. Llanarth Court, Mon-
mouth.</p> <p>WILLIAM JONES, Esq. Clytha House, Mon-
mouth.</p> <p>Very Rev. THOMAS BURGESS, V.G. St.
Mary's, Monmouth.</p> |
|---|---|

Chairman.

The Hon. CHARLES LANGDALE.

Trustees.

<p>The Right Hon. the Earl of ARUNDEL AND SURREY.</p>	<p>The Hon. Mr. STAFFORD JERNINGHAM. C. R. SCOTT MURRAY, Esq.</p>
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Secretary.

SCOTT NASMYTH STOKES, Esq. 18 Nottingham Street, London.

Subscriptions and donations will be thankfully received by any member of Com-
mittee and by the Secretary; or they may be paid into the London Joint-Stock
Bank, 69 Pall Mall, London, to the credit of the Catholic Poor-School Fund.

*The "Catholic School" will be forwarded, without charge, to the Catholic clergy
in England and Wales, and to every subscriber of 1l. and upwards to the Catholic
Poor-School Fund. It is also on sale throughout the kingdom.*

*Communications may be addressed to the Editors, at 18 Nottingham Street, Mary-
lebone, London.*

THE

Catholic School.

No. II.—OCTOBER 1848.

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LONDON:

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LEICESTER, WORCESTER; AND BY ALL CATHOLIC BOOKSELLERS.

For the Illustration accompanying the present Number we are indebted to the kindness of W. W. WARDELL, Esq., Architect, 27 Bishopsgate Within, London. It is not intended as a "working-drawing;" for wherever building is contemplated, the only safe course is, to secure the services of a trustworthy architect; but it may serve to suggest thoughts respecting the parts requisite to make up a complete School-house. We hope to give further illustrations of a similar character in future numbers.

Brief Advice

TO THE PROMOTERS OF CATHOLIC SCHOOLS.

Let all who propose to build or enlarge School-houses, or to build Teachers' residences in connexion with Schools, apply for assistance from the Lords of the Committee on Education of her Majesty's Most Honourable Privy Council.

Let the Managers of all Schools conducted by competent teachers, male or female, apply to have such teachers examined for certificates of merit and augmentation of salary. The examination will probably take place at Christmas.

Let the Managers of all good Schools, where the teachers require assistants, apply for apprenticed pupil-teachers or stipendiary monitors.

Let the Managers of all Schools, where the apparatus is insufficient, apply for grants towards the supply of books and maps.

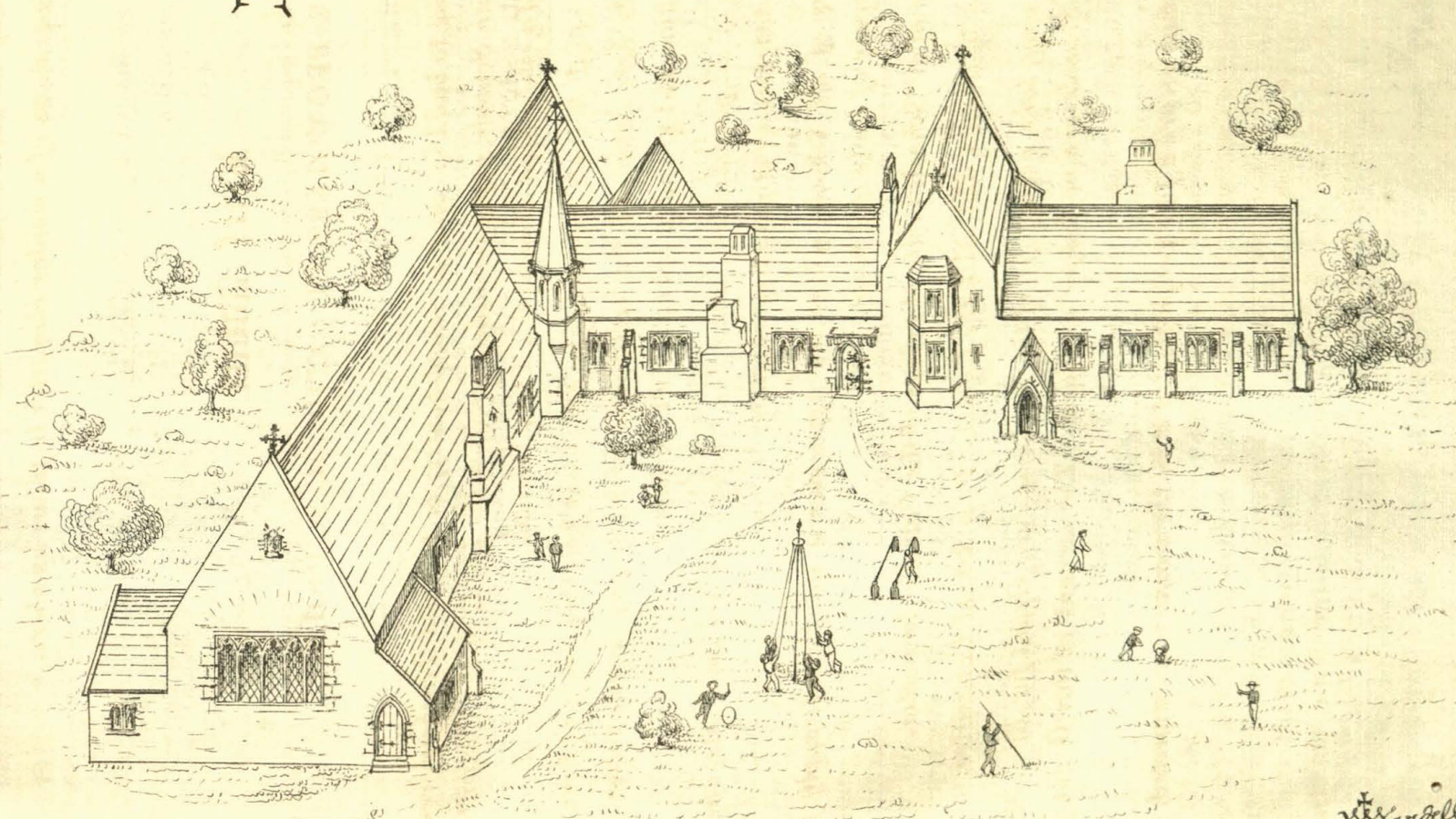
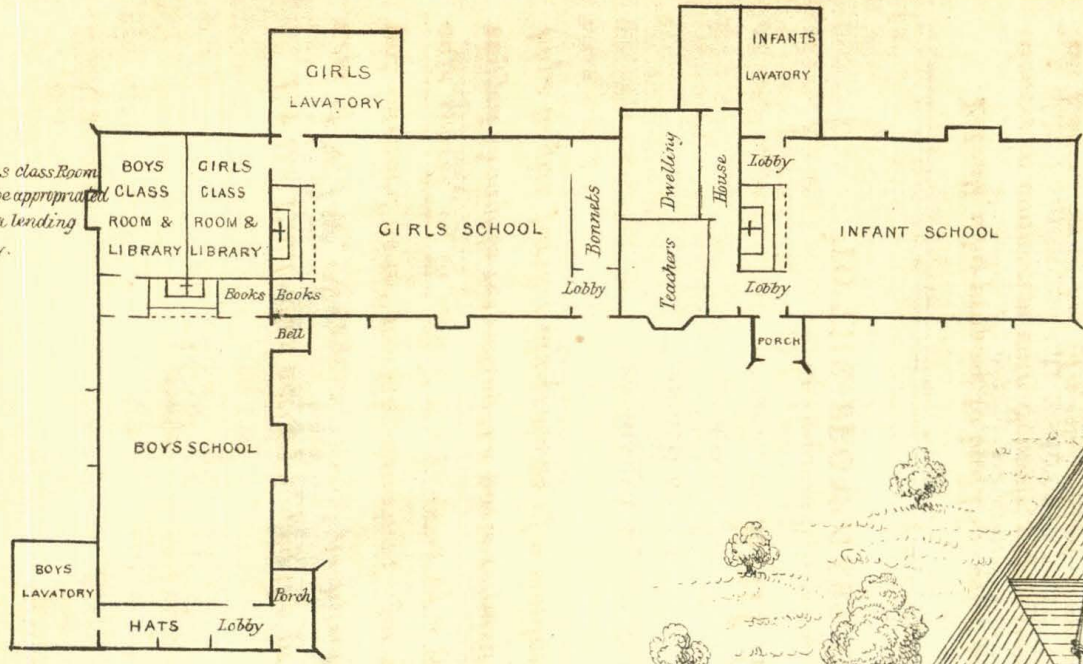
Let the Managers of all Schools invite the visits of the Catholic Inspector.

Let all co-operate, heart and soul, with the Catholic Poor-School Committee.

*Let all, in every way, take advantage of the Parliamentary Grant for Education, from which Catholic Schools are no longer excluded. The amount of this Grant for 1848 is 125,000*l*.*

Catholic Schools may secure a fair proportion of it by the means now suggested.

The Boys class Room
might be appropriated
also as a lending
library.



W. S. Wardell
Arch

The Catholic School.

No. 2.

October 1848.



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HOW TO ESTABLISH A SCHOOL.

WHEREVER there are Catholics belonging to the labouring class, there ought to be a Catholic Poor-School. For the present, it may be sufficient to state, what no one will be found to deny, that every mission should have its school; so education will becomingly proceed as the handmaid of religion, and not thrust itself into the foremost place.

Where a school is wanted, it is on many accounts highly desirable that appropriate buildings should be erected for the purpose. "Suitable light, thorough ventilation, convenient fittings, galleries, spacious play-grounds, and many other conveniences, may then be secured; while, in addition to these obvious advantages, the possession of a building gives a character of permanence to an institution, which is highly favourable to its interests."

How, then, can a schoolhouse be built? Arduous as such an undertaking may at first sight appear, we are bold to say that, with the aids now offered, there is not a mission in England or Wales which could not, within a limited period, accomplish it.

Assistance to the extent of ten shil-

lings a-head on the accommodation afforded may be expected from the Committee of Council on Education, who calculate that a space of six square feet is necessary for every child. The Catholic Poor-School Committee will grant as much as the Privy Council, or even a larger sum in cases of peculiar urgency. Thus the promoters of a new school may look from these two sources alone for one-half of the funds required to complete its erection.

In selecting a site, it is earnestly recommended to choose a piece of freehold land, or at the least copyhold with a fixed fine. Special Acts of Parliament have been passed to facilitate the transfer of sites for schools, which remove many legal difficulties. It may be well to observe, that all trust-deeds for charitable purposes must, in order to be legally valid, be enrolled within one year from the date of execution. The omission of enrolment is regarded by the law as an evasion of the Mortmain Acts, and so vitiates the deed.

In the erection of the buildings, the superintendence of a respectable and responsible architect should generally be employed. Those who dispense with

regular professional assistance, place themselves at the mercy of their builder, and will frequently be found to entail upon themselves much trouble, disappointment, and loss.

“But if, owing either to the want of funds, or to the difficulty of obtaining a suitable site, a building cannot be raised, it is by no means necessary to conclude that the case is hopeless. An old warehouse or store-room, a good barn, any place, in short, capable of containing a sufficient number of children, with facilities for obtaining light and air, may, at a very moderate expense, be converted into a schoolroom, if nothing better can be had.” The Catholic Poor-School Committee will not withhold it said from plans such as these.

When a room has been provided and fitted up, the next step is, to secure a competent teacher. No school can succeed without efficient superintendence; and yet it must be confessed, that the services of good schoolmasters and mistresses are not easily procurable. Something beyond wishes and good intentions is wanted to make a teacher. Diligent study, and much previous training and preparation, are absolutely indispensable; and for some time to come, until the wishes of the Bishops and of the Poor-School Committee have been accomplished, in the establishment in England of one or more Normal Schools, we do not anticipate that this difficulty can in all cases be overcome. The Irish Christian Brothers, as is well known, have charge of some of our schools, and give much satisfaction. Good masters, trained under the Irish Commissioners of National Education, are occasionally found in this country, and other excellent teachers are not rare; but still, until we have a Normal School, for the supply of trained and tried persons, the engagement of a master must retain something of the character of a speculation; and it will be impossible to indicate to the promoters of schools any means by which, without risk of disappointment, they may count upon obtaining a good master. The Secretary to the Catholic Poor-School Committee is usually acquainted with the names of one or more teachers, well

recommended to him, and will always be happy to make them known. In the case of schoolmistresses, the want has not been so keenly felt, partly from the large and happily increasing number of religious ladies engaged in conducting Poor-Schools, and partly from social causes, which place so considerable an amount of female intelligence at the disposal of the managers of schools. Catechists trained by the nuns of the Presentation Convent, Doneraile, County Cork, Ireland, have been introduced into several schools in the north of England, and have received high commendation.

Prudence requires that, in establishing a school, regard should be had to the sources of raising funds for carrying it on with success. Some remarks on this head will not be out of place.

“The cost of maintaining a school may be divided into two branches:

“I. The salary of a teacher, and, where a room is hired, rent.

“II. Miscellaneous expenses for school-materials, repairs, coals, rewards, and other incidental charges.”

The salaries given to our teachers are, it must be admitted, in many instances, miserably low. We should be unwilling to call attention to this circumstance, were it not for a conviction that, while our clerks and railway-guards, not to say our footmen and farm-labourers, are as well or better paid than those to whose care we commit the instruction of our poor children, it will be utterly impossible to obtain a regular and sufficient supply of educated, well-mannered men, to undertake duties, honourable indeed, but peculiarly harassing, painful, and thankless. Even religious, when we have them generally for masters, will cost far more than some imagine; for to secure the respect of their scholars, if for no other reason, it will be necessary to clothe them decently; to pay for their food at the priest's table, if they are not provided with a separate house; and to enable them to contribute some small stipend towards a fund as security against want in sickness or old age. And, indeed, why should we, in this respect, be so far behind our fellow-countrymen?

The writer of these remarks had occasion, in the course of the past summer, to visit an important city in the west of England. He stayed for a few days in the house of a Protestant gentleman residing a short distance from the town, and thus procured authentic information respecting the affairs of the Established Church in this vicinity. What, then, was the stipend of the master of the Protestant school in this semirural parish? Some of our readers will be surprised at the amount: the regular salary paid by the managers of the school was 60*l.* per annum, with a house rent-free, and coals and candles. The master had passed the examination of one of her Majesty's Inspectors of Schools, had obtained a certificate of merit, and was thus in receipt from the Privy Council of an augmentation of salary amounting to 30*l.* a-year. In addition to this, his school had been pronounced a proper training place for pupil-teachers, of whom he had about six or seven to assist him; and for the care bestowed upon these pupil-teachers he received some 20*l.* or 30*l.* a-year also from the Privy Council. So that his entire salary, in addition to a free residence and other perquisites, was not less than 115*l.* per annum.

In the heart of this same city there is a very respectable Catholic congregation, with a large chapel, served by two accomplished Missioners. One of these excellent and zealous men conferred with the writer upon the state of the Catholic Boys' School. It was not satisfactory to him, he said. He had difficulty about a master. He desired improvement, but could not any where obtain it; for the entire salary given to the schoolmaster was 30*l.* a-year!

The Protestant schoolmaster was a young man of 22, trained in the Normal School established by Mr. Kay Shuttleworth at Battersea, full of zeal, energy, and intelligence; admirably suited for a situation, which he was filling to the satisfaction of all. The Catholic schoolmaster was what might be expected for a bare 30*l.* a-year.

The estimate of the British and Foreign School Society is, that from 60*l.* to 90*l.* for a young man, and from 40*l.*

to 50*l.* for a female, may be considered as average salaries; although the amount may properly vary with local circumstances, and be regulated by the character and position of the school, the number of children to be taught, and the expense of board and lodging in the neighbourhood. His salary should, in some degree, depend upon the teacher's success.

The miscellaneous expenses for a school of 150 to 200 children may be estimated at about 20*l.*; which, added to the salaries assumed above, will give 80*l.* or 100*l.* (exclusive of rent) to be provided for a Boys' school of 200 children; and 60*l.* or 70*l.* for a Girls' school.

The important question now occurs, How is this annual outlay to be met? There is one way of raising funds towards the support of schools, which is very proper in itself, very salutary in its effects upon the children and their parents, and very easy in well-conducted and successful schools, but which scarcely receives amongst us the attention which it deserves. We allude to the proceeds of the children's pence, or school-fees. It may fairly be calculated that a school of 200 boys, in which the payment is 2*d.* a-week, will produce, after allowing for incidental deductions, about 70*l.* a-year; and a Girls' school of 150 about 50*l.* Annual subscriptions must be raised to meet the deficiency; or, in cases of necessity, applications, with the sanction of the Bishop of the district, may be made to the Catholic Poor-School Committee.

We should be glad to know that school-fees were more generally required in our schools, and applied to render the teacher's situation more worthy of acceptance and retention by persons of education and character.

In some Protestant schools arrangements are made for meeting the whole expenses by means of the children's fees alone. "In a large school this may be done without charging more than 3*d.* a-week; a sum which will generally be paid by the labouring poor with great cheerfulness, if the education given be worthy of the name; and in a small school it may be accomplished by admitting a limited number

of children from the middle classes of society at a higher rate." The latter expedient must be resorted to with caution. It cannot be honestly adopted, unless the teacher is a respectable and really efficient person; it cannot be successfully adopted, unless he is supplied liberally with school-materials, and subject to vigilant inspection. Any distinction in the classification of the school, or in the attention paid by the master to his pupils, will ruin the school.

Many useful hints have been transferred to this paper from some "plain directions for the establishment of schools on the plan and principles of the British and Foreign School Society," given by Mr. Fletcher as an appendix to his report for 1846, on the schools of that Society, and printed with the Minutes of the Committee of Council on Education for that year. The body of Mr. Fletcher's report contains information upon a point on which we desire to add a few words.

If the salaries paid to Catholic school-

masters are sometimes inadequately small, the sums expended in building Catholic schoolhouses are as often exorbitantly high. Some weeks back we heard of Catholic Schools for 300 children, estimated to cost 2,000*l.*; a Protestant school for the same number of children had been built in the same neighbourhood for 400*l.*, or four-fifths less. It is but fair, however, to add, that the latter sum is insufficient for the necessary expenses of a substantial fabric of the required size. The estimate assumed by the Committee of Council is 2*l.* per child, accommodated with six square feet of room. Mr. Fletcher's tables shew that schoolhouses may well, on an average, be built at this outlay. The estimate in question refers to schoolhouses simply. Towards the erection of teachers' residences, the Committee of Council will make additional grants over and above their usual rate of 10*s.* per child.

Taking the whole number of schools examined in all parts of England, Mr. Fletcher arrives at the following, as

The cost of School Space for each class of Schools, with and without Teachers' Houses, per square yard, per six square feet, and per square foot.

Classes of Schools.	Without Teachers' Houses.			With Teachers' Houses.		
	Per Square Yard.	Per Six Square Feet.	Per Square Foot.	Per Square Yard.	Per Six Square Feet.	Per Square Foot.
British Schools	£ s. d. 2 19 3	£ s. d. 1 19 6	s. d. 6 7	£ s. d. 3 18 6	£ s. d. 2 12 4	s. d. 8 9
Infant Schools	3 5 0	2 3 4	7 3	3 15 0	2 10 0	8 4
Village Schools	2 1 10	1 7 11	4 8	1 17 3	1 4 10	4 2
Average Cost	2 18 9	1 19 2	6 6	3 16 9	2 11 2	8 6

The excess in the cost of infant schools, which form separate institutions, arises from every charge for site, conveyance, buildings, &c. being incurred for one school only. The village schools are very humble edifices, scarcely distinguishable from other cot-

tages. The sums given include every expense.

It will be remembered, in looking at this table, that six square feet is the space allowed for one child.

It may be well here to print at length

THE GENERAL REGULATIONS OF GOVERNMENT GRANTS.

Government Grants—Regulations.

1. Every application for a grant is to be made in the form of a memorial, addressed "To the Right Honourable the Lords of the Committee of Council on Education."

2. The Committee will consider the memorials in order, according to the dates at which they have been or shall be received.

3. The right of inspection will be required by the Committee in all cases; inspectors, authorised by Her Majesty

in Council, will be appointed from time to time to visit schools to be henceforth aided by public money: the inspectors will not interfere with the religious instruction, or discipline, or management of the school: it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

4. Before any application for aid shall be entertained, the Committee will require to be satisfied, by reference either to the inspectors, or to the National or British and Foreign School Society, or if the school be in Scotland, to some competent authority there:—

- 1st. That the case is deserving of assistance.
- 2d. That there are no charitable or other funds or endowments, which might supersede the necessity of a grant.
- 3d. That the site of the school-house has been obtained with a good legal tenure; and that, by conveyance to trustees, it has been duly secured for the education of the children of the poor.
- 4th. That it is reasonable to expect that the school will be efficiently and permanently supported.
5. The Committee will require that every building, on behalf of which any application is entertained, shall be of substantial erection; and that in the plans thereof, not less than 6 square feet be provided for each child.
6. All recipients of grants will be required to bind themselves to submit to any audit of their building-account, and to furnish any reports of their schools, which the Committee of Council may require.
7. The Committee may require that the certificate hereto annexed shall be signed by the applicants, and presented to the Committee, before their Lordships will authorise the payment of any grant which may be made to a school.
8. In all ordinary cases the grants will be made in aid of the erection of schoolhouses (exclusive of residence for master or assistant) upon the following further conditions:—

1st. That for every 10s. to be granted

by the Committee, the means of educating one child (at least) shall be provided.

2d. That the amount of private subscription shall be received, expended, and accounted for, before their Lordships will authorise the payment of the grant.

Certificate.

We, the undersigned, being the majority of the School Committee or Trustees representing the promoters of the erection of the schoolhouse at ——— hereby certify, for the information of the Right Honourable the Lords of the Committee of Council on Education:—

1st. That the new schoolhouse, in aid of which your Lordships were pleased to grant £———, is completed in a satisfactory and workmanlike manner, being built of the proper dimensions, and in all respects according to the plan and specification proposed to and approved by your Lordships.

2d. That the amount of private subscriptions specified in our memorials to your Lordships has been received, expended, and accounted for; and there does not remain any debt, charge, or claim of any kind, on account of the building, except what will be liquidated by your Lordships' grant, the payment of which is now prayed for.

3d. That the site of the school-house has been obtained with a good legal tenure, and has been duly conveyed to trustees, so as to secure the building for the purpose of educating the children of the poor.

4th. That we are ready to submit to any audit of our accounts for building which your Lordships may direct; to make such periodical reports respecting the state of our schools as your Lordships may call for; and to admit your Lordships' Inspectors, according to the annexed regulation, marked (A).

In testimony whereof we affix our signatures, and request the payment of the sum appropriated to the school at ——— aforesaid.

Signed and dated.

Regulation (A).

The right of inspection will be required by the Committee in all cases. Inspectors, authorised by Her Majesty in Council, will be appointed from time to time to visit schools to be henceforth aided by public money.

The Inspectors will not interfere with the religious instruction, or discipline, or management of the school, it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

LIST OF MEMORIALS

Presented to the Committee of Council on Education up to 29th September, 1848.

For aid in Building Schoolhouses at—

Newport, Monmouthshire.
 Pontypool.
 Huddersfield.
 Nottingham.
 Newcastle, Staffordshire.
 Wolverhampton.
 Morpeth.
 Rugely.
 South Shields.
 Clifford.
 Birtley.
 Stella.
 Ugthorpe.
 Thropton.
 Banbury.
 Edinburgh.
 Aberford.
 Hulme.
 Scarborough.
 Cockermouth.
 Litherland.
 Hackney.
 Bishop Auckland.
 Blackburn.
 Blandford Square, London.
 West Bromwich.
 Fulham.
 Burnley.
 Oxburgh.

For Normal Schools.

Catholic Poor-School Committee.
 Derby Convent.

For Examination of Teachers.

Stella.
 Hartlepool.
 Newcastle-on-Tyne.
 Houghton-le-Spring.
 Durham.
 Birmingham, St. Peter's.
 Birmingham, St. Chad's.

Nottingham.
 Newport-on-Uske.

For Pupil-Teachers.

Derby Convent Schools.
 Nottingham ditto.
 Stockton-on-Tees.
 Hartlepool.
 Newcastle-on-Tyne.
 Houghton-le-Spring.
 Durham.
 Moorfields, London.

For General Support.

Dowlais, Glamorganshire.
 Durham.
 Foxcote Ilmington.
 Chipping Norton.
 Macclesfield.

It will be observed in the list of places where schools are about to be built with Government aid, that a memorial has been presented from the capital of Scotland, whereas the Catholic Poor-School Committee consists of nominees from the districts of England and Wales alone. This has been done at the desire of the Scotch Bishops; and, indeed, as regards the Government, the Poor-School Committee is recognised as the organ of communication of the whole of Catholic Great Britain, a fact respecting which Mr. Kay Shuttleworth's letters, printed in pages 8 and 9 of our first Number, leave no doubt.

Of the above list of Memorials, one whole division is such as will never appear again in our columns. We refer to the memorials praying for general support, which were presented in order that no chance of obtaining aid for a single school might be thrown away, rather than with any hope of success.

The Government Grants are confined to certain specific purposes, which we have enumerated on our fly-leaf, and the subjoined official letter is quite decisive on the point :

Committee of Council on Education,
Council Office, Whitehall,
September 2, 1848.

SIR,—The Committee of Council on Education direct me to acknowledge the receipt of your letter dated the 21st August, 1848, enclosing memorials on behalf of the Roman Catholic schools at Foxcote Ilmington, Macclesfield, Chipping Norton, Dowlais and Merthyr Tydvil, and Durham, praying, in general terms, for aid towards the support of those schools.

My Lords direct me to inform you that the Education Grant is applicable only to certain specific objects on definite conditions, which are set forth in minutes laid before both Houses of Parliament, and their Lordships have no power to grant aid towards the general expenditure of schools.

In the above-mentioned cases, therefore, my Lords request you to communicate this reply to the memorialists, and to express their Lordships' regret that such applications do not fall within the regulations by which the distribution of the Parliamentary Grant is determined.—I have the honour to be, Sir, your obedient servant,

J. P. K. SHUTTLEWORTH.

Scott Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

SCHOOL-BOOKS.

It is the earnest wish of the Catholic Poor-School Committee to put forth a series of Educational Works, adapted in all respects to the requirements of English Catholic schools. This, however, must necessarily be the work of time, and meanwhile, what are our schools to do? The Christian Brothers have their own books, which have been adopted by some schools under secular teachers; but a general opinion prevails, that the publications of the Commissioners of National Education in Ireland form the best educational course procurable in the English language. It becomes, therefore, a question of much importance to the promoters of our schools to ascertain the terms on which they can be supplied with these books. With the view of affording this information, the Secretary has communicated with the Irish Commissioners, and we have much pleasure in inserting here the reply returned to his inquiries.

Education Office, Dublin,
19th Sept. 1848.

SIR,—In answer to your letter of the 11th instant, requesting to be informed upon what terms, &c. the books published by the Commissioners of National Education can be procured for the use of the Catholic Poor-Schools of England and Wales, we enclose a List of the Books, &c. which can be supplied, and of the prices at which they can be sold to Poor-Schools not connected with the National Board of Education.

A distinct application (on the form of which we enclose a copy) must be made on behalf of each school for which a supply of books is sought, and the price-list filled up. An order for the amount, payable in Dublin on demand, should accompany each application. The parcels will then be forwarded according to the instructions given; the expense of carriage to be defrayed by the applicants. For further information, we refer you to the directions printed on the price-list.

As soon as you acquaint us with the number of schools for which application is about to be made, we shall send the

necessary forms and price-lists.— We have the honour to be, Sir, your very obedient servants,

MAURICE CROSS, } Secretaries.
 JAMES KELLY, }

S. Nasmyth Stokes, Esq.
 18 Nottingham Street, Marylebone.

Application for a supply of Books, &c. at reduced prices, for a Poor-School not in connexion with the Commissioners of National Education.

Situated in the County of

Situated in the Townland of
 „ „ Parish of
 „ „ Barony of
 Name of nearest Post-Town
 Number of Children on the School-Roll Males Females
 Rates of payment
 Are the Children attending this School those of the poor or labouring classes?

Manager.
 Post-Town.
 Date.

A

1847.

PRICE-LIST FOR POOR-SCHOOLS NOT "NATIONAL."

County (of School.)
 Post Town day of 184

The following are requested at reduced prices for School for the Education of the Poor, for which the amount is herewith transmitted. They are to be sent (*conveyance to be pointed out here*).

Addressed to, if { Clerical } Patron
 { Lay } or
 Manager.

No other Books or Requisites than those in this list are sold to Schools not "NATIONAL." They can be obtained at the Office in Dublin only, and not through the District Inspectors of Irish National Schools, nor at these prices of the Commissioners' Agents.

	s.	d.
— First Book of Lessons	0	1
— Second do.	0	4
— Sequel to the Second Book	0	6
— Third Book of Lessons	0	8
— Fourth do.	0	10
— Supplement to the Fourth Book	1	0
— Fifth do. (Boys')	1	0
— Reading-Book for Girls' School	1	0
— Introduction to the Art of Reading	0	8
— English Grammar	0	4
— Key to do.	0	2
— Arithmetic	0	4
— Key to do.	0	4
— Arithmetic, in theory and practice	1	4
— Book-keeping	0	6
— Key to do.	0	6
— Epitome of Geographical Knowledge	1	8
— A Compendium of do.	0	6
— Elements of Geometry	0	4
— Mensuration	0	8
— Appendix to do.	0	6

Not less than One Pound's worth sold at these prices.

No other Books or Requisites than those in this list are sold to Schools not "NATIONAL." They can be obtained at the Office in Dublin only, and not through the District Inspectors of Irish National Schools, nor at these prices of the Commissioners' Agents.

		s.	d.
—	Scripture Lessons (O. T.) No. 1	0	6
—	Do. " No. 2	0	6
—	Do. (N. T.) No. 1	0	6
—	Do. " No. 2	0	6
—	Sacred Poetry	0	4
—	Lessons on the Truth of Christianity	0	4
—	Agricultural Class-Book	1	0
—	Set Tablet Lessons, Arithmetic, 60 sheets	1	2
—	Do. Spelling and Reading, 33 sheets	0	8
—	Do. Copy Lines, 6 sheets	1	0
—	Map of the World } Cloth and Rollers { 6 ft. 8 in. x 3 ft. 6 in.	12	0
—	Ancient World	9	0
—	Europe	9	0
—	Asia	9	0
—	Africa	9	0
—	America	9	0
—	England	9	0
—	Scotland	9	0
—	Ireland	9	0
—	Palestine	9	0

Books not published, but sanctioned by the Commissioners of Education, and sold to Poor-Schools not "NATIONAL," with the consent of the Author.

—	Geography generalised, by Professor SULLIVAN	1	6
—	Introduction to Geography and History, by ditto	0	6
—	The Spelling-Book superseded, by ditto	0	6
—	Attempt to simplify English Grammar, by ditto	1	0
—	English Dictionary, by ditto	2	0

Not less than One Pound's worth sold at these prices.

If a Post-Office or Bank Money-Order is used to transmit the amount, it should be made payable to "Maurice Cross, Esq., or James Kelly, Esq."

When the parcel is to be forwarded by carrier, he must call at this Office between ten and four o'clock, and produce an Order to receive it. It will be ready for delivery by the Storekeeper on the *second* day after the receipt of the application and amount.

TENURE OF SCHOOL-PREMISES.

MANY inquiries have been made, in reference to assistance expected from the Privy Council, as to the regulations affecting tenure of school-premises. We believe the annexed information will be found useful.

Where assistance is received from the Committee of Council on Education towards the erection of a school,

or towards fitting it up, it is essential that the conveyance of site and the trust-deeds should be submitted to the Lords of the Council, and approved by them.

Where schools receive aid towards their annual expenses only, that is, towards the salaries of the principal and assistant teachers, it will not be required that the trust-deed should be

framed in exact accordance with the views of the Lords of the Council. Provided the tenure is legally secure, their Lordships will not insist on a re-conveyance.

An official explanatory letter from Mr. Kay Shuttleworth, dated July 10, 1847, contains a clear statement of the wishes of the Committee of Council regarding

1. *Tenure of School-Buildings.*

In the appropriation of grants for the *erection of school-buildings*, attention has been paid to the tenure of the site, and to the structure of the school-deed, especially in every thing that could affect the permanency and good management of the trust. The majority of schools erected with aid from the public funds are secured by valid conveyances, and in a great number of them clauses are inserted, providing for the management of the school, and defining the powers and duties of those to whom it is confided.

The objects sought to be secured are—1. Permanency; 2. Efficient management.

Many applications for aid, under the recent Minutes, have, however, already been received from schools not erected with aid from the Government. These applications include the following classes of schools:—

1. Schools erected by landed proprietors, and held as private property, but practically devoted to education, with a prospect of permanency.
2. Schools held in buildings which, though not erected for spiritual uses, stand upon sites conveyed on trusts for Divine worship.
3. Schools held in deserted chapels or oratories, or other ecclesiastical buildings erected on consecrated ground, and which cannot, therefore, be conveyed for the purposes of education alone.
4. Schools held in buildings either on a tenancy from year to year, or on a very short lease, in which no trusts are declared, or merely in a room temporarily hired.
5. Schools held in rooms under

churches or chapels, and forming part of the fabric of such buildings.

6. Schools held on conveyances which contain powers of sale or mortgage, or authorise the application of the building to purposes not educational.
7. Endowed schools, of which no deed or terrier exists, but which are managed by reputed trustees, appointing their successors.

The Committee of Council will, in all such cases, require the following preliminary conditions:—

1. That the schoolrooms be of sufficient size and height, well ventilated, warmed, and supplied with school furniture, apparatus, and books.

2. That the schoolroom be not liable to any uses likely to interfere with or disturb its occupation during the ordinary hours of school-keeping, or to occasion a sudden termination of its employment for education.

3. That the proprietor, trustees, or managers of the schools, sign an agreement, that if the schoolroom cannot, by reason of the nature of the trusts of the deed, or otherwise, continue to be appropriated to the education of the poor, during the apprenticeship of the pupil teacher, the amount of the stipends of the apprentices and gratuities to the teachers shall be repaid on the occurrence of every such interruption.

These preliminary conditions will apply to all these cases; and in certain of them it may be necessary to require the following special conditions:—

1. Where schools are built on sites held in trust for Divine worship, the trustees must enter into an agreement or bond, that, where the trusts of the deed do not interfere to prevent it, the building shall be open from half-past eight o'clock in the morning to half-past five o'clock in the evening, of five days at least in the week, and half of another day, if need be, for the instruction of the children of the poor, without any interruption whatsoever.

2. Where schools are held in deserted chapels or oratories, or other ecclesiastical buildings erected on consecrated ground, the consent of the Bishop must be obtained to the appropriation of the building to the education of the poor.

3. Their Lordships would refuse to award any grants to schools held in rooms on the precarious tenure of a yearly occupation or a short lease, with the contingencies arising from the powers of distress and re-entry for rent. Such cases present the complication of an inability to provide a permanent fabric, with the burden of an annual rent on resources confessedly inadequate. It is obviously politic to place every encouragement on the side of efforts to provide that best form of endowment, substantial and convenient buildings, and to avoid the often fatal embarrassment of an annual demand for rent from inadequate funds. If, therefore, the payment of rent were superadded to the want of permanency of tenure, that burden has such a tendency to increase the insecurity and diminish the efficiency of the school, that it would form a fatal objection to assistance under the recent Minutes.

4. Where schools are held in rooms under churches or chapels, the difficulty of distinguishing between ecclesiastical or other spiritual and purely educational uses must be greatly augmented. Their Lordships have refused to make school-building grants in such cases; and the necessity of maintaining a wide distinction between grants for education and grants for the maintenance of religion, requires that no aid should be given to schools held in such rooms.

5. Where schools have been erected by landed proprietors and are held as private property, or, where otherwise erected, are held on conveyances which contain powers of sale or mortgage, or authorise the application of the building to purposes not educational, and in endowed schools, it may be sufficient to require an agreement from the proprietor, trustees, or managers, that if the schoolrooms cannot, by reason of the nature of the trusts of the deed or otherwise, continue to be appropriated to the education of the poor during the apprenticeship of the pupil teacher, the amount of the stipends for the apprentices and gratuities to the teachers shall be repaid on the occurrence of every such interruption.

When an augmentation of salary is

granted to the master or mistress, the use of the schoolroom and dwelling-house free from rent for five years, or during the longer continuance of the augmentation, must be secured by an agreement if not otherwise guaranteed.

2. *Tenure of Master's or Mistress's House.*

One of the conditions on which their Lordships have agreed to provide an augmentation of salary to a master or mistress who has, upon examination, obtained their certificate, is, "that the trustees and managers of the school shall provide the master with a house rent-free."

The greater part of the school-buildings erected with aid from the Parliamentary grant probably comprise convenient residences for the teachers; but the majority of those not so erected are without masters' houses. Inquiries have therefore been made whether their Lordships would be satisfied, if, in addition to the salary required to be provided, the trustees and managers were to supply the master with a convenient house rent-free, though it might not be the property of the trustees.

The objections to this arrangement are, that its acceptance may interfere with the erection of suitable dwellings for the teachers; that the hired house will probably not be so conveniently situated as one built expressly for the purpose; and that the rent of this house forms an annual burden on the school, which would not exist if a proper building were erected.

Notwithstanding these objections, their Lordships are unwilling to refuse to admit this mode of fulfilling the condition of their grants in the augmentation of teachers' salaries, as a temporary arrangement, but they will promote the erection of teachers' houses by building grants, and will hereafter withdraw this provisional regulation.

The minimum of accommodation to be provided should be a parlour, kitchen, scullery, and two bedrooms; but in school-building grants their Lordships will require that three bedrooms be provided.

Certain other regulations, relating to the parochial teachers of Scotland, may be more conveniently set forth in a subsequent part of this letter.

3. *Inspection.*

All schools aided with grants towards their erection, enlargement, or towards the supply of school-furniture, have, either by a clause in the conveyance, or by an indorsement thereon, or by a memorial under the provisions of the

7th and 8th Vict. cap. 37, secured to the Committee of Council the power of visiting and examining the school by means of their inspectors.

Where schools receive aid towards their annual expenses only, the trustees and managers will be required to sign an agreement, that so long as this aid is continued, or the apprenticeship of any pupil teacher or stipendiary monitor is unexpired, the school shall be open to the visits of Her Majesty's inspectors.

NOTICES.

It is particularly requested that contributors paying money into the London Joint-Stock Bank to the credit of the Catholic Poor-School Fund will be careful to give the name under which they desire the amount to appear in the Committee's List of Subscribers.

Lists of the sums collected at the various Churches and Chapels throughout England and Wales are in course of preparation. The Committee will be obliged by an early remittance of the few sums not yet paid in.

Subscriptions and donations will be thankfully received by any member of Committee and by the Secretary; or they may be paid into the London Joint-Stock Bank, 69 Pall Mall, London, to the credit of the Catholic Poor-School Fund.

The "Catholic School" will be forwarded, without charge, to the Catholic clergy in England and Wales, and to every subscriber of 1l. and upwards to the Catholic Poor-School Fund. It is also on sale throughout the kingdom.

Communications may be addressed to the Editors, at 18 Nottingham Street, Marylebone, London.

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THE

Catholic School.

No. III.—NOVEMBER 1848.

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LONDON:

PUBLISHED BY THE CATHOLIC POOR-SCHOOL COMMITTEE.

SOLD BY

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Messrs. T. V. and J. T. HARTING, 24 Lincoln's Inn Fields, London.

The CATHOLIC POOR-SCHOOL COMMITTEE grant money towards building and supporting schools in need of assistance. All applications for aid must be made on printed forms, which may be obtained from the Secretary, to whom communications for the Committee should be addressed.

Grants of money are made at meetings of the whole Committee only, which are held twice a-year for that purpose.

The Committee feel pleasure in assisting all schemes conducive to the extension or improvement of Catholic education.



The Catholic School.

No. 3.

November 1848.

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NORMAL SCHOOLS.

“Schools for teachers ought to be the *first object* with whoever undertakes to assure to a class or a community a good education.”—*Wyse on Education Reform.*

IF the cause of education is to advance amongst us, if any real permanent improvements are to be made in our schools, we must have Normal Establishments for the training of masters and mistresses. This is the universal opinion expressed by all intelligent persons who have given their attention to the matter. It will, then, be worth while to consider what Normal Schools are, why they are necessary, and how their establishment may be effected.

1. A Normal School is an establishment in which teachers are trained for the duties of their important calling. Such training, to be complete, must combine three distinct elements: the candidate-teachers must acquire the knowledge which they will have to communicate to their pupils; they must learn how to impart that knowledge, or the art of teaching; and their habits must be so regulated as to fit them, morally, for the charge of youth. In other words, they must themselves learn, they must teach others, and they must practise virtue. *Doce, disce, aut discede*, is the inscription on the walls of one of our public schools; in a Normal School the candidate-teacher must discharge the

three functions together. He must learn, and teach, and tarry. For the accomplishment of all this, time is required. The usual period of residence in a Normal School is three years, and the age of the students, for the most part, from eighteen to twenty-four. The buildings must be extensive and well-arranged, comprising a chapel for religious services, lecture-rooms, library, refectory, lodgings for the president, professors, and chaplain, a separate apartment for each of the student-teachers, domestic offices, and all the accommodation required for a large model school, which is absolutely essential to the success of an establishment of this nature. It need scarcely be added, that the management of such an institution should be placed in the hands of men of high character, of great and various attainments, of devoted lives, uniting the maintenance of strict discipline with gentle manners and kindly dispositions.

2. Such, in rapid outline, is a Normal School. But why are such institutions needed amongst us? Few will ask the question. Few will require to be told, that while teachers are not

trained to their profession, as in every other art ; while " every teacher is left to work himself into any system he pleases, and just as he can, without guide or adviser, and serving an apprenticeship to *himself*, to cut and carve the persons, and minds, and habits of the children under his care entirely according to his own fancy ; while candidate-teachers have no model school to look at, far less a Normal Seminary to be trained in ;"* while this is so, education will be a name, and nothing more. Sound education has its source in the Normal School. The excellence of every school depends upon the qualifications of its teachers. If we wish to have good schools, we must have good masters ; and no means can be devised for securing a supply of such masters as we want apart from a training establishment. The mere knowledge requisite for teaching a school, the bare knack of communicating information to children, can scarcely be acquired elsewhere than in an establishment designed for these express purposes. But the moral attainments, the elevated character, the gentle manners, the arts of organising and maintaining the routine of a school, of preserving order without brutality, of winning children's affection and confidence ; these things, and more, how can they be expected to spring spontaneously into sudden being in the soured minds of bankrupt tradesmen or crippled artisans ? As the profession of a schoolmaster is second only in importance to the functions of the priesthood, so the Normal School can be postponed to no institution excepting the ecclesiastical seminary. We fear no contradiction of this statement ; and we cannot anticipate that they who would treat with most deserved ridicule the mere reference to a priesthood unpractised in virtue and ignorant of theology, will longer tolerate a race of schoolmasters untrained for their arduous calling. Mr. Joseph Kay, as the result of diligent inquiry on the continent and at home, thus writes : " But can we do without Normal Schools ? I might just as well ask, Can we do without teachers ? I see no difference between the questions. We can do with-

* Stow's Training System.

out them, certainly, if we are resolved not to educate the people. We may as well hope to educate the people by means of masters who have never been trained, as to educate them without schools. Or, if education consists in merely teaching to read and write, and forcing instruction into the child by means of the ruler and the cane, then we may do without Normal Schools. Or, if the profession of a schoolmaster is one for which *any one* is fitted, and to which *any one* may turn, as his last shift in the world for obtaining a decent maintenance, then we may do without Normal Schools. Or if it is impossible for a badly organised school to do harm, and most grievous harm, and to demoralise instead of improving youth, then we may do without Normal Schools. In fact, as long as we consider the education of the people a visionary scheme, on which none but enthusiasts speculate ; or as long as we doubt its being able to advance the cause of religion, morality, prudence, foresight, and order ; and as long as we regard it merely as a plaything wherewith to soothe and gratify the people, so long, assuredly, have we no need of Normal Schools. . . . Whilst we commit the education of the poor to a set of men so ignorant and low-minded as the majority of our present primary schoolmasters are, so long am I confident that, instead of advancing, we are positively retarding the moral progress of the people. . . . I think the establishment of Normal Schools of so much and such vital importance, that I cannot but consider that the efficiency of the education of our poor is wholly ruined, so long as we continue to supply our schools with masters like those who now conduct our schools."*

Such was the general character of Protestant schoolmasters, sketched, some three years back, by an intelligent person of the same religion. It is universally allowed, that in the interval a marked improvement has taken place ; but how has this improvement been effected ? Mainly by the influence of Normal Schools. A list appended to this paper gives the particulars of twenty-five Protestant Normal Schools in full operation.

* Education of the Poor in England and Europe.

ration in 1847. Since that time further establishments of this kind have been opened at Cheltenham and in South Wales, and several more are in course of erection. This, then, is what our separatist brethren have done, and are doing: what are *we* about? They have their thirty large Normal Colleges, with a thousand teachers constantly in training. We have—NOT ONE! Even the establishment of the Christian Brothers at Preston has been abandoned; and we are left without a single institution in England and Wales, where a young man, wishing to become a schoolmaster, can acquire the principles of his art; or where an actual schoolmaster, desirous of increasing his qualifications, may witness a good system of primary instruction in operation, and derive hints for the improvement of his own practice. The Irish Christian Brothers conducting schools in England have been fitted for their duties by a long and systematic training. Trained masters from the Irish Commissioners' Normal School in Dublin occasionally find their way into this country; and teachers brought up in Protestant training-schools have, after conversion, undertaken the charge of some of our schools. But it may safely be questioned whether there is in the whole of England and Wales one single native schoolmaster, born Catholic, who has received any regular adequate instruction in the performance of the most important duties entrusted to his care. This cannot be allowed to continue, unless we wish our schools to become a by-word and a laughing-stock.

An additional reason which renders it incumbent upon the Catholic body at once to bestir itself, and establish Normal Schools, is this:—a Normal School under inspection is an essential feature of the government scheme, to the full benefits of which Catholic schools are now admitted. If we have no Normal Schools under inspection, we shall ultimately forfeit the entire aid which the Committee of Council is willing to contribute towards the annual expenses of schools. The extent of this loss may be gathered from what the Protestants have already gained.

“At the present moment, at least two THOUSAND pupil-teachers have been apprenticed under the sanction of the Committee of Council on Education. This involves for the current year an expense to the country of 20,000*l.* for the stipends of pupil-teachers, and 8,000*l.* for the gratuities of the teachers who educate them. These stipends will rise, by the end of five years, in annual instalments, to 40,000*l.* It is probable that in September 1849, the number of pupil-teachers will be augmented to at least FOUR THOUSAND; in which case the immediate annual charge will be 56,000*l.* for stipends to the pupil-teachers and gratuities to the masters; which charge will increase, by annual instalments, to 96,000*l.* at the end of five years.

“The Committee of Council on Education have granted certificates to about FOUR HUNDRED teachers of elementary schools, involving a fixed annual charge (for their increase of salary) of not less than 8,000*l.*; which may, on an average, be expected to last fifteen years. If four hundred teachers, in like manner, obtain certificates in 1848-9, another annual sum of 8,000*l.* will be added to the education estimates.

“It is impossible to calculate the cost that will be occasioned to the government by their liberal proposals for supplying elementary schools with books. This cannot, however, be estimated at less than 10,000*l.* per annum.”*

Now all this we shall lose, over and above the assistance—which is most liberal—offered towards establishing and supporting Normal Schools. We shall lose it in this way. For the present, any master conducting a school, whether trained in a Normal Establishment or not, may, by passing the inspector's examination, entitle himself to a certificate of merit and augmentation of salary. But this is only a temporary indulgence, to be hereafter withdrawn, and certificates will be granted only to teachers who have been regularly trained. In order that a school may obtain pupil-teachers, one of H. M. inspectors of schools must be satisfied, by actual observation, that the master is

* Close on Co-operation with the Committee of Council.

competent for his office, and that his school is in all respects well conducted. The standard of qualifications will naturally be so arranged as to admit only properly trained masters. And so, without a Normal School, we shall have no pupil-teachers. Again, grants for the purchase of books are made only to such schools as have been built with aid from the parliamentary grant, or which are conducted by certificated masters, or which have apprenticed pupil-teachers. It will be years before we have any large number of schools built with assistance from the Privy Council: all the rest, forming the vast majority, having no certificated masters, and no pupil-teachers, will be cut off from grants for books and maps. So that, unless we establish Normal Schools, we shall still be practically excluded from participation in the public fund for education. When an ignorant prejudice excluded us, we cried amain against the injustice. Now that our fair claim has at length been allowed, let us not, for want of an effort, remain practically self-excluded.

But the case is even stronger than we have stated it. Justice to our schools demands the establishment of Normal Institutions. Several Catholic schools have already applied for pupil-teachers. The example will be followed by other schools, and, as we trust, with complete success. Now these pupil-teachers will be apprenticed upon the express understanding that, if their conduct and progress in learning continue to be satisfactory, they shall, at the expiration of five years, be received with an exhibition from government into a Normal School as Queen's scholars, and there complete their education in the art of teaching. If we have no Normal Institutions, if we are not resolved to establish one or more, how can we honestly allow our best primary schools to waste the time of their best scholars in the pursuit of a false expectation?

Again, considered merely in an economical point of view, it is impossible to maintain existing methods. In how many places do our schools drag on a miserable existence, a tax on the slender income of the priest, and a burden un-

willingly borne by his parishioners! The remedy is patent. The character of the schools must be raised. When this is done, the schools—really good schools then—liberally supported, will become a consolation and a help to the missionary, and the source of numberless recognised blessings to his people.

“There are schools already, which were badly attended before, and in which the penny per week was grudgingly and irregularly paid by the children, in which now it is a favour to be admitted, and two-thirds of the children are paying voluntarily and cheerfully threepence per week.

“Improve your article, and raise your price. Bad education has been a drug, and the parents who were wise enough to see this, might well consider it a favour to send their children. Make your education first-rate; make it a favour to admit the children; make them pay for it, and *the poorest can, and will do so*; and your schools will become, in a great measure, self-supporting, and a sound and permanent system will be established. Some persons may think this chimerical, theoretic, and speculative. Let them cross the border, and visit Scotland, and they will find it sober fact; and ere long, it is hoped and believed, that those who are going along with the present government plans, and endeavouring to improve upon them, will display similar results in this country.”*

That these results will follow upon the introduction into our schools of improved methods of education we confidently affirm, and could prove by examples which have already occurred in Catholic schools. But no general improvement can reasonably be anticipated save from a large supply of regularly trained masters, which we can secure by one means alone—the establishment of Normal Schools.

3. But these institutions being such, and so necessary, it remains to consider briefly how they may be introduced amongst us. The question is not a new one. It has long occupied the attention of those conversant with Catholic education. It has been brought before the Vicars Apostolic, and their Lordships

* Mr. Close.

have taken an important step in selecting the institute in France which they wish to adopt as the model of our own Normal Schools, and in which they desire a certain number of English youths to be trained, with the special object of fitting themselves to commence so grand an undertaking. The Superiors of the house in question enter heartily into the scheme, and promise to forward it by every means in their power. The Catholic Poor-School Committee is not backward to perform its part. It will willingly provide funds for the support of the novices at Ploërmel during the period requisite for their complete training; and it is engaged in looking out for suitable young men to recommend for appointment by the Bishops.

What more is wanted? Just, men and money. Men, to take a share in this labour of charity. Men, anxious to devote themselves, in religion, to the training of masters for Poor-Schools. For such persons the Committee is searching, and will be under obligations to any clergyman who will kindly communicate the names and circumstances of any promising candidates. At the end of this paper will be found a letter which has been addressed to those who offer themselves, detailing the particulars which it is thought desirable to call for. It is essential that the candidate should have given indications of a religious vocation: "He needs no small support from Christian faith and charity, for the successful prosecution of such a labour; and no quality can compensate for the want of that spirit of self-sacrifice and tender concern for the well-being of these children, without which their instruction would be any thing but a labour of love. . . . The men who undertake this work should not set about it in the spirit of hirelings, taking the speediest means to procure a maintenance at the least amount of trouble. A commercial country will always offer irresistible temptations to desert such a profession to those to whom the annual stipend is the chief, if not the sole motive to exertion. The outcast must remain neglected, if there be no principle which, even in the midst of a commercial people, will enable men to devote themselves to this

vocation from higher motives than the mere love of money."

Such are the sentiments expressed by Mr. Phillips Kay (now Mr. Kay Shuttleworth) and Mr. Carleton Tufnell in their Report to the Poor Law Commissioners on the Training School at Battersea. They convey, as plainly as Protestants could express it, the importance of securing the pious services of religious in the education of poor children. Of this sort are the men desired by persons of other religions, but found only in the Catholic Church, whom the Bishops will select as teachers of the Normal School.

But, besides men, we want money. When the training of our novices has been completed in Brittany, they will return to this country. And by that time, unless all the time, and trouble, and expense are to be worse than thrown away, a Normal College, such as we have described it, must have been erected for their reception. The cost will probably be considerable, since the institution must be complete of its kind; but the Catholic body, so numerous, if not very wealthy in proportion to its numbers, will not allow a design more essential to the spread of religion than any one church or any one religious house, to languish for want of funds. A scheme of such palpable beneficence will surely command the means necessary for its execution.

It may be asked, Will the government render assistance? We trust it will. We hope to experience as liberal treatment as has been shewn to the National School Society and the British and Foreign School Society. But if not, if the lingering remains of an antiquated prejudice, if a misunderstanding of our use of the term, "religious," if the idle or malicious tales of credulous or designing men should operate to induce the government to pause ere it promise aid to our Normal School; what then? Then, convinced as we are of the excellence of our plans; trusting, as we do, in the judgment of our Bishops, and confident of the cordial co-operation of the Catholic body, we will proceed, unaided, to establish a Religious Normal School from our own resources.

Some years back, the education of pauper children in workhouses was grievously neglected, and it became obvious to intelligent individuals that the peculiarity of their circumstances required a peculiar class of masters, specially trained for their instruction. To provide such a class of masters there was need of a Normal School. Government, blind to the want, declined to take up the matter. Was it, on that account, allowed to drop? By no means. Two liberal-minded men determined to establish the required Normal School at their own cost, trusting that the results of its establishment would draw support from government and the public. These men were Mr. Kay Shuttleworth and Mr. Tufnell. In the Report already quoted, these gentlemen say: "We cherished the hope that on this plan a Normal School might be founded for the training of the teachers to whom the schools for pauper children might be usefully committed. The period seemed to be unpropitious for any public proposals on this subject. We were anxious that a work of such importance should be undertaken by the authorities most competent to carry it into execution successfully, and we painfully felt how inadequate our own resources and experience were for the management of such an experiment; but after various

inquiries, which were attended with few encouraging results, we thought that, as a last resort, we should not incur the charge of presumption, if, in private and unaided, we endeavoured to work out the first steps of the establishment of an institution for the training of teachers, which we hoped might afterwards be entrusted to abler hands. We determined, therefore, to devote a certain portion of our own means to this object, believing that, when the scheme of the institution was sufficiently mature to enable us to speak of results rather than of anticipations, the well-being of fifty thousand pauper children would plead its own cause with the government and the public, so as to secure the future prosperity of the establishment."

And how did the experiment succeed? In a very short time the establishment, thus founded by two private individuals at Battersea, was in receipt of a liberal grant from government; it was speedily taken into connexion with the National School Society; and it is now one of the most flourishing Normal Schools in Great Britain. If the promise of a government grant should be refused to our Normal School, we cannot do better than follow the excellent example of Mr. Kay Shuttleworth.

LIST OF PROTESTANT NORMAL SCHOOLS.

The following is as accurate a List of the present Normal Institutions in England and Wales as we have been able, from accessible sources of information, to draw up. The figures to which asterisks are affixed denote the number of Schoolmistresses.¹

	Number in training.	Accommodation.
I. Under the direction of the National Society.		
St. Mark's, Chelsea	72	75
Whitelands, Do.	54*	74
Battersea	72	80 (ab
Westminster	146	146
II. In connexion with the Establishment.		
Canterbury	4	4
	4*	6*
York and Ripon	36	36
	9*	20*

¹ Practical Remarks on Popular Education. By H. P. Hamilton. London, 1847.

List of Normal Institutions in England and Wales—*continued.*

	Number in Training.	Accommodation.
In connexion with the Establishment— <i>continued.</i>		
Durham	13	20 ¹
Winchester	19	19
Chichester	10	13 ²
Do. at Brighton	11*	16*
Exeter	19	20
Gloucester and Bristol	6	12
Lichfield	26	26
Lincoln	1	No limit. ³
Landaff	2	No fixed number.
Norwich	2*	3
Oxford	7*	7*
Do. at Kidlington	14	28
Salisbury	6*	40*
Chester	26*	30
Do. at Warrington	41	70 ⁴
Do. at Warrington	20*	35*
III. Not in connexion with the Establishment.		
British and Foreign Society	103	103
Brecon Normal School	28	28
Home and Colonial Infant School Society	156	156
Total	910	1067 ⁵

¹ When the new buildings are completed; and, if necessary, 5 or 6 more. See Mr. Moseley's List, M.C.C. 1846, p. 214.

² A building is likely to be erected for 20 or 25 pupils.—*Ib.*

³ The school, which is for the middle classes, with a training department attached, will accommodate 60 boarders.—*Ib.*

⁴ If the commercial scholars were excluded, there would be room for 110.—*Ib.*

⁵ If to these were added the 40 which Chester is capable of receiving, we should have, altogether, 1100.

LETTER TO CANDIDATES FOR THE NORMAL SCHOOL.

November, 1848.

SIR.—In order to secure a fair consideration of your wish to be sent, at the expense of the Catholic Poor-School Committee, to a Religious Training School in Brittany, with the view of fitting yourself to assist in the formation of a similar establishment in England, I request you to furnish me with answers to the subjoined questions:—

1. What is your name, in full?
2. What is your age?

3. What is your usual place of residence?
4. Where were you educated, and under what teachers?
5. At what age did you leave School, and how have you been employed since that time?
6. It is essential that candidates should read with fluency and correctness; should write a neat hand with accurate spelling and punctuation; and should possess a thorough knowledge of arithmetic. In addition to the

above acquirements, you will please to state what progress you have made in

- a* English Grammar,
- b* English Composition,
- c* English History,
- d* Geography,
- e* Popular Astronomy,
- f* Book-keeping,
- g* Geometry,
- h* Mechanics,
- i* Levelling,
- j* Mensuration and Land Surveying,
- k* Algebra,
- l* Vocal Music,
- m* Drawing from models,
- n* Ancient and Modern History,
- o* French or other Modern Language,
- p* Latin, Greek, or Hebrew.

7. Have you ever suffered from any illness which, so far as you know, has injured your constitution?
8. Are you aware of any cause which is likely to prevent you from devoting yourself in Religion to the training of Masters for Poor-Schools, and is it your desire so to devote yourself?

It will be desirable for you to have your answers to the above questions attested by the signature of your Spiritual Director, or some other Priest well acquainted with you.

You are further requested to place

in my hands the following documents:—

- A* A certificate of your baptism.
- B* A certificate from your Director, stating that you have been regular in the performance of your religious duties.
- C* A certificate from your former teachers, or from the Priest or other respectable persons connected with the school where you were brought up, stating that you are apt both to learn and to teach, and morally qualified for the instruction of others.
- D.* A certificate from your medical attendant, stating that you are not labouring under any complaint calculated to disable you from undertaking the duties of a School Teacher.

You are likewise requested to mention the names and addresses of two gentlemen, clerical or lay, from whom any other information respecting you, which it is thought proper to ask for, may be obtained.

If your papers are considered satisfactory, they will be submitted to the Bishops for their decision respecting your appointment.

I enclose a duplicate of this letter, which you are at liberty to return to me, with written answers to the series of questions numbered 1 to 8.—I am, Sir, yours faithfully,

SCOTT NASMYTH STOKES.

Note.—Since the above remarks were in type, we have met with the testimony of an impartial witness, who broadly asserts that Normal Schools, whether Catholic or Protestant, must, from their nature, be in some sort MONASTIC, or, as Catholics say, RELIGIOUS. M. Victor Cousin, in his *Report on the State of Public Instruction in Prussia*, as translated by Mrs. Austin, writes: "Prussia contains Normal Schools for Catholics, for Protestants, and, again, others where pupils of both communions are admitted. Generally speaking, the Catholic Normal Schools, though not lax, are less austere in their discipline than the Protestant. The latter are almost excessive in the rigour of their discipline—if, in a numerous boarding-school of young men from sixteen to twenty-two, it were possible to be too rigorous. Experience has shewn that young men taken from the lowest classes, and not yet divested of a certain coarseness, cannot with impunity be shut up together for two or three years, UNLESS A STRONG RELIGIOUS SPIRIT PERVADE THE SOCIETY, and a vigorous discipline keep them constantly to their duties. THE RULE OF SUCH SOCIETIES IS CONDEMNED TO BE SOMEWHAT MONASTIC and military; and this is, to some extent, the character of the discipline of the Normal Schools of Prussia." With these and the like facts and opinions staring them in the face, we cannot believe that the clever persons by whose advice Ministers direct their educational measures, will condescend to truckle, whether to bigotry or to jealousy, so far as to refuse assistance to Catholics in establishing that sort of Normal School which *they* know to be the best.

Return of the Collections

APPOINTED

BY THE RIGHT REV. THE VICARS APOSTOLIC

TO BE MADE

FOR THE CATHOLIC POOR-SCHOOL FUND

IN EVERY CHURCH AND CHAPEL THROUGHOUT ENGLAND AND WALES.

1848.

A wish has been very generally expressed for information respecting the sums realised by the general Collection which the Bishops have ordered to be made annually on behalf of the Catholic Poor-School Fund. In compliance with this desire, the following Return is printed here in preference to the Committee's Annual Report, where the Collections will appear amongst other contributions.

CONGREGATIONAL COLLECTIONS IN THE LONDON DISTRICT.

	£	s.	d.		£	s.	d.
Acton	1	9	7	Hampstead	22	11	4½
Arundel				Highbridge	0	10	0
Bermondsey	7	12	6	Hastings	0	19	4
Brook Green	0	10	0	Horsham			
Buckland	4	9	0	Isleworth			
Brentwood				Islington	7	18	6
Brockhampton (Havant)	3	0	0	Ingateston Hall	4	0	0
Burton Green	2	6	0	Jersey (Isle of) English			
Brompton	1	0	0	French			
Brighton	21	4	6	Kensington			
Burton Park				Kentish Town			
Clewer Green	6	15	2	London—			
Chelmsford	2	7	1	St. Mary, Moorfields	9	1	1
Colchester	0	15	6	German Ch., St. Boniface			
Canterbury	0	6	9	Virginia Street	1	0	0
Cale Hill	1	17	0	Sardinian	12	0	6
Chelsea	19	16	4	SS. Peter and Paul	5	0	4
Clapham				St. Patrick	10	1	6
Crayford	0	16	0	Bavarian	25	18	10
Croydon				Spanish	29	13	8
Cowes (Isle of Wight)	3	7	0	St. George	38	10	10
Deptford	2	8	0	Westminster			
Dover	2	13	6	Margate	2	12	10
East Hendred	2	10	8	Midhurst			
Epsom				Newport (Isle of Wight)	2	0	0
Fulham	0	18	0	New Hall			
Greenwich	4	0	0	Old Hall	2	16	2
Gosport	1	10	6	Portsea			
Gravesend				Pylewell	2	3	8
Guildford	2	10	0	Poplar, St. Mary	5	2	6
Guernsey	5	0	0	Ryde (Isle of Wight)			
Hackney	5	10	0	Richmond	7	12	0
Hammersmith	8	15	0	Reading	6	6	0

	£	s.	d.		£	s.	d.
Ramsgate	12	8	4	Tottenham	1	0	0
Somers Town	16	12	0	Tunbridge Wells	1	9	0
St. John's Wood	41	9	0	Wandsworth and Wimbledon	5	11	6
Stratford				Woolwich	4	0	0
Swanmore				Woolhampton	3	3	9
Southampton	4	6	6	Winchester—			
St. Alban's				St. Peter's	6	3	0
Sheerness	1	9	0	The Convent			
Shepherd's Bush				Witham			
Slindon House	10	0	0	Weybridge	5	6	0
Thorndon Hall	0	15	0	West Grinstead	0	17	6
Tichbourne	3	10	0	Walthamstow	0	12	6

CONGREGATIONAL COLLECTIONS IN THE CENTRAL DISTRICT.

	£	s.	d.		£	s.	d.
Abbots Salford	1	4	0	Hathersage	3	10	0
Acton Burnell	2	12	6	Haunton Hall			
Aldenham and Clee Hills	1	9	6	Hethe			
Alton	2	13	1	Heythorpe	1	2	0
Alton Towers	5	7	0	Hinckley	3	5	0
Ashbourne				Holt			
Ashley	0	13	6½	Husbands Bosworth	4	14	0
Aston Hall (<i>see Stone</i>).				Kenilworth	3	0	0
Atherstone	0	5	4	Kidderminster	1	14	8
Baddesley				Leamington Priors	8	11	6
Banbury	6	16	6	Leek	2	7	6
Barrow Hall (<i>see Derby</i>).				Leicester			
Bilston	5	0	0	Lichfield	2	15	0
Birmingham—				Little Malvern			
St. Chad	16	17	0	Longton, Lane End			
St. Peter	9	0	0	Loughborough	0	14	6
Convent	3	2	7	Madeley			
Bloxwich				Mawley			
Brailes	1	0	0	Melton Mowbray	0	10	0
Brewood	8	8	0	Moseley (<i>see Wolverhampton</i>).			
Broadway	0	19	2	Mount, St. Mary			
Caverswall Castle	2	0	0	Newark	2	0	0
Cheadle	2	2	0	Newcastle-under-Lyne	2	0	0
Chipping Norton	1	5	0	New Mills			
Clee Hills (<i>see Aldenham</i>).				Nottingham	14	0	0
Cobridge				Nuneaton	0	19	0
Colston (<i>see Eastwell</i>).				Oscott			
Coventry	3	0	0	Oxford	3	2	0
Coughton Court	6	10	0	Plowden	3	0	0
Creswell	7	0	0	Princethorpe	7	12	6
Derby and Barrow Hall	8	2	3	Radford	3	10	0
Dudley	5	16	2	Ratcliffe			
Eastwell and Colston	2	2	0	Redditch	2	12	6
Erdington	7	5	0	Rugby	1	5	0
Fordham				Rugeley	3	10	10
Foxcote	1	0	0	Salter's Hall	3	11	4
Glossop	3	14	0	Sedgeley			
Grace Dieu Manor				Sedgeley Park	6	0	8
Grafton	6	3	0	Shepshed			
Great Haywood				Shrewsbury			
Hampton Cottage	1	9	4	Solihull	2	17	0
Hanley	2	10	6	Spetchley	2	11	0
Harvington Hall				Spinkhill	4	4	0
Hassop	3	0	0	Stafford	4	0	0

	£	s.	d.		£	s.	d.
Stanbrook	4	0	0	Uttoxeter	1	14	0
St. Benedict's Priory				Walsall	5	0	0
St. Bernard	1	0	0	Wappenbury			
St. Mary's Vale	0	12	6	Wellington			
Stoke-upon-Trent				West Bromwich			
Stone	5	0	0	Whitwick	0	13	0
Stonor				Wingerworth	3	4	0
Stourbridge	2	6	8	Wolverhampton and Moseley	17	6	10
St. Wilfrid	3	0	0	Woodlane	1	14	0
Sutton Coldfield	2	2	6	Wootton House	10	0	0
Swynnerton Park	4	12	0	Worcester	8	3	0
Tamworth	2	0	0	Worksop	4	14	0

CONGREGATIONAL COLLECTIONS IN THE EASTERN DISTRICT.

	£	s.	d.		£	s.	d.
Aylesbury				Lincoln	3	14	0
Aston-le-Walls	1	17	6	Market Raisen	5	3	6
Barton-on-Humber	1	5	0	Norwich—			
Boston	1	17	11	St. John	2	5	0
Brigg	5	0	0	Holy Apostles	4	5	6
Bury St. Edmunds	3	4	3	Northampton	2	4	6
Bungay				Osgodby	0	16	6
Cambridge	3	2	3	Oxburgh	1	11	0
C sey	3	11	6	Peterborough			
Coldham Cottage	1	0	0	Shefford	2	17	9
Great Marlow	1	0	0	Sawston Hall	1	0	0
Grantham	1	8	0	Stamford	1	13	0
Hainton				Stoke by Nayland	5	5	0
Irnham Hall	3	0	0	Thetford	1	9	0
Ipswich				Weston Underwood	3	13	6
King's Cliff				Weedon Barracks			
Louth	3	5	7	Yarmouth	1	0	0
Lynn Regis							

CONGREGATIONAL COLLECTIONS IN THE LANCASHIRE DISTRICT.

	£	s.	d.		£	s.	d.
Altringham				Chester	5	16	0
Aigburth	2	2	5	Congleton	1	10	6
Alston Lane	2	12	8	Crewe	1	10	0
Appleton				Chipping	3	3	0
Ashton-in-the-Willows	2	12	0	Chorley	3	6	4
Aughton	0	5	0	Cloughton	6	7	10
Birkenhead	10	1	6	Clayton Green	2	10	0
Bollington	1	0	0	Clitheroe	3	0	0
Barton-on-Irwell	1	8	6	Cottam	8	11	0
Bedford Leigh				Croft			
Billington				Castleton (Isle of Man)			
Birchley				Douglass			
Blackbrook	1	0	0	Dukinfield			
Blackburn	6	6	2	Edgley	3	5	0
Bolton-le-Moors—				Enfield	6	10	0
Pilkington Street	4	8	6	Euxton	2	4	0
St. Mary	1	0	0	Fernyhalgh	7	10	0
Bootle	1	10	4	Fleetwood-on-Wyre	3	17	6
Brindle	1	5	2	Formby			
Brown Edge	1	0	0	Garstang	6	3	0
Burnley	8	0	0	Gillmoss	5	7	9
Burscough Hall	10	0	0	Goosnargh	1	4	0
Bury	2	12	0	Great Crossby	3	16	6

	£	s.	d.		£	s.	d.
Great Eccleston	6	2	4	Osbaldeston	3	10	0
Horton Hall	3	0	0	Puddington	0	18	7
Hindley				Pleasington Priory	1	0	0
Hornby				Portico	0	18	4
Ince Hall	8	0	0	Poulton-in-the-Fylde	5	9	0
Lancaster	20	10	6	Preston—			
Lea	1	0	0	St. Wilfrid	12	12	0
Lea House				St. Ignatius	3	0	0
Leyland	0	13	0	St. Mary			
Liscard	3	5	0	St. Augustine	7	5	0
Little Crossby	4	17	6	Runcorn			
Liverpool—				Rainhill	6	14	0
St. Nicholas	36	0	0	Rawtenstall	2	12	0
St. Patrick				Rixton			
St. Mary	7	7	0	Rochdale	2	2	6
St. Peter	16	18	1	Staly Bridge			
St. Anthony	10	11	0	Samlesbury	2	7	0
St. Ann				Salford	4	14	0
St. Joseph	5	10	0	Scarisbrick Hall			
St. Francis Xavier				Scorton	3	10	0
Lydiate				Southport	3	5	0
Lytham	10	10	0	South Hill	3	7	10
Macclesfield	2	2	10	Standish Hall	0	15	1
Manchester—				Stydd Lodge	0	12	6
St. Augustine				St. Helen's			
St. Chad				Stonyhurst College	3	0	0
St. Mary	7	10	0	Thurnham	4	0	10
St. Patrick				Ulverston	1	7	0
St. Wilfrid	5	10	0	Warrington	4	2	6
Mawdesley				Weld Bank	1	8	0
Nantwich				Wigan—			
Neston and Park Gate	1	12	6	St. John	11	3	6
Netherton	3	1	2	St. Mary	3	4	0
Newsham				Willows, Kirkham	7	0	0
Oak Hill	12	12	0	Woolston	2	2	6
Oldham	5	0	0	Woolton-Much	9	9	6
Ormskirk				Wrightington Hall			
Orrell	3	2	0	Yealand	5	17	6

CONGREGATIONAL COLLECTIONS IN THE YORK DISTRICT.

	£	s.	d.		£	s.	d.
Aberford	3	0	0	Egton Bridge			
Aiskew	1	1	0	Everingham—			
Allerton Park	6	1	9	Offertory Collection	9	13	6
Ampleforth College	0	9	6	Congregational Collection	5	10	0
Barnsley	8	2	6	The Grange	1	10	6
Beverley				Halifax	0	11	0
Bishop Thornton	2	9	6	Hazelwood Hall	15	0	0
Bradford	6	1	0	Hedon	5	12	0
Brandsby Hall	2	5	6	Holme	5	10	0
Brough Hall	6	0	0	Hornby Castle			
Broughton Hall	8	2	6	Huddersfield	3	3	2
Burghwallis				Houghton Hall—			
Carlton	2	5	0	Offertory	7	2	0
Clare, St., Convent	12	0	0	Congregational Collection	20	2	7
Clifford	4	0	0	Hull	13	12	0
Crathorne, cum Osmotherly				Keighley	0	7	0
Dewsbury	1	10	0	Kilvington	5	16	0
Doncaster	5	0	0	Knareborough	5	18	9
Easingwold	1	0	0	Lartington	0	17	6

	£	s.	d.		£	s.	d.
Lawkland	4	16	6	Rotherham, with Masbro'			
Leeds—				Scarborough	18	7	9
St. Ann	10	16	4	Selby	1	10	0
St. Patrick	1	18	0	Sheffield	15	13	6
Leyburn	2	4	6	Skipton	0	17	6
Linton-upon-Ouse	3	0	0	Stockeld Park	8	7	0
Malton	0	19	9	Ugthorpe	10	0	0
Marton	1	10	0	Wakefield	2	9	0
Middlesbro'-on-Tees	2	16	6	West Witton			
Masbro'				Whitby			
Myddleton Lodge	2	4	0	Wycliffe	4	15	0
Pontefract	2	2	1	Yarm	1	15	5
Richmond	11	0	0	York	18	14	6

CONGREGATIONAL COLLECTIONS IN THE NORTHERN DISTRICT.

	£	s.	d.		£	s.	d.
Alnwick	2	12	0	Hexham	2	15	0
Amble	0	11	0	Kendal	6	6	10
Barnard Castle	3	12	0	Longhorsley	0	19	0
Birtley	4	0	0	Maryport	3	4	0
Bishop Auckland	2	15	6	Minsteracres	1	10	0
Brooms	4	18	2	Morpeth	1	14	6
Bellingham	1	10	0	Newcastle-on-Tyne—			
Berwick-on-Tweed	4	9	9	St. Mary	20	15	0
Biddleston				St. Andrew	7	10	0
Carlisle	5	0	0	North Shields	5	2	0
Cockermouth				Penrith	0	8	9
Croxdale Hall	2	12	6	Stella	5	0	0
Callaly Castle	2	13	0	Stockton-upon-Tees	5	0	0
Cheeseburne Grange				Sunderland	10	0	0
Cowpen	2	7	0	Swinburn Castle	0	16	0
Durham	6	0	0	Thropton Hall	1	6	0
Darlington, St. Augustine	10	5	0	Ushaw College			
Esh Laude	8	10	0	Warwickbridge	3	0	6
Ellingham	1	8	0	Whitehaven—			
The Felling				St. Gregory			
Felton Park				St. Mary			
Hartlepool	8	0	0	Wigton			
Houghton-le-Spring	3	0	0	Workington	2	0	0
Hutton House				Wooler	1	2	0
Haggerstone Castle	10	0	0				

CONGREGATIONAL COLLECTIONS IN THE WELSH DISTRICT.

	£	s.	d.		£	s.	d.
Abergavenny	10	0	0	Monmouth	7	2	8
Aberystwith	0	8	6	Milford			
Brecon	3	0	0	Newport	5	18	10
Bangor	5	13	6	Pontypool and Aberstychan	1	13	0
Courtfield	1	10	6	Nant-y-glo	0	6	6
Chepstow	17	0	0	Pater and Tenby	3	15	0
Coedangred	2	10	8	Rotherwas			
Cardiff	3	8	3	Swansea	4	7	0
Dowlais	1	0	4	Talacre Hall	7	11	6
Hereford	4	17	8	Uske	0	8	7
Holywell	4	14	0	Weobley	1	3	6
Llanarth Court	7	0	0	Wrexham	7	17	6

NOTICES.

Owing to changes in the Ecclesiastical Government of the Western District, the Collection was not made there until late in the autumn. The result will be published on a future occasion, together with any further payments from the other Districts.

An intelligent Correspondent, from whom we shall always hear with pleasure, calls attention to the circumstance, that the editions now on sale of the Irish Commissioners' Lesson Books, particularly the 2d, 3d, and 4th, are inferior to the original issues in care and judgment. The 1st and 5th Lesson Books have undergone **no** change, and are as good as any of their kind. He adds, "If my advice could have any weight, I would strongly press upon you the necessity of compiling at once, without delay, a series of Reading Books for your own schools. . . . There is a small history, 'Outlines of English History,' compiled by one of the nuns of the Ursuline Convent in Waterford, which would perhaps suit as a Reading Book for the senior classes. It is published by Duffy, price 2s." In reference to this subject, it may be well to observe, that the list of books given in No. 2 is an exact transcript of a printed form which every applicant for books at reduced prices has to fill up, and must not be understood to imply that the Committee guarantee the contents of the "Scripture Lessons." There is nothing to warrant such an inference, which is the opposite of the fact.

An **IMAGE** of our Blessed Lady, about 2 ft. 2 in. in height, is ready for presentation to schools, on the condition stated in page 16. A larger figure, for the same purpose, is in preparation by a talented Catholic artist.

A General Meeting of the Catholic Poor-School Committee will be held on December 12th, and the following days. Grants of money made at this meeting will be notified to applicants as speedily as possible; but as the claims for aid exceed eighty in number, some indulgence may fairly be asked for.

Subscriptions and donations will be thankfully received by any member of Committee and by the Secretary; or they may be paid into the London Joint-Stock Bank, 69 Pall Mall, London, to the credit of the Catholic Poor-School Fund.

The "Catholic School" will be forwarded, without charge, to the Catholic clergy in England and Wales, and to every subscriber of 1l. and upwards to the Catholic Poor-School Fund. It is also on sale throughout the kingdom.

Communications may be addressed to the Editors, at 18 Nottingham Street, Marylebone, London.

The CATHOLIC SCHOOL, Nos. I. and II., price 3d. each, may be had of MR. BURNS, and all Booksellers.

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THE
Catholic School.

No. IV.—JANUARY 1849.

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The CATHOLIC POOR-SCHOOL COMMITTEE grant money towards building and sup-
porting schools in need of assistance. All applications for aid must be made on
printed forms, which may be obtained from the Secretary, to whom communications
for the Committee should be addressed.

Grants of money are made at meetings of the whole Committee only, which are
held twice a-year for that purpose.

The Committee feel pleasure in assisting all schemes conducive to the extension
or improvement of Catholic education.

Applications for aid, received before 1st June 1849, will be brought before the
next General Meeting of Committee.

Form of Bequest to the Catholic Poor-School Committee.

I give and bequeath to the Hon. Charles Langdale, or other the Chairman for the
time being of the CATHOLIC POOR-SCHOOL COMMITTEE, whose receipt shall be a
good discharge to my executors, the sum of £ _____, to be paid exclu-
sively out of such parts of my personal estate as I can by law charge with the pay-
ment thereof; and to be applied under the direction, and to promote the charitable
objects of the said Committee, or such of them as are not contrary to the true intent
and meaning of the statute 9 George II. c. 36.

The Catholic School.

No. 4.

January 1849.



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MUSIC IN PRIMARY SCHOOLS.

35 Golden Square, Jan. 5, 1849.

"MY DEAR SIR,—Allow me to call your attention, and, through you, that of the Catholic Poor-school Committee, and indeed of the Catholic body in general, to the importance of introducing music more effectually into our system of education. In the first place, it is being almost universally introduced into Protestant poor education; and I think it quite a duty for us to keep pace with this to the full extent of our power. And in the case of an agreeable and attractive accomplishment, it is easy to see how important it is for us not to allow hostile schools to possess any advantage.

2. It is a recreation and relief to the scholars amidst the duties of the day. It will often attach those to the school who feel little relish for its more assiduous occupations.

3. By teaching all the boys music, we prepare the germs of good church choirs, and may indeed supply all our choirs with singers, available on holydays as well as Sundays, who can sing good plain church-music by

note. And for congregational singing at Vespers, Benediction, and even Mass, we should have a body of fresh, well-trained voices, which it would be a happiness to hear echoing through the house of God, instead of the languid and timid way of the few which now form all that we can call congregational music. Any one who has heard the school-singing at Mass in Cologne cathedral, or the congregation singing in any German church, will feel the weight of this motive. There is no choral music that can compare with it for devotional effect.

4. There is another important advantage arising from this musical training in our schools: its influence on the scholars. Music is of itself a humanising and refining art; and it makes a way to the better feelings, and often even softens where other educational resources fail. A very experienced teacher of music in classes,—one well known to all Europe,—observed to me, that he had found music to be for the poor what mathematics are for more cultivated minds: it promotes mental order

and habits of reasoning. And, in fact, the necessary attention which it excites and keeps up, to accuracy of time, nicety of intervals, exact value of every mark, and the feeling which it imparts for harmony, understood as well as relished, are sure to make a good impression on the mental faculties, and to aid in their training.

If I could find leisure to look personally after the introduction of this noble science into all our poor-schools, I should consider time and pains well spent upon the task. As it is, I think it best to recommend the subject strongly to the attention of all who labour for the education of the poor. Any reasonable pecuniary sacrifice for the object will be well bestowed. In several of the schools in London, especially in those of the Associated Charities, the experiment has been for some time most successfully carried on under the superintendence of Mr. Crowe; and I think that the Committee of that excellent charity have gained an additional title to confidence and regard, by the zeal with which they have taken up the matter.

Mr. Crowe's method seems to me excellent, and most certain of success. It leaves nothing to rote or to ear, but secures every step solidly, as it advances; and his scholars are sure to become musicians; that is, to sing entirely by time and by note, and before long to *read* with ease. It is a pity that his value is not better known, and his services not more extensively commanded. Let us, however, hope that before long every school will be a choir, where, of the children it may be said, *et in ore eorum dulcis resonabat sonus*.

I am, &c.

✠ N. WISEMAN.

S. N. Stokes, Esq.

Our readers, with us, will feel the deepest interest in the foregoing letter from the Right Rev. Dr. Wiseman. Our arguments or assertions are not needed to add weight to his Lordship's words; but we are nevertheless anxious to append a few remarks, if only to shew sympathy in an effort, the success of which we believe to be essential to any thing approaching to a complete system of education. A letter from Mr. Lambert, in another page, will shew that the necessity of promoting music in schools is being felt throughout the kingdom; and an excellent article in the *Rambler* for January, 1849, affords additional evidence of the fact, and throws much light upon the subject.

What we have to say amounts briefly to this:—1. The study of music is an essential element in education. 2. We have at this moment in our hands the means of introducing this important study into our schools. 3. The means required to effect this object are neither elaborate nor expensive.

1. "The salutary effect of musical studies on the young mind has been an axiom in education since the days of Lycurgus." What is so universally allowed, we have not the inclination or the space to prove. "*Le chant élève l'ame, et touche le cœur: il est une partie integrante du culte, et un divertissement pour le peuple. Il sera donc un moyen puissant d'éducation dans toutes les écoles primaires.*" Such are the instructions in the *Manuel de l'Inst. Prim.*, c. vii. art. 1, addressed to the teachers throughout France. "*Mais il faut remarquer surtout l'enseignement musical,*" says Cousin, speaking of the Normal School at Weimar; "*c'est là que se révèle le génie musical et religieux de l'Allemagne.*"—*Rapport*, p. 55. Every pupil in the day-school sings; every master plays on that most difficult and magnificent of all musical instruments, the organ.* Thus it is throughout Germany and Switzerland. In the common district schools the children are as much expected to read, write, and perform music, as to read, write, and recite any other lesson. And the same diligent attention employed in teaching children to *read* correctly will, in ninety-nine

* Wyse on Education Reform.

cases out of a hundred, teach them to *sing* with tolerable proficiency.

2. How, then, can music, this integral part of education, be rescued from unmerited neglect, and restored to its proper place in our schools? The means are at hand. Mr. Crowe, the teacher of whom Dr. Wiseman speaks so highly, has been for some months past, and still is, employed in teaching vocal music (of instrumental music we say nothing here) in the schools of the Associated Catholic Charities of London. He is most anxious to continue his work; and a small amount of combined assistance will enable him to do so. Hitherto the Bishop has more than fulfilled his promise of assistance, and has mainly supported the attempt. What is now required is, that a certain number of our larger London schools,* say six, should agree in securing the services of Mr. Crowe for twelve months. This will reduce the charge upon each school, which may be still further lessened by the admission of superior pupils, at comparatively high rates of payment, to the music classes only, and will enable Mr. Crowe to carry forward his pupils to a satisfactory point. He will, we believe, be ready to exhibit the result of what has already been done to the clergy or other managers of schools who take an interest in his work.

3. But these means, it is clear, will be but partial and temporary; nevertheless, they will not be without effect ultimately upon the general condition of our schools; for Mr. Crowe follows the genuine method of Wilhelm, of which one of the chief excellences is, that it lays hold of the monitorial system, and employs it in teaching singing. How many—we trust all—of our large schools are about to be furnished at Government expense with Pupil-teachers or apprenticed monitors? Let us suppose that each of the six schools under Mr.

* We can see no reason for confining this movement to Poor Schools. We trust that the Middle School, now happily opened at 6 John Street, Bedford Row, and indeed that every institution for the education of Catholic youth, whether private or public, will be found provided with singing classes.

Crowe's instruction enjoyed the services of five of these Pupil-teachers, who were employed as monitors in teaching their classes to sing. Then it is plain, that at the end of their apprenticeship, the Catholic body would gain the no small advantage of thirty young men well qualified as school-teachers, not only in the more ordinary branches of education, but in music also. Catholic schools would acquire thirty good teachers, Catholic churches would gain thirty choir-masters. Meantime the Catholic Normal School will have been established, and the same method diffusing itself from this centre, will spread through the kingdom, until every schoolmaster is qualified to teach what every school-child will then be found competent to learn, vocal music.

But in this scheme a necessary preliminary is the publication of books. Under Mr. Hullah's hands, the method of Wilhelm has been so tampered with, as to lose its monitorial character, with, perhaps, some other excellences. These must be restored; and it is believed that improvements especially demanded in a country where music has fallen into general desuetude, may be introduced. It is cruel work to set a master to instruct without the proper implements. It is fair neither to teacher nor scholar. The labour of both is half lost for want of facilities in communicating and retaining instruction. An elementary method must, of necessity, be published, if we wish music to become a *permanent* part of education; and, in addition, we must be furnished with proper collections of songs and hymns. In music, as in reading, in order that the cultivation of it may produce good fruit, the mind must be furnished with good seed. A little combination will render every thing easy of attainment. Secure for such musical publications as are required a remunerative circulation, and forthwith the publications will appear.

We shall be glad to receive and to publish communications on this subject from any who are desirous of co-operating, either by advice or in more substantial ways.

WHAT CAN WE GET FROM GOVERNMENT?

NOTWITHSTANDING all that has been said and written during the past months respecting "Government assistance" and the "Parliamentary Grant," it cannot be questioned that many managers and teachers of schools have mastered but a confused notion of the meaning of those terms; while some perhaps have scarcely heard of the "Minutes of 1846," or the benefits to which they are entitled under them. Misconceptions, as grave as they are groundless, not seldom pass current among us; nor perhaps is it unnatural that they who for ages have suffered little better than pillage and persecution, and to whom toleration is almost a novelty, should at first suspect fraud in the proffered boon, and be slow to believe that they have at length obtained, at least partially, the justice they so long demanded in vain. Nevertheless we would entreat our readers to be cautious in crediting, without inquiry, the flitting rumours of society; and rather to act upon that great principle of English jurisprudence, that every man is to be believed innocent, until he has been proved guilty.

An example will illustrate our meaning. At a late social gathering of the friends of education in Lancashire, great consternation was caused by a report that a Yorkshire priest, who had applied to the Committee of Council for aid in building a school, was forced to abandon his claim in consequence of technical objections raised at the Council-office. Investigation was instituted, and the result has been an emphatic declaration from the excellent priest in question, that he "regretted the misunderstanding which had caused so just an alarm," and that, "so far from having any grounds for supposing, from any correspondence between himself and the Board, that there is any intention of encroaching, he has uniformly met with every respect and attention, and no ground of dispute of any kind has arisen." It was all a mistake, arising from a conversation regarding the proceedings of the Irish Commissioners—a matter totally distinct from the subject in hand.

Again, we were informed by a clergy-

man in the county of Durham, of a rumour that some priests in the south had returned the sums received from Government, in consequence of the regulations being incompatible with the arrangements of a Catholic school, and the uses to which schoolrooms are wont to be applied. This rumour actually prevented (though we trust only temporarily) an application being made to the Committee of Council for a building grant; and yet it was totally unfounded, since no sums of money have as yet been received for any Catholic school, and none consequently can have been returned. As to the reasons of this alleged return, it may be relied on that the Bishops will not be consenting parties to any regulations of the character described. We are not recommending a blind confidence or rash reliance upon persons in power. There is no transaction of life in which vigilance is out of place, and in a singular degree must it be exercised where worldly influence and wealth are brought in contact with matters involving religion. It is not caution or prudence that we deprecate. It is a rash judgment, a baseless suspicion, injurious chiefly to those who entertain it. This is something widely different from a careful consideration of every fresh step in a strange situation, and a prompt exposure of every cause of alarm. If the promoters and managers of schools, in prosecuting their claims for aid from the Parliamentary Grant, will proceed with care but without delay, and will at once communicate to the Catholic Poor School Committee every reason for suspicion or attempt at encroachment, they will take the best means of securing for their own schools the full benefit to which they are entitled, and at the same time adopt that course which will be most advantageous to the Catholic body at large. Meantime, they may rest assured that no general arrangement will be entered into without the full knowledge and sanction of the Bishops; and, since this is the case, that neither will faith nor morals be sacrificed, nor the religion of our poor children be overlooked.

These preliminary remarks will clear

the way for a consideration of the meaning of the "Parliamentary Grant for Education," and a review of the advantages we may derive from it.

Without staying to indicate how far behind all the other nations of Europe the Government of England has heretofore shewn itself in promoting the education of the people, or to investigate the causes or the results of this neglect, it will be sufficient to refer to what is done now. It is this. Among the Miscellaneous Estimates voted annually by Parliament for the public service, is a grant for education. The amount of this grant is not fixed, but varies from year to year. In 1847, it was 100,000*l.*; in 1848, 125,000*l.*; and it will probably go on increasing, until it reaches a very large amount. The management of this grant, whatever it may be, is placed in the hands of a section of her Majesty's most honourable Privy Council, known as the Committee of Council on Education, by whom it is applied in various ways to encourage the efforts originated by private individuals for the spread and advancement of primary education. The business of the Committee of Council is managed by a Secretary in Downing Street, and by Inspectors, who visit and report upon schools assisted with public money, and examine the qualifications of teachers desirous of obtaining similar aid. Our readers are acquainted with the purposes to which the Government grants are appropriated, but they will pardon us if we recapitulate them here, for the sake of some who perchance may be less perfectly informed.

1. **NORMAL SCHOOLS.**—If satisfied of the efficiency of the arrangements, the Committee of Council propose to aid the erection of such institutions by grants of 50*l.* for every pupil accommodated, and to lighten the burden of their maintenance by a pension of about 25*l.* per annum each, for all the candidate teachers who give evidence of progress in an annual examination. The less need be said on this head, as we have lately gone at length into the subject.

2. **BUILDING GRANTS.**—Every school about to be built may obtain aid out of the Parliamentary Grant. Indeed, no school ought now to be attempted with-

out such aid; both because it is a clear duty to turn our educational funds to the best advantage, by securing the greatest possible addition to them out of the national grant, and also because the rules of the Committee of Council, which come into operation where building-grants are made, provide for the proper construction and arrangement, and the legal security, of all school-buildings so erected. The latter advantage is not inferior perhaps to the former.

Some obscurity has arisen amongst us respecting the amount to be expected in building-grants from the Privy Council. The sum the Council propose to contribute is, one-third of the amount raised from other sources, or one-fourth of the total cost. Extravagant estimates, however, will not entitle promoters of schools to ask for a proportionate amount of aid. Schoolhouses may be built at an average of 2*l.* per six square feet, internal measurement, including all expenses; and the Council offer 10*s.*, or one-fourth of this estimate.

The conditions on which building-grants are made are chiefly these: the tenure of the site must be good (generally freehold), and free from encumbrance; it must be legally conveyed to trustees for educational purposes; the school will be open to visits from inspectors appointed by her Majesty, who will have no power to interfere in any way with the religious instruction or discipline of the school.

By the minute of Council relating to Catholic schools, the inspectors to whose visits our schools are open will always be persons approved by the Catholic Poor School Committee; and our readers will have observed with pleasure, that Mr. T. W. Marshall has been appointed one of her Majesty's inspectors, with special reference to Catholic schools. This gentleman, possessing as he does the confidence of the Bishops, is well qualified by attainments and disposition to discharge the duties of his office with satisfaction to all who come in contact with him. We do not scruple to say, that inspection, properly conducted, will be highly beneficial to our schools.

As the limitation of an inspector's power within the present recognised bounds requires to be carefully secured, we print, for the satisfaction of our

readers, the reply on this head given by the Lord President of the Council to the deputation of the Free Church of Scotland; and we subjoin a further reply to the same deputation, which possesses much interest:

“It being understood that grants for building schools are given upon conditions of these schools being always open to Government inspection, and it being explained that the right of inspection on the part of the Government, as at present limited and defined, is fully acknowledged by the Free Church, the question was put, Supposing that at any future time the terms of inspection should be altered, or a right of inspection claimed beyond that now in use, would the managers of schools partly built by grants of public money, be still bound to submit to such Government inspection, thus altered and modified? Or, in case of their refusal to do so, would they forfeit the property of the schools, or be bound to repay the sums originally advanced by the Government for their erection?”

“The reply was most frank and explicit in the negative; and it was added, that no objection would be made to an express article being inserted in the title-deeds, referring to the minute at present defining the right of inspection, and stipulating that, in the event of a departure from that minute on the part of the Government, there shall be no obligation on the proprietors or managers of the schools, either to submit to any inspection other than that now in use, or to refund the money advanced by the Government. In short, it was stated, that every security the parties might deem desirable would be given on this subject. It was also explained that, in the case of schools connected with the Free Church of Scotland, the same assurance would be given as in the case of schools belonging to several other religious bodies; that any inspector named by Government for these schools, would be one of whom the Church, through the General Assembly or its Committee, expressed approbation. * * *

“It being understood that the Committee of Privy Council are very unwilling to assist schools taught in ecclesiastical buildings, or buildings forming part of churches, it was explained by

the deputation, that their constituents also discouraged, as far as practicable, the uniting of churches and schools in the same buildings; but it was added, that this could not in every case be prevented; and the instance of the West Port Territorial church and school (Dr. Chalmers’), in Edinburgh, was specified, where the school forms the lower story of the building, and the church is placed above it. The question was put, How far, in such a peculiar and exceptional case, the Committee of Privy Council would be inclined to give assistance, if not for the erection, yet at least for the salary of the teacher, &c., from year to year, upon an assurance being given that the school apartments should be exclusively devoted to school purposes, for at least 5½ days each week, and from nine o’clock A.M., to five P.M., each day?

“In reply, it was explained that, though the Committee of Council were precluded from granting any assistance towards the erection of such schoolrooms, and though the assistance contemplated under the recent minutes could not be extended to them generally, yet their lordships would be prepared to consider applications, when the schools were regarded as provisional and temporary, until another school could be erected.

“It was asked, What separation of the buildings would be held sufficient to entitle the school to be held a distinct erection from the church?”

“In reply, it was stated, that their lordships consider it on all accounts expedient that the church and the school should be distinct buildings. The difficulty of obtaining sites in large towns having been represented, it was said that their lordships would not refuse to admit a school to the benefits of their recent minutes, because it had been constructed contiguously to the church, and had one wall of the church as a common party-wall. But, in applications for aid to erect schools, their lordships would prefer that, when the school and church are contiguous, they should be separate buildings, not having a common party-wall. When such schools were erected with a party-wall common to the church, the grant would be proportionably less than in other cases.”

The rate of aid stated above may be

expected, in urgent cases, to be exceeded. Additional assistance will be given towards building teachers' residences.

3. Having considered the amount of aid proffered in building schools, let us pass to the other advantages derivable from the Committee of Council. Having built our school-house with Government aid, let us see what assistance Government will give towards meeting the annual expenses. No one who has had any concern in establishing a school will need to be told that the four walls, and the desks and forms, go but a small way in supplying education. We want books and maps. To these the Council is willing to help us. A list has been put forward, which, though it does not as yet comprise any distinctly Catholic works, still contains the Irish Commissioners' books and maps, and some others which, with care, may be used in our schools. These we can procure for our school on the following terms :

"My lords have appointed Messrs. Longman and Co. their agents for the distribution of these books and maps to schools, and have assumed the expense of this agency. The carriage of the parcels from London to the school must be paid by the school-managers.

"The Committee of Council have further corresponded with the publishers, and in consideration of the greatly increased consumption which will be consequent on the grants in aid of the purchase of these books and maps, and of the absence of any charge for agency, they have procured a reduction varying from 32 to 55 per cent on the retail price, and averaging $43\frac{2}{3}$ per cent.

"Their lordships are further disposed to encourage the purchase of these books and maps by grants of one-third of this reduced price, provided the other two-thirds of their value be raised by local subscriptions, and be remitted to this office by means of post-office orders, when the grant is announced. This first grant of books and maps is to be denominated a *Supply Grant*.

"At the end of three years from the date of the *Supply Grant*, the Committee will be ready to entertain a second application for a grant of books and maps, towards which they will award one-fifth of their value at the reduced prices. Such grants are to be

denominated *Renewal Grants*, and they may be repeated every three years.

"In the intervals, the Committee will entertain applications for grants, in consideration of any remarkable increase in the number of the scholars. The conditions of grants of books and maps are :

"1. That the books and maps purchased by the grants and subscriptions shall not exceed in value two shillings per head on the average number of scholars in attendance on the school during the preceding year, or two shillings and sixpence per head in those schools in which pupil-teachers have been apprenticed.

"2. That it be strongly recommended, that every scholar in the first class shall be provided with a satchel, and shall be allowed daily to take home a reading-lesson book, and two other text-books, to prepare the lessons of the succeeding day. That each pupil-teacher shall be allowed to take home daily three text-books.

"3. That the name of the school shall be written in full on the inside of the cover of every book, and on the title-page ; and that the managers shall engage that these books be devoted to the use of their scholars only."

4. In addition to all this, we can get something for our master and mistress, and indeed for our masters and mistresses, if we are fortunate enough to have more than one. The way of proceeding in this case is as follows. The manager or managers of the school must address an application to the Council-office through the Secretary to the Catholic Poor-School Committee, begging that her Majesty's inspector may be instructed to admit the teachers of the school to examination for certificates of merit and augmentation of salary. In due time, notice will be given of the approaching examination. Our teachers, if successful, will then become entitled to regular payments from the Council.

The badge of success is a certificate of merit. These certificates are of three degrees : the first or lowest certificate gives a title to an annual grant from Government of 15*l.* or 20*l.* ; the second to a grant of 20*l.* or 25*l.* ; the third, or highest, to a grant of 25*l.* or 30*l.* That

the teachers may enjoy these grants, it is necessary that the managers of the school should themselves pay twice the amount paid by Government, and provide a house rent free. Thus it will be observed, that 15*l.* being the lowest amount of augmentation awarded by Government, no schoolmaster who has not at least 30*l.* a-year and lodgings rent free, can avail himself of this great opportunity. A special relaxation, however, has been made in favour of Wales and the Highlands of Scotland, where schoolmasters receiving 20*l.* a-year may entitle themselves to a Government augmentation of 10*l.* The first examination of Catholic teachers will be held at Easter, 1849.

On the question of the tenure of school premises, as affecting Government aid, we beg to refer to the *Catholic School*, No. II., pages 29-32.

5. But of all the advantages within reach, that which, under our present circumstances, ranks highest, remains to be told. We allude to the system of Pupil-teachers. The pecuniary benefits of this system have already been detailed in the *Catholic School*, No. I., pages 13 and 14, at greater length than we can spare here. Still, in enumerating Government benefits, this subject is too important to pass without a brief explanation. "Pupil-teachers" are monitors apprenticed to school-teachers for five years, and during that period paid by Government, at an annual salary, rising from 10*l.* at the end of the first year, to 20*l.* at the end of the fifth. They are required to be at least thirteen years of age, and to have made tolerable advances in their education. They are employed in assisting the master to conduct the business of the school, and they receive from him extra instruction out of the ordinary school-hours. For this instruction the master is paid by Government. Pupil-teachers may be of either sex. In order to secure their assistance in a school, it is not essential that the master or mistress should have

obtained a certificate of merit. But the inspector must be satisfied that the school is a fit place for the objects aimed at.

Left, as we are at present, without a Normal School, or any means of securing a regular supply of trained teachers, this Pupil-teacher system offers us an invaluable method of raising up in a short time a large body of young persons, who will have been accustomed from childhood to observe and conduct the routine of a school; and we venture to express an earnest hope that the managers of a very great number of Catholic schools, both for their own sakes, and the general good, will immediately avail themselves of this opening.

That in this, and other ways, so many of our schools have already applied for aid, is matter of sincere congratulation. It is not five months since the Parliamentary Grant was placed within our reach, and already upwards of 100 schools have opened communications with the Council-office, with the view of participating in its advantages. We trust that no one will be deterred by the awful sight of an official letter, on a sheet of headed foolscap, accompanied by half-a-dozen printed forms, from prosecuting a just claim. A simple statement in reply, is all that is required. Let us be encouraged by what others have done. If some Catholic schools are not very good, they are probably, in this respect, not behind many Protestant schools which have got aid from Government. If, indeed, we are forced to confess to ourselves that any of our schools are positively too bad to deserve aid, what is to be done then? Boldly ask for assistance, with a firm determination to improve them, we should say; but anyhow, do any thing rather than acquiesce in their present condition.

Since the 1st October, when the former list appeared in No. II., page 26, the following schools have applied for Government aid.

LIST OF MEMORIALS PRESENTED TO THE COMMITTEE OF COUNCIL ON EDUCATION
BETWEEN OCT. 1, 1848, AND JAN. 1, 1849.

For aid in Building Schoolhouses at—

Fleetwood-on-Wyre.
Crayford.
Darlington.
Bayswater.

Esh Laude.
Dewsbury.
Uttoxeter.
Brentwood.

For examination of Teachers—

Fulham.
 Islington.
 Southwark, St. George's.
 Cardiff.
 Carlton.
 Sunderland.
 Poplar.
 Preston, St. Augustine's.
 Sutton Coldfield.
 Walsall.
 Litherland.
 Darlington.
 Towneley Infant School.
 Blackburn.
 Knaresborough.
 Rochdale.
 Hull.
 Abergavenny.
 Carlisle.

For Pupil-teachers—

Fulham.
 Cardiff.
 Newport-on-Uske.
 Sunderland.
 Poplar.
 Preston, St. Augustine's,
 Towneley Infant School.
 Knaresborough.
 Hull.
 Carlisle.

For Books and Apparatus—

Blackburn.
 Islington.
 Walsall.
 Hull.

For Inspection—

Webb Street, Borough.

SITES FOR SCHOOLS.

“To promote the Education of poor Children,” and “to give greater facilities for the erection of Schools and Buildings for the purposes of Education,” are the expressed purposes of the two Acts, 6 and 7 Wm. IV. c. 70, and 3 and 4 Vic. c. 38.

The 6 and 7 Wm. IV. c. 70, was repealed by the 3 and 4 Vic. c. 38.

A third Act, 7 and 8 Vic. c. 37, was subsequently passed to explain the 3 and 4 Vic. c. 38.

The extent and operation of these two last-mentioned Acts may be thus stated:

I.

As a site for a school for the education of poor persons, or for the residence of a schoolmaster or mistress, or otherwise for the purposes of the education of such poor persons in religious and useful knowledge:

Any quantity of land not exceeding one acre of waste or commonable land, or other land of freehold, copyhold, or customary tenure:

Or of lands or hereditaments forming part of the possessions of the Duchy of Lancaster:

Or of the Duchy of Cornwall:

Provided that not more than one such site shall be in the same parish:

May be granted, conveyed, or enfranchised by way of gift, sale, or ex-

change, in fee simple, or for a term of years, and so as to bar, if gratuitously made, the rights and interests of all persons in such waste portion or commonable land.

- II.

By tenants in fee simple, or fee tail:

Tenants for life, if the persons next entitled in remainder, in fee simple or fee tail, and legally competent, be a party to, and join in, the conveyance:

Proprietors in possession in fee simple, or under entail in Scotland, and on sales by heirs of entail or other incapacitated persons, the purchase-money is to be paid and applied as directed by the Act 1 and 2 Wm. IV. c. 23:

The Chancellor and Council of the Duchy of Lancaster:

Any two principal officers of the Duchy of Cornwall, under warrant from the Commissioners of other persons having the management of the affairs of the Duchy:

Equitable owners without the intervention of the trustee having the legal estate:

Married women and their husbands, by deed without acknowledgment:

Guardians of infants and committees of lunatics, on sale for valuable consideration; and they may give discharges for the purchase-money:

Corporations, ecclesiastical or lay, sole or aggregate; but ecclesiastical corporations below the dignity of bishop must have the consent, in writing, of their diocesan; and if the purchase-money exceed 20*l.*, he also must by writing direct its application:

Officers, trustees, or commissioners holding lands for parochial purposes, provided they have the assent of a majority of the rate-payers and owners of property in the parish, at a meeting to be held as directed by the Act 5 and 6 Wm. IV. c. 69; provided also that the poor-law commissioners be party to and seal the deed of conveyance, and the guardians of the Union or parish be parties to and sign the same:

Officers, trustees, and commissioners holding land for public, ecclesiastical, charitable, or other purposes not being parochial, if a majority or quorum of their body authorised to act, although not a majority of the whole body, shall at a meeting duly convened assent to and execute the deed of conveyance:

Justices of the Peace by vote, at their General Quarter Sessions, may consent to and direct the grant to be made in manner directed by the Act 7 Geo. IV. c. 18.

III.

For the purposes aforesaid grants may be made—

To any corporation, sole or aggregate:

To several corporations, sole:

To any trustees whatsoever; but if these are grantees from any ecclesiastical corporation sole, they must be nominated in writing by his diocesan:

To the minister of any parish, being a corporation, although he may be the minister making the grant, and the churchwardens or chapelwardens and overseers of the poor of such parish, or omitting the overseers; and effect is given to such conveyances purporting to have been made under authority of the Act 6 and 7 Wm. IV. c. 70:

To the minister of any ecclesiastical district not being a parish as defined by the Act, and the church or chapelwardens of such district, and their successors in office, if the school shall be intended for such district:

And the minister and church and chapelwardens may be grantees of ex-

isting schools from the trustees, and subject to the trusts thereof:

To the minister and kirk session of any parish in Scotland, and their successors:

And in all these cases, the land or buildings so granted shall vest in the grantees for ever thereafter; but the management, direction, and inspection of the school shall be and remain according to the provisions contained in the deed of conveyance thereof.

IV.

Grants or conveyances may be in the form given in the Act; but the use of this form is not imperative:

They need not be by bargain and sale, nor is livery of seisin required:

One witness to the execution by each party is sufficient:

Every grant or conveyance under these Acts must be enrolled in Chancery within six calendar months next after the execution thereof; but is not avoided by the death of the grantor within twelve calendar months from the execution thereof.

Where the grant is made by any ecclesiastical corporation sole under the dignity of bishop, a certificate in the form given in the Act, under the hands of three beneficed clergymen of the diocese, as to the extent of the land so conveyed, must be indorsed on the deed.

In Scotland such conveyance must be executed with a testing clause, and if recorded, within sixty days of the date thereof, in the General Register of Seisins or particular Registry for the county or Stewartry in which the lands or heritages lie, shall, without actual seisin, be valid and effectual in law to bar all other rights, titles, and incumbrances whatsoever.

V.

Lands acquired under this Act may be sold or exchanged for more eligible sites, with the consent of—

The managers of the school:

The Bishop of the diocese, if the land shall have been given by any ecclesiastical corporation sole:

The Secretary of State for the Home Department, if any portion of a Parliamentary grant shall have been applied towards the erection of such school.

The money to be received on such sale, or for equality of exchange, must be expended in the purchase or improvement of other premises :

But if not sold or exchanged as aforesaid, the land so granted ceasing to be used for the purposes of this Act, will immediately revert to, and become portion of, the original estate.

VI.

Schoolmasters or mistresses appointed to any school erected on land conveyed under these Acts, shall not acquire a life interest thereby ; but if there be no specific engagement, they shall hold office at the discretion of the trustees.

Any schoolmaster or mistress dismissed, or ceasing to be master or mistress, who shall neglect or refuse to

deliver up the school premises within three calendar months, may be turned out of possession on the complaint of the trustees or managers of the school, by warrant of two Justices of the Peace in Petty Sessions assembled, or of the Sheriff of the county in Scotland, as under 1 and 2 Vic. c. 74.

The powers of the Church Building Commissioners, under 5 and 4 Vic. c. 60, are extended to lands acquired by gift.

The term " Parish " in these Acts, is to mean every place separately maintaining its own poor, and having its own overseers and church or chapel wardens.

These Acts are not in any way to affect the Acts 1 and 2 Vic. c. 87, or 3 and 4 Vic. c. 48.

CATHOLIC CONGREGATIONAL SINGING.

To the Editor of the Catholic School.

DEAR SIR,—It is scarcely necessary to say how much, at all times and in all nations, the Church has desired to see the people taught and encouraged to unite their voices to the song of the choir in those portions of the liturgical music which, from their beauty, simplicity, and frequent recurrence, are fitted to become highly popular. Universal experience has shewn that Christian congregational singing is the channel of numberless blessings, and therefore an object to be sought for by all who feel an interest in the cause of Christian education.

The episcopate in France has, for some years past, evinced the liveliest sense of the importance of bringing the people back to their former love for congregational singing, by reviving the practice of instructing the children of the village schools in the rudiments of music, especially of the music of the Church. And it will be in the remembrance of almost all that Mongr. Parisis, Bishop of Langres, published a Lent pastoral, in 1846, exclusively directed to encourage both the clergy and the people to increased efforts in the restoration of a popular psalmody, on the basis of the liturgical music or Gregorian Chant.

In the oppressed condition under which the Catholic religion has had to struggle for even its existence in our own country, and considering the straitened circumstances of the clergy, it has been, in a manner, hitherto impossible for us to form combinations to labour for the appropriate ornaments of our worship. But with the recovery of the blessing of civil freedom, there will naturally also return the desire to dedicate our best energies to the restoration of the services of the sanctuary to their natural beauty.

Among these beauties, none perhaps holds so high a place, at the present moment, as that which Mongr. Parisis has made the subject of his Lent pastoral of 1846, viz. the cultivation of popular congregational singing.

Feeling, then, that as Providence has restored to the Catholic religion her freedom of action, the time was come when our thoughts might, without external hindrances, be turned to the work of restoring a true and devotional music to the sanctuary ; and especially to directing the strong natural English taste for popular psalmody into the channel which the Church provides and sanctions, viz. her own ritual song, or Gre-

gorian Chant. I have, in conjunction with other associates amongst the clergy and laity, projected a series of small selections from the Roman Plain Chant, with a view to facilitate the instructions which will be necessary to teach the children of the schools, and those among the people who may express a desire to learn, and to provide congregations with text and music, in a cheap and portable form, with an English translation accompanying the Latin words.

I have made arrangements with Mr. Burns for the publication of the series, which will be given to the public at the lowest possible rate, myself and colleagues contributing our labour gratis, in order to insure the greatest possible cheapness.

The series, it is hoped, will eventually embrace the whole of those portions of the liturgy in which the people most interest themselves; but I may mention the following publications as already in preparation:—

I. Little Vesper Book, containing the Sunday Psalms, with the tones, divided in columns to render chanting easy; and the music of the Sunday hymn, "Lucis Creator."

II. The Vespers of Sunday, and the Office of Compline, with the entire Plain Chant for the Antiphons and Psalms, the Common Commemorations, and the

Antiphons of our Lady. Also, the Psalms for the Sundays and Festivals of the year, and the Magnificat marked for chanting to the eight tones.

III. The Complete Vesper Book for Sundays and Festivals of the year, intended as a continuation of the foregoing, adding the collects, hymns, &c., with an English translation.

IV. Selections from the Plain Chant of the Antiphons of the Commons, the Hymns for the year, &c. &c.

V. Benediction Book, containing Antiphons, Hymns, Litanies, Responsories, and Proses appropriate to the blessed Sacrament. It will be arranged in conformity with the new order for Benediction.

VI. Organ accompaniments to the above works, which will be carefully arranged, so as to be correct and easy of execution.

VII. A plain and easy Grammar of Gregorian Music, for the use of choirs and mission schools.

Trusting, Mr. Editor, that this announcement will find favour in the eyes of the friends of Christian education, I have the honour to remain,

Your obliged and obedient servant,

JOHN LAMBERT.

Salisbury, Feast of St. Thomas
the Apostle, 1848.

GRANTS MADE AT THE DECEMBER MEETING OF THE CATHOLIC POOR-SCHOOL COMMITTEE TOWARDS THE ERECTION OF SCHOOLS.

1848.	£	1848.	£
Blackburn	150	Bellingham	50
Darlington	100	Wigan (St. Patrick), for fittings	50
Camberwell	100	Newport-on-Uske (conditionally) for fittings	50
Hackney	100	Crayford	40
Bayswater	100	Walsall, for fittings	40
Virginia St. (conditionally)	100	Oxburgh	30
Swansea	90	Uttoxeter	30
Dewsbury (conditionally)	75		
Clifton	70		
Fleetwood-on-Wyre	60		
Hull (conditionally)	60	Previous Building Grants	1810
Stella	50		
Esh Laude	50	Total for the year	£3205

GRANTS TOWARDS SUPPORT OF SCHOOLS.

Carlisle (St. Patrick)	£50	Boston	£15
London (Saffron Hill and Rosoman Street)	50	Much Woolton	15
London (Lincoln's Inn Fields) five Schools	50	Workington	15
Liverpool (St. Joseph)	35	Houghton-le-Spring	15
Bermondsey	30	Nuneaton	12
Bristol and Clifton (three Schools)	30	Foxcote	10
London (Webb Street, Borough)	30	Chipping-Norton	10
South Shields	30	Newark	10
Newcastle (St. Andrew)	30	Yarmouth	10
Abergavenny	25	Gloucester	10
Newcastle, Staffordshire	25	Garstang	10
Nottingham (Convent Schools)	25	Rochdale	10
Derby (Boys' School)	25	Dover	10
London (Italian School)	25	Walthamstow	10
Stapehill (Convent School)	25	Great Eccleston	10
Plymouth	25	Neston	5
Liskeard	20	Lyme-Regis	5
Edgeley	20	Howden Pans	5
Clayton Green	20	Jarrow	5
Northampton	20		
Bolton (St. Mary)	20	Previous Supporting Grants	760
Prescot	20		
Keighley	20	Total for the year	1737
Berwick	20	Total for building	3205
Barnard Castle	20		
London (Butler Street)	20	Grand Total of Grants	£4942
Bangor	15		
Hereford	15	Applications deferred:—Thropton, Cockermouth, Hastings, Fulham, London (St. Giles'), Lincoln, Leyburn, Ratcliffe, Loughborough, Litherland, Preston (St. Austin), Manchester (St. Mary).	
Cobridge	15		
Woolwich	15		
Cambridge	15		

REGULATIONS AFFECTING COMMITTEE'S GRANTS.

1. The CATHOLIC POOR-SCHOOL COMMITTEE vote money towards the building and support of Schools.

2. Applicants for aid are expected to fill up a form of inquiry, which may be obtained from the Secretary.

3. Every application must be sanctioned by the direct approval of the Bishop of the district.

4. Grants of money are made by the General Committee only, which meets twice in every year for the purpose.

5. Applications intended to be brought before the summer or winter meeting of the General Committee will be received by the Secretary up to the 1st of June, and the 1st of December, respectively.

6. In building-grants, the Committee propose to contribute ten shillings per head upon the accommodation afforded, provided that the school is intended to be permanent, and that application be made to the Committee of Council for aid from the Parlia-

mentary grant. The Committee likewise contribute towards the improvement and enlargement of schools.

7. In making grants towards the support of Schools, the Committee have regard to the number and poverty of the Catholic population, and the disposition evinced to contribute to the general fund.

8. Supporting grants are understood to be applied to the expenses of the current twelve months, and two such grants are not made to the same school in one year.

9. Applicants are recommended to communicate with the clerical nominee of their district, respecting the peculiar features of their cases.

10. Every school receiving aid from the Committee, if placed by its managers under the special patronage of our Blessed Lady, may, by application to the Secretary, obtain the present of a beautiful image, prepared expressly for this purpose.

Statues of our Blessed Lady have been presented to the following schools:—

Bridgwater.

Cannington.

Stockton-on-Tees.

Wigan—St. Patrick.

Webb St., Borough.

Nottingham Convent.

Walsall.

Hereford.

Chipping Norton.

Yarmouth.

Boston.

Clayton Green.

Banbury.

Newport-on-Uske.

St. Leonard's-on-Sea.

Hartlepool.

The condition on which this present is made by the Committee, is, that the school receiving it should be placed under the special patronage of the Blessed Virgin.

NOTICES.

We call prominent attention to the fact, that Her Majesty's Inspector of Roman Catholic Schools has now been formally appointed, and is entering upon his duties.

With great pleasure we announce that three candidate teachers for the Catholic Normal School, appointed by the Bishops, left London, on December 20, for Ploermel, where they safely arrived on Christmas Eve. Two other promising young men are about to follow in a few days, leaving three vacancies in the proposed number.

The address of Mr. H. W. CROWE, the Teacher of Music, is 42 Upper Charlotte Street, Fitzroy Square.

The First Annual Report of the Catholic Poor-School Committee is in preparation. Country Subscribers are requested to order their booksellers to procure copies of it for them from London.

Subscribers are respectfully reminded that their subscriptions for 1849 are now due. Those in arrear are urgently requested to pay their contributions without delay into the London Joint Stock Bank, 69 Pall Mall, London, to the account of the Catholic Poor-School Fund.

The following additions and corrections complete the list of congregational collections up to 1st January, 1849:

London—Virginia Street (should be)	.	.	.	£11	0	0
Felton Park	.	.	.	2	0	0
Baddesley	.	.	.	1	1	6
Manchester—St. Patrick	.	.	.	3	7	6
Everingham (additional)	.	.	.	6	5	0
Little Malvern (not received)	.	.	.	8	0	0
Stonor	.	.	.	5	0	0

The list of collections in the Western District is not yet made up.

The "Catholic School" will be forwarded, without charge, to the Catholic clergy in England and Wales, and to every subscriber of 1l. and upwards to the Catholic Poor-School Fund. It is also on sale throughout the kingdom.

Communications may be addressed to the Editors, at 18 Nottingham Street, Marylebone, London.

*The CATHOLIC SCHOOL, Nos. I. II. and III., price 3d. each, may be had of
MR. BURNS, and all Booksellers.*

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Catholic School.

No. V.—APRIL 1849.

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LONDON:

PUBLISHED BY THE CATHOLIC POOR-SCHOOL COMMITTEE.

SOLD BY

BURNS, PORTMAN STREET; DOLMAN, NEW BOND STREET; JONES, PATERNOSTER ROW;

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LEICESTER, WORCESTER; AND BY ALL CATHOLIC BOOKSELLERS.

TO OUR READERS.

The Report of the CATHOLIC POOR-SCHOOL COMMITTEE for 1848 is now ready for delivery.

The Committee have just published a pamphlet, price 6d., containing Extracts from the most eminent Protestant Authorities in favour of Catholic Religious Schools. M. Victor Cousin, Mr. Kay Shuttleworth, Mr. E. C. Tufnell, Rev. Prebendary Gresley, Rev. Canon Wordsworth, Rev. T. W. Allies, Rev. C. Marriott, and other authors, are quoted. Our readers are requested to aid the circulation of this pamphlet in quarters where prejudices are still felt against Religious Teachers.

We beg our readers to excuse the delay in issuing the present Number of the "Catholic School." We promise them No. VI. at a short interval.

The CATHOLIC POOR-SCHOOL COMMITTEE grant money towards building and supporting schools in need of assistance. All applications for aid must be made on printed forms, which may be obtained from the Secretary, to whom communications for the Committee should be addressed.

Grants of money are made at meetings of the whole Committee only, which are held twice a-year for that purpose.

The Committee feel pleasure in assisting all schemes conducive to the extension or improvement of Catholic education.

Applications for aid, received before 1st June, 1849, will be brought before the next General Meeting of Committee.

Form of Bequest to the Catholic Poor-School Committee.

I give and bequeath to the Hon. Charles Langdale, or other the Chairman for the time being of the CATHOLIC POOR-SCHOOL COMMITTEE, whose receipt shall be a good discharge to my executors, the sum of £ _____, to be paid exclusively out of such parts of my personal estate as I can by law charge with the payment thereof; and to be applied under the direction, and to promote the charitable objects of the said Committee, or such of them as are not contrary to the true intent and meaning of the statute 9 George II. c. 36.

The Catholic School.

No. 5.

April 1849.



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MUSIC IN PRIMARY SCHOOLS.

WE beg to invite the attention of our readers to the following testimonies in favour of the opinions so forcibly expressed by the Right Rev. Dr. Wiseman in our last Number.

Chepstow, Jan. 28, 1849.

MY DEAR MR. STOKES,—The sentiments of Dr. Wiseman on the importance of music in our primary schools have my unqualified approbation. I am willing, therefore, and shall be most happy to concur, in any way possible to me, with the friends of so valuable an element in education.

I remain, my dear Sir, &c.

✠ T. J. BROWN.

Darlington, 28th Jan. 1849.

MY DEAR SIR,—I am most anxious to introduce music into my schools, and both the master and mistress have a taste for singing; but how am I to have them taught? Can you put me in the way of doing something in this way? My school is doing so much good that I would not exchange it for, &c. &c.

Yours truly,

✠ W. HOGARTH.

Birmingham, Feb. 8, 1849.

DEAR MR. STOKES,—I was much pleased with Bishop Wiseman's letter

recommending music as an acquirement in our poor schools. I will write you a letter on that subject so soon as I can find a little time, and you can do what you like with it.

Wishing you every blessing, &c.

✠ W. B. ULLATHORNE.

Banbury, 17th Jan. 1849.

MY DEAR SIR,—I have read the remarks on congregational singing, &c. in the "Catholic School" with much interest; and am pleased to hear that Mr. Crowe is being encouraged in London. He was organist here for two or three years, and I can speak to his great musical talents. I have received from him, since he left, No. 1 of a musical alphabet published by him, and have found it more useful than any other book I have met with for teaching the rudiments of music to beginners. I have no doubt he has improved upon it, and I hope extended it; and I shall be truly glad to see a continuation of it in print.

I remain, &c.

W. TANDY.

6 John Street, Bedford Row,
20th Feb. 1849.

MY DEAR SIR,—I have much plea-

sure in informing you that a music class has been formed in the Catholic Middle School, and placed under the direction of Mr. Crowe. The boys take up singing with spirit; and I believe they will speedily find it to be both a useful accomplishment and an agreeable recreation.* I am, &c.

J. M. GLENIE.

42 Charlotte Street, Fitzroy Square,
1st March, 1849.

SIR,—In reference to your inquiries respecting the most approved system for teaching vocal music in the schools, I have much pleasure in placing before you a few observations, which I will endeavour to make as explicit as possible, consistent with brevity.

After having endeavoured for some years to make myself acquainted with all the methods of any note that have come before the public, the following conclusions present themselves to me as evident:—

I. That Wilhem's method is by far the best.

(1.) It has stood the test of a number of years.

(2.) It has received the sanction of the highest authorities and dignitaries in the Church and State in France and other countries, as also in the musical world.

(3.) It is adapted for simultaneous teaching by lecture, or for monitorial instruction in classes, or for a combination of both.

Wilhem's method is divided into two courses. The first only of these has been introduced into England (under the sanction of the Committee of Council upon Education), and may be considered to be the best and most popular singing manual at present in use in this country; but

II. This English adaptation (commonly called Hullah's Manual) is objectionable on many grounds.

(1.) It does not adhere to the method of Wilhem beyond the first half of this first course; and even this *first half* is not a translation of Wilhem, and is

* We have heard that the choir at St. Mary's Oscott is composed of collegians who sing Dr. Newsham's Masses with very creditable effect.

damaged by various blunders and omissions.

(2.) It is not adapted for monitorial teaching, as it contains no directions for the first classification of the pupils.

(3.) It omits a portion of the instructions, and also many of the exercises which are given by the author; and it alters and changes the purpose of many of those that are inserted.

(4.) It introduces other studies and exercises without due preparation, and thus tends to confuse the ideas of the pupils.

The method of Wilhem being thus departed from in this English adaptation of the first course, the second course would not be (as designed by the author) a natural consequence, and a completion of each of the studies contained in the first course.

N.B. The "Complete Guide to the Method," and the "Second Course," remain unpublished in England.

Being fully convinced of the superiority of Wilhem's method, it remains only for me to observe that

III. A short introduction to Wilhem is required; because there are many who cannot at first sing the scale, although they may be able to sing a portion of it. It has, therefore, been found safer and better to begin with a single sound, in which all can join; and thus gradually to extend the voice by increasing the number of notes until the scale is accomplished. During this time the voices become strengthened, the distinguishing characters, names, and sounds of the notes become well impressed upon the mind of the pupils, and much that is contained in the Manual has, therefore, been accomplished; while that which remains to be acquired can be commenced with confidence, facility, and precision.

With this introduction, and in connexion with some other facilities which I have introduced, strictly in accordance with the principles of the author, Wilhem's method will supply a course of instruction in vocal music far superior to any thing yet introduced, and which cannot but prove eminently successful, if only reasonable means be afforded for placing it practically within the reach of the pupils.

Hoping that this important measure may not longer be delayed,

I am, Sir, yours respectfully, &c.

HENRY W. CROWE.

Birmingham, March 11, 1849.

DEAR MR. STOKES,—I have been much gratified at witnessing the originating of the proposal to make the culture of music a feature in our free-schools, and in reading Bishop Wiseman's letter on that subject. Let it only be begun where the best facilities offer themselves, and it will spread and be popular. Let that sublime faculty of song, which Almighty God has given in such profusion, and without distinction of persons, as He has the gift of speech,—a faculty designed for the elevating, prolonging, and deepening of our best affections, be directed to virtuous and sacred themes, and it will scare away the profane. The common objection that the gift is open to abuses, holds equally against cultivating speech, writing, or any other mode of expressing our thoughts and emotions. The reason is all the more urgent for giving this gift a good cultivation and a good direction; in short, of linking its charms with the cause of religion, and offering it as an incense of sweet and pure sounds (and is not this one of the most beautiful and spiritual of His creations?) unto God. So did Almighty God will it from the beginning. All the people sang with Moses the praises of God, and thanksgiving for His benefits. And Judith called upon all the people to “modulate a psalm unto God,” after her victory. The Prophets, and the great personages of the Old Testament, all sang unto God on occasion of great events; and the exhortation of sacred Scripture is continual, to “praise God with song,” and to “sing a canticle to the beloved One.” The angels sang to the poor when Christ entered the world; need we wonder that they have ever since loved sacred song? and that one of the earliest pagan testimonies to Christian habits should mark them as occupied in “singing songs to Christ as God.” Nay, nature itself has uttered this sentiment, through the pen of Plutarch, in his book on music, that “To sing to the Divinity is a pious and a

principal office of men, who has given to them alone an articulate voice.” And the Gospel records that Christ our Lord sang a hymn with His Apostles after He had taken His abode in their breasts at the Last Supper. With what a divine feeling was that hymn sung by that little flock, now relieved of the presence of Judas, whose hearts Christ was inspiring, and whose voices He was animating by His own heavenly example, between the moment in which He had given Himself to them in love at His Last Supper, and the moment in which He gave Himself to His Father in sacrifice.

From this great example at the birth of the Church, allow me to pass to what I may call its antitype in the latest days of her existence, and at the antipodes of the chamber of the Last Supper. In the year 1840 I assisted at a Mass for catechumens in New Zealand. Having but recently been cannibals, these dusky children of mere fallen nature had not been instructed in the nature of that same Last Supper of love and sacrifice which we have above recorded, and at which they now assisted, nor would they be until near the end of their long course of preparation and instruction. All they knew was, that it was the highest and divinest mode of worship and prayer. Led by another priest, they *sang hymns to Christ as God*, whilst Christ Himself, unknown to them, was sacrificed before them. And how their singing did thrill through us strangers! So intent was their attention, their look so fixed and elevated, so energetic and piercing their firm and powerful voices; so possessed of their nature seemed the work they were about. Singing has in all times been the great coadjutor of the missionary. The venerable Archbishop of Sydney had at one time, and probably may still have, a person entirely devoted to the teaching of singing in the free-schools of his metropolitan city. I have seen nearly a thousand young girls, in white garments, kneeling in concentric circles round the steps of the high altar of his cathedral church, singing hymns of thanksgiving after a great act of religion. Those who saw the recollection and the evident fervour, and who heard the mul-

titudinous harmony of that young virgin chorus, as they chanted to the Lamb upon that altar slain, declared that this spectacle could not be realised by any description to those who had not witnessed it. And one said thoughtfully to me, "What a hope for this land, to see the future mothers of its people trained in this way!" We have not yet witnessed such scenes in England, and yet we have much better means for realising them. I have seen a crowd of poor slaves in the Brazils assemble in a monastic church, and chant the *Salve Regina*, in the Gregorian note, after their day of toil in the fields, finding in sacred song refreshment from the scorching heats, and from the pains of servitude. And a resident, an English Protestant gentleman, remarked to me, that the slaves were very religious. In the cities of Chili, the watchman of the night chants the *Ave Maria purissima*, in swelling notes and a prolonged cadence, before he proclaims the nocturnal hour.

In vindication of the interest which I take in the extent amongst the people, not only of choir, but of congregational singing, I may perhaps be pardoned if I add a little more out of the book of my personal observation and experience. Perhaps the deepest and most permanent religious impression I ever experienced arose from hearing, when a mere boy, a congregation of Polish peasants sing the Litany of the Blessed Virgin in their poor wooden church in the outskirts of the town of Memel. How can I ever forget that Litany, one of the simplest that music ever imagined! How can I forget that simple and poor people ranged on their knees, the men on one, the women on the other side of the church, with that transparent look of a simple and pure intention beaming out so fervently amidst their recollection! It wrought an entire change in my nature, and my vocation for life dates from that Litany.

Who can have heard the waves of sacred song swelling up from the hearts of the densely packed people, and rolling and re-echoing along the vaults of Notre Dame des Victoires, without acknowledging that singing has been one of the most efficacious auxiliaries of those wonderful conversions for which that

church and its venerable pastor have become famous. God blesses the prayer of the fervent heart; and the fervent heart is full of music, which, when it finds a voice, enkindles all that is near with fervour. I ought not to omit a remarkable instance of the value of teaching the music of the Church to children. In the year 1840, Dr. Polding, Dr. Gregory, and myself, came from Talcahuana to Havre-de-Grace in a French whaling ship. The crew, during the course of the voyage, were all brought to their religious duties, as well as their officers. One of the first things that revived in them was their recollections of Church music. Profane songs were changed for *cantiques*. On the midnight preceding Easter Sunday, we were unexpectedly awakened by the entire crew, who, silently descending into the great cabin, greeted us with the hymn, "*Rejouissez vous, O Chrétiens!*" The following day, being in the trade winds, we had High Mass on the deck, and the crew, from their early recollections, sang the Mass in the Gregorian chant. How happy that crew was! And from that day you could not go on deck at night without hearing the sound of some pious hymn sung to the accompaniment of the whistling cordage and the rustling waters.

You will pardon, my dear sir, these reminiscences, which, with others of a like nature, form the practical basis of my judgment of the value of singing and of sacred music, as regards the laborious multitude, as well as their brethren who are considered by this world as more favoured. English congregations too have I known, who, accustomed to sing together in their poor chapels, have grieved to see the dear old walls pulled down, and have preferred them to more costly temples, which had not become enriched to their memories by the like associations. You may observe amongst congregations which have been accustomed to sing together, a feeling existing like that of one family. A certain *naïveté*, a certain unreserve of mutual and familiar confidence, a sort of sense of spiritual relationship, as of those whose hearts have been more fully revealed to each other, arises amongst those who have

sung together their hopes, their fears, their faith, their prayers, and their praises of God. I am not, of course, speaking of solo-singing choirs, but of chorus-singing congregations; not of the sphere of rival vanities, but of the sphere of common and united devotion, such as would result from the general cultivation of music amongst congregations. Truly, when our hearts have been drawn out into one common feeling of fervent devotion by the dictated expression of our hearts in one common accord of music, it is not so easy for us to set up our conceits against each other, or to despise each other. Then, again, the freedom of spirit which this holy exercise awakens, makes us so much at home and familiar in the house of God. The pious Italian would consider himself cut short of his free rights in the Church of God, if he could not throw in his petition in his simple chant amidst the most scientific strains sung by the disciplined and skilful choir. Give but the people a love for sacred music, and give them the exercise of sacred song, at the fitting time and season, and they will not much care for the profane; this all experience attests. The Church will become to them a new want from a new source of interest.

Let them sing in the Church, and their yearning for the Church will increase tenfold. It is neither just nor fitting that the enemy of all good should have the sole direction of the music of the people, and its entire homage—that beautiful and valuable gift of God. But, if we cultivate it not for God, we surrender it to His enemy. Those who sing in churches, will not, as a common rule, sing in taverns. Those who are touched with sacred song will not relish that sort which is vile and unworthy. The sacred is the best antidote against the impure in all things, and surely in this.

Children have a great love for music. And St. Chrysostom has very beautifully remarked in a commentary on the 41st Psalm, “Our nature is certainly delighted with song, and is so intimately adapted and linked with its power, that even infants at the breast, when distressed and weeping, are soothed and made contented by its influence.” Let us not then neglect so great and precious an influence over youth, but do our best to guide and direct this gift of God to his own honour and glory. I remain, dear Sir,

Your devoted servant in Christ,

✠ W. B. ULLATHORNE.

INSPECTION OF SCHOOLS.

WHEN Catholic Schools are now for the first time placed in a position to receive the visits of one of her Majesty's Inspectors, it becomes a matter of much interest to understand the extent of such inspection. We accordingly print at length the instructions by which the Inspectors' duties are limited. It will be useful to state that,

1. In cases where Schools have been erected with aid from the Parliamentary Grant, the right of inspection is conceded once for all by the School deed, and cannot be got rid of. Sheffield is, we believe, the only Catholic School in Great Britain thus circumstanced.

2. In cases where aid is given towards the annual expenses only, that is, to-

wards the salaries of teachers and pupil-teachers, the Managers of the School may at any time terminate the inspection by rejecting any further aid.

I.—INSTRUCTIONS TO INSPECTORS OF SCHOOLS.

Committee of Council on Education,
Council Office, Whitehall, August 1840.

SIR,—1. Her Majesty having been graciously pleased, on the recommendation of the Committee of Council, to appoint you one of the Inspectors of Schools, the Committee request your attention to the enclosed paper of instructions, with the documents thereto annexed, for your guidance in the discharge of the duties which will devolve on you.

2. While an important part of these duties will consist in visiting, from time to time, schools aided by grants of public money made by the authority of the Committee, in order to ascertain that the grant has in each case been duly applied, and to enable you to furnish accurate information as to the discipline, management, and methods of instruction pursued in such schools, your appointment is intended to embrace a more comprehensive sphere of duty.

3. In superintending the application of the Parliamentary grant for public education in Great Britain, my Lords have in view the encouragement of local efforts for the improvement and extension of elementary education, whether made by voluntary associations or by private individuals. The employment of Inspectors is therefore intended to advance this object, by affording to the promoters of schools an opportunity of ascertaining, at the periodical visits of inspection, what improvements in the apparatus and internal arrangement of schools, in school management and discipline, and in the methods of teaching, have been sanctioned by the most extensive experience.

4. The inspection of schools aided by public grants is, in this respect, a means of co-operation between the Government and the committees and superintendents of schools, by which information respecting all remarkable improvements may be diffused whenever it is sought; you will therefore be careful, at visits of inspection, to communicate with the * [parochial clergyman, or other minister of religion,] connected with the school, and with the school committee, or in the absence of a school committee, with the chief promoters of the school, and will explain to them that one main object of your visit is, to afford them your assistance in all efforts for improvement in which they may

* In relation to the elementary schools of Scotland, the following passage is added in lieu of the words within brackets:—[presbytery of the bounds, or the minister of the parish, in regard to all schools which are placed by law, or by the condition of their endowments or constitution, under the superintendence of the Church of Scotland, and, as respects other schools, with the minister of religion.]

desire your aid; but that you are in no respect to interfere with the instruction, management, or discipline of the school, or to press upon them any suggestions which they may be disinclined to receive.

5. A clear and comprehensive view of these main duties of your office is at all times important; but when a system of inspection of schools aided by public grants is for the first time brought into operation, it is of the utmost consequence you should bear in mind that this inspection is not intended as a means of exercising control, but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement; and that its chief objects will not be attained without the co-operation of the school committees: *—the Inspector having no power to interfere, and not being instructed to offer any advice or information excepting where it is invited.

6. † [The Committee will furnish you from time to time with a list of schools not aided by public grants, the school committees or chief promoters of which may have expressed a desire that they should be visited in the route of the Inspectors, when they are able conveniently to do so, in order that the school committees may have the advantage of the Inspectors' advice and assistance in the further improvement of their schools.] In submitting the route of your visits of inspection for the approval of this Committee, my Lords request you to include these schools in

* [Or of the presbytery of the bounds, in all schools connected with the Church of Scotland.]

† In the instructions to Inspectors in Scotland, the following words instead of those in brackets:—[You will furnish the Committee of Council, from time to time, with a list of schools not aided by public grants, in regard to which the presbytery of the bounds, or the minister of the parish, or the school committees, may have expressed a desire that they should be visited in your route of inspection, when you are able conveniently to do so, in order that they may have the advantage of your advice and assistance in the further improvement of their schools. The Committee of Council will then give you directions as to your proceedings in relation to such requests.]

your arrangements. When engaged in the inspection of a school aided by a public grant, a requisition may be presented to you from the promoters of some school in the same town or village not aided by a public grant, *requesting you to visit their school. Whenever the special requirements of the public service permit your compliance with this request, my Lords are of opinion it is desirable that you should visit the school, and should convey† to the parochial clergyman, the school committee, or chief promoters (whenever solicited to do so), the results of your experience in school management and education. You will specially report any such application to this Committee.

7. Acting on the principle of assisting local exertions, the Committee of Council have prepared a series of plans of school-houses for small parishes, villages, and towns, in which are exhibited those improvements which are suggested by an extensive comparison of the results of experience, and which they intend to render available to the promoters of schools, by furnishing them with an explanation of each plan in detail, together with specifications, working drawings, and estimates, and with forms for making contracts with builders, &c.

8. Their Lordships are strongly of opinion that no plan of education ought to be encouraged in which intellectual instruction is not subordinate to the regulation of the thoughts and habits of the children by the doctrines and precepts of revealed religion.

9. The reports of the Inspectors are intended to convey such further information, respecting the state of elementary education in Great Britain, as to enable Parliament to determine in what mode the sums voted for the education of the poorer classes can be most usefully applied. With this view, reports on the state of particular districts may be required to ascertain the state of education in such districts, and how far the interference of Government or

* In relation to schools connected with the Church of Scotland, insert—[or from the presbytery of the bounds.]

† And also in this place insert:—[to the presbytery of the bounds, or]

of Parliament can be beneficially exerted, by providing additional means of education. Your reports will be made to the Committee, but it is intended that they shall be laid before both Houses of Parliament.*

10. The Committee doubt not you are duly impressed with the weight of the responsibility resting upon you, and they repose full confidence in the judgment and discretion with which your duties will be performed.

My Lords are persuaded that you will meet with much cordial co-operation in the prosecution of the important object involved in your appointment; and they are equally satisfied that your general bearing and conduct, and the careful avoidance of whatever could impair the just influence or authority of the promoters of schools, or of the teachers over their scholars, will conciliate the confidence and good-will of those with whom you will have to communicate; you will thus best fulfil the purposes of your appointment, and prove yourself a fit agent to assist in the execution of her Majesty's desire, that the youth of this kingdom should be religiously brought up, and that the rights of conscience should be respected.

By order of the Committee of Council on Education,

JAMES PHILLIPS KAY.

Instructions for the Inspectors of Schools.

The Lords of the Committee of Council on Education consider that the duties of the Inspectors of schools may be divided into *three distinct branches*.

1st. Those duties relate, in the first place, to inquiry in neighbourhoods from whence applications have been made for aid to erect new schools, in order to enable the Committee of

* In relation to schools connected with the Church of Scotland, the following words are inserted in the instructions addressed to Scotch Inspectors:—The Education Committee of the General Assembly of the Church of Scotland may desire to avail themselves of the information collected in your visits of inspection. You will therefore be prepared to report to them on the condition of all schools connected with the Church of Scotland.

Council to determine the propriety of granting funds in aid of the expenses proposed to be incurred, or to the examination of certain special cases in which claims of peculiar urgency are advanced for temporary aid in the support and improvement of existing schools.

2ndly. To the inspection of the several schools aided by public grants issued under the authority of the Committee, and an examination of the method and matter of instruction, and the character of the discipline established in them, so as to enable the Inspector to report thereon to this Committee, for the information of both Houses of Parliament. In obedience to her Majesty's Order in Council, dated August 10, 1840, a duplicate of such reports respecting schools connected with the Established Church is to be forwarded by the Inspector to the Archbishop, and a copy to the Bishop of the diocese in which the school is situate, for his information.

3rdly. As incidental to and in furtherance of these duties, Inspectors may also be required by the Committee to make inquiries respecting the state of elementary education in particular districts.

Firstly.—When cases are referred to the Inspector belonging to the first head of inquiry, he will bear in mind that the grant of the last Session is to be chiefly applied in aid of subscriptions for building; and, in particular and special cases, in aid of the support of schools connected with the National Society and the British and Foreign School Society.

The Committee furnish the Inspectors with a copy of the Order in Council of the 3rd of June, and with the annexed regulations of the 24th of September 1839, and of the 15th July 1840, by which the appropriation of the Parliamentary grant made in the late Session will be determined.

In the first class of cases, the Inspector will be careful to obtain as precise information as possible respecting the intentions of the promoters of the intended school in relation to each of the regulations of the 24th September, and to each of the questions in the Form A. (appended hereto), respecting the site

and structure of the school-house and the reasons for expecting that the school will be efficiently and permanently supported. He will forward a plan of the building proposed to be erected, containing the dimensions and height of the rooms, and specifying the appropriation of each part. In the school-rooms, sectional drawings must be given of the position of the desks and forms as proposed to be arranged on the floor. The inspector will ascertain whether any ground, and to what extent, is to be appropriated to the recreation of the children, how it will be enclosed and whether it is intended to furnish it with the means of exercise and recreation; and whenever his advice is sought, he will encourage the adoption of such arrangements. If the schoolmaster's house do not form part of the building, the Inspector will ascertain whether it is situated in the immediate vicinity of the school, or at what distance. The plans of school-houses prepared by the direction of this Committee will always be available for such promoters of schools as may be desirous to adopt the arrangements suggested by the most extensive experience. The Inspector will personally ascertain all circumstances affecting the healthfulness of the site; as, for example, its drainage, ventilation, the proximity of any stagnant water, or of any establishments which may be injurious to health.

The probable amount of stipend proposed to be raised by subscription, or from endowment, or annual collections, together with the amount of school-fees likely to be collected from the parents of the children, with other allowances or emoluments, ought to be such as will enable a well-qualified schoolmaster to live in comfort and respectability, if he devote his whole time to the duties of his vocation; and will therefore be a subject of special inquiry to the Inspector.

He will also report on the funds available for the provision of books and school apparatus, and on the views of the promoters of the school respecting the extent of instruction which they wish to be imparted, and the nature of the discipline which they desire to be pursued in the school. He will ascer-

tain whether any and what arrangements are made for the practical instruction of the girls in household management, and whether the instruction of the boys will have a practical relation to their probable future employment.

In relation to the 3d clause of the 4th regulation of the 24th September, requiring "that the site of the school-house shall be obtained, with a good legal tenure, and that by conveyance to trustees it has been duly secured for the education of the children of the poor," the Inspectors are furnished with a copy of the 6th and 7th William IV., cap. 70,* intituled, "An Act to facilitate the Conveyance of the Sites of School-houses," and with the instructions issued by the National Society, and the forms provided for this purpose by the British and Foreign School Society, as well as with forms prepared under the direction of the Committee of Council, in order to meet the wants of the promoters of some other classes of schools.

The 9th regulation of the 24th September requires, "that in every application for aid to the erection of a school-house in England and Wales, it must be stated whether the school is in connexion with the National Society or with the British and Foreign School Society; and if the said school be not in connexion with either of those societies, the Committee will not entertain the case, unless some special circumstances be stated to induce their Lordships to treat the case as special." The Inspectors will occasionally have to examine the special representations made in such cases; and when the case appears to the Committee to warrant further investigation, the Inspectors may have to conduct the inquiries contained in the extract from the minutes of the 3rd December (in the Appendix to these instructions), respecting the arrangements which the school committee or chief promoters of such schools propose to make, for conducting the religious instruction in an efficient manner;† to ascertain whether the Bible will be read daily in the school, and what means are to be adopted to secure

from the children attending the school an observance of religious duties, and attendance on divine worship, having a due regard to the rights of conscience.

Cases of peculiar urgency, arising in poor and populous neighbourhoods, in which representations are made of the want of the means of elementary education, and the absolute dependence of the population, from extreme poverty, on the public aid for the provision of schools, will sometimes be referred to the Inspectors for examination, before the Committee determine whether more than the ordinary amount of assistance shall be granted. Such inquiries will sometimes require a general survey of the condition of the poor in the vicinity, and particularly of the extent and quality of the existing means of elementary education; and the Inspector will be furnished with tabular forms in which to collect and combine the facts ascertained by such inquiries.

Well-conducted schools may, at particular periods, be subject to embarrassment from the death or removal of some patron who has provided a considerable portion of the annual income of the school, or from some local disaster occasioning the withdrawal of the usual resources on which the school has been dependent, or from other similar causes, in which "peculiar cases temporary aid may be sought to meet the annual expenses of existing schools:" the personal examination of the school by the Inspectors, to test the efficiency of the management, will be required in the majority of such applications; and they will find in another part of these instructions full information respecting the nature of the inquiries to be made in such cases, and tabular forms, in which to collect the results of their inspection. The efficiency of the school management having been ascertained, the Inspector will inquire whether all other efforts to obtain resources for the support of the school have been exhausted, and whether there is a reasonable prospect that temporary aid from the Parliamentary grant would enable the promoters of the school to ensure its future permanent efficiency, without the necessity of renewing their appli-

* This Act is now repealed, and the Act 4 and 5 Vict. cap. 38, passed in its stead.

† This has no reference to Catholic schools.

cation; such assistance being always regarded as an exception to general rules, and to be granted only in cases in which the strongest evidence of its necessity and utility is afforded.

Secondly.—In proceeding to inspect the method and matter of instruction, and the character of the discipline established in the several schools aided by the grants of this Committee, the Inspector will bear in mind that his visit will prove of much greater value to the school if he is accompanied* by the committee or chief promoters of the school in his examination of the children; inasmuch as all permanent improvements must depend, for the most part, on the exertions of the committee or chief promoters of the school. He will therefore generally announce his visit to the † [parochial clergyman, or] other minister of religion, connected with the school, or to the chairman or secretary of the school committee, and proceed to examine the school in their presence. He will abstain from any interference with the instruction, management, or discipline of the school, and will on all occasions carefully avoid any act which could tend to impair the authority of ‡ [the school committee or chief promoters of the school] over the teacher or over the children, or of the teacher himself over his scholars.

He will receive from them any communication which they may wish to make, and afford them such assistance and information as they may be desirous to obtain.

Having inspected the state of the boundary fences, exercise ground, external walls, roof, &c., and ascertained whether the premises are in good repair, the other subjects of inquiry naturally arrange themselves under the following heads and subdivisions.

The Committee of Council, in placing these subjects of inquiry in the hands of the Inspector, by no means expect he will find that the several objects of

* [By the presbytery of the bounds]—(Scotland.)

† [presbytery of the bounds, minister of the parish, in regard to all schools connected with the Church of Scotland, or to any]—(Scotland.)

‡ [those under whose control the school is placed]—(Scotland.)

education adverted to in them are attained in every school. The inquiries relate to different methods of instruction, and to all the subjects of instruction taught under such methods; a comprehensive series of questions is on this account necessary. These questions, moreover, are not to be received as an indication, in any respect, of what the Committee of Council consider desirable, either as respects the method or the matter of instruction, but as a mode of collecting the facts of each case, and as a catalogue of methods pursued, and of things taught under certain varieties of elementary instruction, but which are not found united in any one school, because some of them are incompatible with each other.

Neither is the Inspector to receive those inquiries as an exposition of the extent to which, in the opinion of the Committee, intellectual instruction should proceed, but simply as an indication of the facts which he may have occasion to record.

Mechanical Arrangements.

1. As to form of buildings.

The dimensions of the room should be stated.

(A.) When all the classes are in one room.

(B.) When one or two class-rooms are provided for the separate instruction of a part of the children; the rest being taught generally in a common school-room.

(C.) When each class is instructed in a separate room, and occasionally assemble in a common room.

2. As to the disposition of desks.

(A.) Whether on Dr. Bell's plan.

(B.) Whether on the Lancasterian plan.

(C.) Whether a separate range of desks on an inclined plane for each class, with a sufficient area for the arrangement of the class standing on the floor.

Means of Instruction.

1. Enumerate the books used in the several classes under the heads:

Reading, Arithmetic, Geography, History of England, Grammar, Etymology, Vocal Music, Linear Drawing, Land Surveying.

2. Describe the apparatus.

Organisation and Discipline.

1. As to the arrangement of classes.

(A.) State whether each child is always under the instruction of the same teacher.

(B.) Whether it is taught by a succession of teachers, each conveying instruction in some particular branch.

2. As respects monitorial or other discipline.

(A.) Number of teachers.

(B.) Number of monitors unpaid.

(C.) Number of pupil-teachers, or of well-instructed monitors, who are paid (state the amount of the remuneration).

3. As respects rewards and punishments.

(A.) If distinction depends on intellectual proficiency.

(B.) On a mixed estimate of intellectual proficiency and moral conduct.

(C.) On moral conduct only.

(D.) Whether corporal punishments are employed; their nature; and the offences to correct which they are used. If they are employed, are they publicly inflicted?

(E.) What other punishments are used?

(F.) If any, what rewards.

As respects Method.

1. Whether the method of mutual instruction is strictly adhered to.

2. Whether the simultaneous method is more or less mingled with individual teaching.

If the simultaneous method be adopted, the Inspector will ascertain to what matter of instruction it is applied; as, for example, Reading, Grammar, Etymology, Arithmetic, Singing, Geography, History, &c.

These inquiries are all to be arranged in the tabular form, No. 1, so as to enable the Inspector to make the requisite

memoranda, by a brief initial mark of note on the spot.

Supposing the school to be conducted on the system of mutual instruction, in order to determine the degree of efficiency with which the school regulations are carried into effect, the Inspector will ascertain,—

1. The number of masters, assistant-masters, if any, and occasional masters.

2. The number of monitors, and the under-mentioned facts respecting each monitor.

If the school be conducted on the mixed method of instruction, the Inspector will ascertain the number of masters, assistant-masters, and occasional masters, and the number of pupil-teachers employed in the school, and the following facts respecting each pupil-teacher:—

Age.

Period during which he has received instruction.

Attainments:—

In Reading.—Can read imperfectly; decently; with ease and accuracy; with ease and expression.

In Writing.—Cannot write; imperfectly; decently; with ease and skill.

In Arithmetic.—Acquainted with addition, subtraction, multiplication, division; or not, respectively; skilful in the foregoing; acquainted with compound rules; skilful in them; acquainted with higher rules; skilful in them; acquainted with exercises in mental arithmetic; skilful in them.

In Singing.—Having by ear an acquaintance with psalmody and labour songs; acquainted with the elements of the notation of music; able to sing common psalm tunes and labour songs, from notes, at sight; able to sing chants, anthems, and more difficult sacred music, from notes.

In Drawing.—Able to draw simple rectilinear figures; able to draw and shade simple rectilinear figures; acquainted with linear drawing, as applied to some mechanical art, such as carpentering, house-building, land-surveying.

As to Physical Exercises.—Acquainted with the elementary movements; acquainted with the more com-

plex combinations ; capable of conducting a class under exercise.

Besides which, an examination should, when necessary, be made into their comparative knowledge of

Geography, History of England,
Grammar, Etymology.

The Inspector should further inquire—

The period during which each monitor has been so employed.
Whether he receives any reward or privilege.

The number of children committed to his charge, and their average age.

The classes should be then successively examined, so as to enable a general report respecting the degree and efficiency of the instruction to be subjoined to a table containing an account of the routine of the school for each class ; that is, an account of the successive exercises of each class during each hour of the day, and each day of

the week ; stating whether the class, at each hour, is under the instruction of the monitor, or pupil-teacher, or master.

The degree of attention paid to the moral training of the children, and the means which are adopted for this purpose, deserve the especial attention of the Inspector ; he will particularly note to what extent the industrial instruction of females is carried ; and whether the master has any opportunity of becoming a companion to the children in their hours of relaxation. The number of holydays in each week and year deserve to be noted.

Thirdly.—With regard to the third branch of the duties of the Inspectors, the Committee, whenever they determine such inquiries shall be made, will issue special instructions for the guidance of the Inspectors.

By order of the Committee of Council on Education,

JAMES PHILLIPS KAY.

THE FOLLOWING SCHOOL-TEACHERS ARE IN WANT OF SITUATIONS.

Schoolmasters.

Cronin (Cornelius), 7 Buckley St., White-chapel.
Carey (W.), care of Rev. Dr. Tandy, Banbury.
Courtney (P.), 2 East Street, Bow-Bridge, Stratford.
Duggin (Daniel), 47 Micklegate, York.
Fitzpatrick (James), Brunnoe, Parish of Drung, Cootehill, Ireland.
Heffernan (C.), 2 Brooks Market, Holborn.
Kean (John), 10 Skelhorn Street, Salford.
Kemball (Edw. T.), 39 Park St., Plymouth.
M'Cormack (Michael), Mohanny, Newport, Mayo.
Morris (J. J.), at Mr. Cotton's, Milton St. City.
Margin (Patrick), address 19 John Street, Pentonville.

Maher (R. A.), 14 Back Silver Street, Hulme, Manchester.
O'Neill (Patrick), address at "Post Office, Preston."
O'Connor (P. H.), 3 Back Common, Turnham Green.
Rymer (James), Witham, Essex.
Sullivan (George), 8 Exeter Buildings, Sloane Street.
Tracy (M.), 1 Westbourn Terrace, Grove Road, Hammersmith.
Vyse (P. J.), 3 Harvey Street, Hoxton Old Town.
Williams, —, 71 Brierley Street West, Birmingham.
Wright (Alfred), 73 Harrison Street, Gray's Inn Road.

Schoolmistresses.

Barlow (Mary Rosa), address to the care of Miss Copland, Ashton, near Warrington.
Davis (Jane A.), 3 Mile End Terrace, Landport, near Portsmouth.

Fenn (Mrs.), Triangle Place, Park Road, Clapham.
M'Quirk (Eliza), 256 Tottenham Court Road.

M'Elliott (Ann), Bexley Lane, Crayford,
Kent.

M'Quoin (Elizabeth), 34 Soho Square.

Rourk (Eliza), 11 Providence Row, Fins-
bury Square.

Slade (Mrs.), Stapehill, near Wimbourne.

It must be distinctly understood that the Committee do not guarantee the qualifications of these teachers. Managers of schools will find it necessary to institute full inquiries on their own behalf.

CONGREGATIONAL COLLECTIONS FOR THE CATHOLIC POOR-
SCHOOL FUND IN THE WESTERN DISTRICT, 1848.

Axminster	£3 9 6	Lyme	£2 12 8
Barnstaple		Marnhull	1 10 6
Bath, St. John the Evangelist	12 2 10	Midford Castle	2 4 6
„ Brunswick Place	3 0 0	Penzance	0 15 2
Bodmin		Plymouth	3 10 0
Bonham House	2 19 6	Poole	0 18 0
Bridgwater and Cannington	26 10 0	Prior Park	1 11 0
Bridport	0 10 0	Sales House	
Bristol, St. Mary	4 0 0	Salisbury	2 2 0
„ St. Joseph	3 0 0	Shepton Mallet	1 7 6
„ Holy Apostles	7 14 0	Shortwood	1 0 0
„ Stapleton Road	0 10 0	Spetisbury	1 19 9
Cheltenham	9 11 0	Stapehill	
Chidiok	1 12 6	Taunton	2 14 5
Chipping Sodbury	0 8 6	Taunton Lodge	
Downside College	3 7 6	Tawstock	5 5 0
Exeter	4 0 0	Tiverton	0 8 0
Fairford	0 15 0	Torquay	6 6 6
Falmouth		Trelawney	0 8 0
Follaton	0 5 2	Ugbrook	2 6 0
Gloucester	6 14 7	Upton House	2 3 6
Hill Grove		Wardour Castle	
Kemerton	5 3 2	Weymouth	1 0 0
Llanherne	0 14 2	Woodchester	4 15 0
Lulworth			

SUBSCRIPTIONS AND DONATIONS RECEIVED SINCE THE LISTS
FOR THE REPORT OF 1848 WERE CLOSED.

Bache (Miss H.)	£1 0 0	Jerningham (Hon. C.), Stafford	£1 0 0
Barge (Rev. Thomas)	1 1 0	Jones (Wm.), Esq.	25 0 0
Bennett (William), Esq.	1 0 0	Kearnan (Fr.), Esq.	5 0 0
Bennett (Robert), Esq.	1 0 0	Langdale (Hon. Charles)	25 0 0
Besley (Richard), Esq.	0 10 0	Lescher (W. J.), Esq.	5 0 0
Buckle (W. H.), Esq.	5 0 0	Little (Mrs. A.)	0 5 0
Canning (Mrs.)	3 3 0	Little Malvern Collection, 1848	8 12 6
Corless (Rev. Dr.)	1 0 0	Luck (Alfred), Esq.	5 0 0
Davis (Rev. F. B.)	1 0 0	Maguire (Very Rev. Dr.)	2 0 0
Duke (W.), Esq. M.D.	1 1 0	Maxwell (W. Constable), Esq.	50 0 0
Foley (Henry), Esq.	1 0 0	M'Dermott (Mrs.), sundry dona- tions	1 6 0
Glover (Rev. J.)	5 0 0	M'Henry (Miss), donation	1 0 0
Haigh (Wm.), Esq.	5 0 0	Morris (Rev. John)	1 0 0
Harrison (Robert), Esq.	1 0 0	Murray (C. R. Scott), Esq.	25 0 0
Houghton Collection	6 14 3	O'Neal (Rev. J.)	1 0 0
Jerningham (Hon. H. V.), Staf- ford	10 10 0	Petre (the Hon. Mrs. Edward)	25 0 0

Portsea Congregational Collection	£2	8	6	Stonor (Hon. T. E.)	£1	1	0
Prestage (J. T.), Esq.	1	0	0	Stourton (The Lord)	50	0	0
Rees (John), Esq. for 1848-49	5	0	0	Stourton (The Lady)	5	0	0
Scanlan (E.), Esq.	1	0	0	Stourton (Hon. Philip)	25	0	0
Sheerness Congregational Collec- tion	1	6	0	Thompson (E. H.), Esq.	1	1	0
Silvertop (Geo.), Esq.	20	0	0	Towneley (Charles), Esq.	100	0	0
Southwell (Viscount), donation	5	0	0	Vavasour (Wm.), Esq.	10	0	0
Stokes (Charles), Esq.	2	2	0	Wesley (W.), Esq.	1	0	0

NOTICES.

The Catholic Poor-School Committee's Report, just published, may be obtained from Burns, Dolman, and Jones, London; Rockliff, Liverpool; Lynch, Manchester; Freeman, Leeds; Maher, Birmingham; Leicester, Worcester; Spencer, Bath; Sullivan, Bristol; Reeve, Leamington; Williams, Cheltenham; Richardson, Derby; Stanley, Exeter; Croshaw, York; Shepard, Nottingham: with whom the "Protestant Testimonies in favour of Religious Schools" is also on sale.

A General Examination, open to Catholic schoolmasters throughout Great Britain, will be held by T. W. Marshall, Esq., her Majesty's Inspector of Schools, at the Catholic School, St. John's Wood, London, on the 10th April, and at the Catholic School, Sunderland, on the 23d April. We would in the strongest manner repeat our invitation to Masters to attend this examination. The subjects embraced are such as competent teachers ought to be acquainted with, and the advantages offered are very great, and last (with good conduct) during life. As we have but one Catholic Inspector for England, Wales, and Scotland, whose time is constantly employed, it is very probable that the coming examination will be the only one during 1849 at which our Masters can present themselves. Any Master obtaining a low certificate of merit on this occasion may offer himself at a future opportunity, with a view to obtain a higher place.

A recent correspondence in the newspapers renders it desirable to state, that when Catholic Schools are inspected, the Managers are not expected to answer the question regarding the number of children reading the holy Scriptures. If, however, the Managers themselves express a desire to return the number of scholars reading the Bible, the Inspector will not refuse to receive the information. The answer in this case will, of course, refer to the translation commonly called the "Douay," or to any other used in the school with the approbation of ecclesiastical authority.

It would be unfair to withhold from our readers the following letter from the Rev. Joseph Cullen of Newcastle to the Secretary of the Catholic Poor-School Committee, which we have received permission to publish.

73 Pilgrim Street, Newcastle, April 2, 1849.

DEAR SIR,—It was with much pain and sorrow that I perused D. O'Gorman's letter in Saturday's *Tablet*. I am authorised to say that the Clergy of Newcastle totally dissent from the language and sentiments contained therein. Should you see her Majesty's Inspector, Mr. Marshall, will you kindly assure him of our undiminished respect and attachment. But I consider this as a proof that the old leaven is now being purged out, and that O'Gorman feared the coming examination, and is now endeavouring to cover his retreat by an apparent shew of zeal.

With many thanks for your kindness in forwarding the interests of our school,
I remain yours, very truly,

JOSEPH CULLEN.

We dismiss this unpleasant subject with an expression of our opinion, that violence of temper, inaccuracy in statement, and insubordination towards clerical authority, are among the most serious disqualifications under which a schoolmaster can labour.

THE

Catholic School.

No. VI.—MAY 1849.

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The CATHOLIC POOR-SCHOOL COMMITTEE grant money towards building and sup-
porting schools in need of assistance. All applications for aid must be made on
printed forms, which may be obtained from the Secretary, to whom communications
for the Committee should be addressed.

Grants of money are made at meetings of the whole Committee only, which are
held twice a-year for that purpose.

The Committee feel pleasure in assisting all schemes conducive to the extension
or improvement of Catholic education.

Applications for aid, received before 1st July, 1849, will be brought before the
next General Meeting of Committee.

Form of Bequest to the Catholic Poor-School Committee.

I give and bequeath to the Hon. Charles Langdale, or other the Chairman for the
time being of the CATHOLIC POOR-SCHOOL COMMITTEE, whose receipt shall be a
good discharge to my executors, the sum of £ _____, to be paid exclu-
sively out of such parts of my personal estate as I can by law charge with the pay-
ment thereof; and to be applied under the direction, and to promote the charitable
objects of the said Committee, or such of them as are not contrary to the true intent
and meaning of the statute 9 George II. c. 36.

The Catholic School.

No. 6.

May 1849.



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GOVERNMENT AID.

WE have been sometimes asked, not without a slight curl of the lip, Well, and what have you got from Government?

Against this question it would be by no means unfair to protest as premature and precipitate; but we prefer to answer it for the credit of those Catholic school-managers who have exhibited so praiseworthy an alacrity in benefiting by the newly-opened advantages, and for the encouragement of others to imitate them.

It must be frankly stated at the outset, that not one shilling of the public money has yet been granted towards the building of a Catholic school-house. For this there are excellent reasons. In making building grants the Government, as their duty is, insist that schools which the country helps to build should be securely settled in trust for educational purposes, and placed under the protection of the law of the land by the enrolment of the trust-deed in the Court of Chancery. Now this requirement, though in itself perfectly reasonable, yet involves details which need mature deliberation. These details are before the Vicars Apostolic, with every prospect of a

satisfactory arrangement. Meantime we are sure of the acquiescence of our readers when we say, that it is far better to suffer a delay of twelve months in this matter than to accept objectionable terms. Nay, we go further, and we are certain the British Catholic body will go with us. Better will it be—far better—to decline Government building grants now, and for all future time, rather than sanction, in one Catholic school, any arrangements which shall even seem to interfere with the authority which the Priest does now and we trust ever will exercise over the whole of the religious teaching, and every question connected with it.

Thus, a part of our question is answered. As far as building grants are concerned, we have, as yet, nothing from Government.

Building grants, however, are not the only aid offered out of public funds to the promoters and managers of schools. Assistance towards the expenses of existing schools is, as is well known, given (1) in payment of pupil-teachers, or assistant masters and mistresses; (2) in augmentation of teachers' salary, and (3) in money for books and

maps. What have Catholic schools done in these particulars? We repeat that the inquiry is altogether premature, as it is not three months since the first candidate pupil-teacher offered himself for apprenticeship. Still, these three short months have not been unproductive. In that time about fifty Catholic schools have claimed the great benefit of pupil-teachers. Of course, the amount of success attending the application varies with the state of the school, the capacity of the master and mistress, the qualifications of the candidates, and the number of the scholars. Thus, Newcastle-on-Tyne has secured six pupil-teachers, Edinburgh four, Durham three, Walsall and Darlington two each. Another case, again, has been entirely rejected, on account of the inadequacy of the school-buildings, and another from the small number in attendance. But, taking one case with another, we hope that our fifty Catholic Schools, when their claims have all been investigated, and a decision come to, will have acquired, at least, one hundred apprenticed pupil-teachers. The value of this assistance, in elevating the character of the respective schools, in increasing the teaching force, and eventually in providing us with one hundred trained masters and mistresses, is quite inappreciable. But it is not difficult to calculate the gain of money. Each pupil-teacher receives from Government during the five years of his apprenticeship payments amounting in all to 75*l.* In addition to this, the master of the school is paid 5*l.* per annum for the extra instruction imparted to the pupil-teachers, which, in five years, will amount to 25*l.* Thus, at the end of five years, our fifty Catholic schools will have received, for their teachers, on this head alone, not less than 10,000*l.* from national funds.

In addition to the examination of pupil-teachers at their respective schools, two general examinations of Catholic masters have been held during the past month in London and Sunderland. The result is not yet known, but we believe we may, without fear of exaggeration, assume that twenty masters will obtain certificates of merit, entitling them to payment of 15*l.* per

annum and to pensions in old age. Here, again, the moral consequences arising from the elevation of the teacher's position, consequent upon his recognition by the State, are more important than the pecuniary gain. The latter, however, will be not altogether insignificant, amounting to 300*l.* per annum, or 1500*l.* in the course of the five years over which our inquiry extends.

The great majority of our schools are inadequately supplied with books and maps, and every school taught by a certificated master, or by pupil-teachers, has a right to claim a grant of money to supply the deficiency. We trust that no one of our schools will neglect this advantage. Supposing that each of the fifty schools under inspection obtains by 1854 a grant of 10*l.* for books and maps, we shall have to add 500*l.* to our account of direct pecuniary gain.

Nor must we omit another particular, which, whether we regard the cost or the profit, is alike of prime importance. We allude to the Inspector. It would be impossible to speak of Mr. Marshall as we could wish, and as he deserves, without doing violence to his feelings; but it is due to the Government which appointed him, and to the Catholic Poor School Committee, which readily acquiesced in that appointment, to declare our conviction that he possesses in an eminent degree the combination of qualifications requisite to obtain the confidence of our school-managers, to win the esteem of our teachers, and to elevate the standard of education in our poor schools. Now the talents, the knowledge, and the tact of Mr. Marshall are placed at the disposal of our schools. In him every Catholic school has an adviser and a friend, ever ready to apply the results of a general experience to the disentanglement of local difficulties; and we count a visit from the Inspector to be not the lowest of our gains. At all events, we may safely value the advantages of possessing such an Inspector at his cost to the Committee of Council on Education; and this will be about 1000*l.* per annum.

Thus, if from this moment we should fold our arms and do nothing further, our gains in money from the Parlia-

mentary Grant may be calculated for the next five years as under :

100 Pupil-teachers, at £75 . . .	£7,500
Payments for extra instruction to ditto	2,500
20 Certificated Masters, 5 years, at £15	1,500
50 Grants for books, at £10	500
Inspector, 5 years, at £1000	5,000
	£17,000

This result is surely better than a blank ; but it is in our own power to multiply it tenfold. There is no reason why we should fold our arms ; but, on the contrary, there is every reason why our 500 schools should hasten to do what the 50 have already done, and secure for themselves and the Catholic body a share in the large benefits offered to the working classes of our faith. Instead of 100 pupil-teachers we may get 1000. In place of 20 certificated masters we may get 200, and as many mistresses. Nor do we doubt that such will be the case. We have never ceased to say that, considering the treatment which British Catholics have received from the Protestant majority, considering the suspicions and jealousy naturally arising from such treatment, our clergy and the other managers of our schools have done themselves the highest credit by their alacrity in demanding—not for themselves, for that were poor praise, but for the children of their poor parishioners—those educational advantages which the State has at length thrown open to them. We own to a feeling of pride in this behaviour,—proving, as it does, both our zeal in the cause of education, and our willingness to be blind to the injustice and persecution of the past, provided that fair treatment be henceforward accorded to us.

We conclude with the mention of a few localities which may serve as examples to others.

Of the districts, justice obliges us to place the northern at the head of the list. We believe that a diligent investigation into the circumstances of all the Catholic schools in Durham and Northumberland has been made by the ecclesiastical authorities, and directions given how to proceed. The result is, that Darlington (the Bishop's school), Dur-

ham, Hartlepool, Houghton-le-Spring, Sunderland, Newcastle-on-Tyne, Beltingham, and Berwick, have been placed under inspection, and there is a prospect that every other permanent school in the district will speedily do the same.

Of large towns it gives us great pleasure to be able to accord the precedence to London. Here all the girls' schools under the Associated Catholic Charities, five in number, we believe, have been placed under inspection, together with the boys' school in Lamb's Buildings ;* and as soon as the good Christian Brothers are able to recognise the difference, as wide as the poles asunder, between the English and Irish systems, we understand that the other boys' schools will share the same advantage. To the schools in London itself we must add Poplar ; Webb Street, Borough ; St. George's, Southwark ; Hackney ; St. John's Wood ; Islington ; Fulham ; Walthamstow ; Deptford ; and Hammersmith. Need we say with what pleasure we look hereafter to name sixteen schools in Manchester, and an equal number in Liverpool?

Of country schools we may specify Carlton, near Selby ; Ugthorpe, near Whitby ; and Orrel, near Wigan.

Of schools supported by private individuals, we have Lady Caroline Towneley's Infant School at Towneley, the Hon. Philip Stourton's school at Holme, Lord Stourton's at Allerton, Sir Charles Tempest's at Broughton, and Mr. Weld's at Lulworth. We should be particularly glad to see this last class enlarged, because the Catholic gentry who maintain schools for the good of their poor neighbours have an unquestionable claim on the State ; and the schools themselves would generally benefit, in a particular degree, by the Inspector's visits.

On the whole, we think we have been able to answer the question with which we started to the satisfaction of every rational inquirer ; and when the lapse of time has changed our three months' trial into three years' experience, we confidently hope to be able to exhibit

* It gives us the highest satisfaction to know that the boys in this school are remarkable for intelligence and attainments.

results greater than our present expectations. Nothing could be more full of hope than our prospects.

Promoters of schools are reminded

of the direction of the Catholic Bishops, that all applications for Government aid should be made through the Catholic Poor-School Committee.

CORRESPONDENCE WITH GOVERNMENT.

The subjoined correspondence will be found important. From it, it appears:

1. That the erection of one school in a parish does not exhaust the powers conferred by 4 and 5 Vic. c. 38.

2. That the Committee of Council will not object to the name of the donor of a site for a school being inserted among the trustees. The legal obstacle is one which may be readily overcome.

18 Nottingham Street, Marylebone,
28th February, 1849.

SIR,—The attention of the Catholic Poor-School Committee has been directed to the provisions of the Acts for facilitating Conveyance of Sites for Schools. For the information of the Committee, I beg to inquire whether the facilities granted by those Acts are confined to one school in a parish, or if the right interpretation of the clause affecting this question will allow any number of sites in the same parish to be granted for schools under the Act, provided that they are granted by different individuals or bodies.—I have the honour to be, Sir, your obedient servant,

S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
Privy Council Office, Downing Street,
3d March, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—Your letter dated the 28th ultimo has been referred to the Counsel of this department.

He states that he is of opinion that, under the 4 & 5 Vic. c. 38, sec. 9, one person can only grant one site for a school in a parish; but that any number of persons may grant as many sites as there are persons to make the grant

in the same parish.—I have the honour to be, Sir, your obedient servant,

HARRY CHESTER.

S. Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

18 Nottingham Street, London,
15th February, 1849.

SIR,—I beg to inquire whether the Lords of the Committee of Council on Education have made any regulation which prevents the name of a landowner, giving or selling the site for a school, from being inserted among the Trustees of the school erected upon such site, with aid from the Parliamentary Grant for Education.

I have the honour to be, Sir, your obedient servant,

S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
Privy Council Office, Downing Street,
February 20, 1849.

SIR,—I have to acknowledge the receipt of your letter of the 15th instant, in which, with reference to schools erected with aid from the Parliamentary Grant, you inquire whether my Lords "have made any regulation which prevents the name of a landowner, giving or selling the site for a school, from being inserted among the Trustees."

Under the School Sites Acts, certain corporations and quasi corporate bodies have been empowered to hold school-property in succession.

Whenever the site of any school to be erected with the aid of a grant from this department can conveniently be placed in perpetual trust, under the powers to which I have referred, my Lords are led, by consideration of the obvious benefits thence arising to the

school, to require that the site shall be conveyed to one or more of those corporations or quasi corporate bodies.

The association of individual with corporate Trustees would have the effect of destroying the object of a Corporate Trusteeship.

This is the only ground on which my Lords ever object to the donor or vendor of a school-site being appointed a Trustee of the legal estate.

I enclose, for your information, a copy of their Lordships' printed instructions (S. B. Forms, No. 5), which relate to the subject of your inquiry.— I have the honour to be, Sir, your obedient servant,

HARRY CHESTER.

S. Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

SCHOOL BUILDING FORMS.
(No. 5.)

————— *School.*

INSTRUCTIONS as to the preparation of the DRAFT OF THE TRUST-DEED, in order that it may be submitted to the Committee of Council for the approval of their Counsel before the Deed is engrossed.

The attention of the Solicitor is directed to the Acts for facilitating the Conveyance of School Sites (4 & 5 Vict. c. 38, and 7 & 8 Vict. c. 37), published in the 1st volume of Minutes for 1844, sent herewith. A lithographed Form of Trust-deed and a Management Clause are also transmitted.

—————
Privy Council Office,
Downing Street.

1. The legal estate of any school connected with the Church of England should be vested in one or more corporate bodies, who are competent, under the 4 & 5 Vict. c. 38, to hold the trust in perpetuity. That section creates a peculiar corporate body who may hold this estate, and under sections 4 & 5 of the 7 & 8 Vict. c. 37, the minister and churchwardens may be, and are commonly appointed to hold the legal estate. By the 5th clause of the 7 & 8 Vict. c. 37, the rector, vicar, or perpetual curate of any parish may grant land, being part of his glebe, &c., to the minister and churchwardens, or to the minister, churchwardens, and overseers, as a site for a school, with the consent of the patron of the benefice and of the Bishop of the diocese, al-

though he apparently makes the grant to himself.

2. The conveyance must declare the school to be held in trust for the education of the poor, and for no other purpose whatever.

Although, under the School Sites Acts, the premises cannot be applied to any other purpose than that of a school for the poor, and consequently no other trust can be set forth in the deed, it would doubtless be considered that if the buildings were *occasionally* and *temporarily* applied to some other *similar* purpose, *provided the school be not interfered with or injured thereby*, the object and purpose of the statute would not be defeated, and the Committee of Council would not raise any objection to such application.

3. The constitution of the managers of the school should be distinctly declared in the deed. Their Lordships have sent with the form of deed a Management Clause, which they consider suited to the condition of your school. This is one of five clauses: four of which relate to National Schools, and have been approved by the ecclesiastical authorities; and the fifth of which relates to British Schools.

4. When the draft of the deed has been prepared, it must be forwarded to this office, in order that it may be submitted to their Lordships' Counsel for his perusal, before the deed is engrossed.

5. When the draft has been perused and returned, approved by their Lordships' Counsel, it may be engrossed on parchment with a proper stamp, and executed by the proper parties. It must then be acknowledged by one of the parties to the deed before a Master extraordinary in Chancery, and enrolled in conformity with the provision of the Mortmain Acts within six calendar months after its execution. In the register counties the deed should be registered.

Where the grant is gratuitous, and the deed is in the form suggested by the 4 & 5 Vict. c. 38 s. 10, the stamp will be a common deed-stamp of 35s., unless the length require the progressive duty. When the site is purchased, of course the *ad valorem* duty must be paid.

6. Where any ecclesiastical corporation, sole below the dignity of a Bishop, grants any land, there must be a certificate by three beneficed clergymen of the diocese as to the extent of the land endorsed on the deed, and until there be such certificate the deed can have no validity. The form of the certificate is set forth in the 4 & 5 Vict. c. 37, s. 13.

7. A copy of the deed, together with the signatures, attestations, and receipts, and the endorsement of the enrolment and registration, and of the certificate where required, must then be made on plain parchment; and the draft approved by their Lordships' Counsel, together with the original deed and this copy, must be sent to the Council Office for examination, in order that the copy may be permanently deposited there for reference. The deed and approved draft will be returned.

18 Nottingham Street, Marylebone,
28th February, 1849.

SIR,—I have the honour to acknowledge the receipt of your letter of the 20th instant, in which you inform me that whenever the site of any school to be erected with the aid of a grant from the Committee of Council on Education can conveniently be placed in perpetual trust under the School Sites Acts, their Lordships require that the site shall be conveyed to one or more corporations or quasi corporate bodies, empowered under those Acts to hold school-property in succession.

In reference to the requirement of their Lordships, as thus stated, allow me to ask, 1. Whether school-property not connected with the Protestant Church as by law established can be held in succession under the School Sites Acts? 2. Whether Roman Catholic school-property can be so held? and if so, by what corporations or quasi corporate bodies can it be so held, and on what terms?—If Roman Catholic school-property

cannot be held in succession under the School Sites Acts, I presume that their Lordships will never object to the donor or vendor of a site for a Roman Catholic School being appointed a Trustee of the legal estate.

And I would venture further to call your notice to the disadvantage under which Roman Catholic Schools labour by this penal exclusion from the most important privilege conferred by the Acts in question.

I have the honour to be, Sir, your obedient servant,

S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

ROMAN CATHOLIC }
POOR-SCHOOL COMMITTEE. }

Committee of Council on Education,
March 5, 1849.

SIR,—I have to express my regret that the general tenour of the letter addressed to you from this office on the 20th of February should have appeared to proceed upon the presumption that schools not connected with the Church of England could avail themselves of those clauses of the School Sites Acts, which create certain corporations competent to hold school-sites in trust. My Lords are not aware that schools not connected with the Church of England can be conveyed in trust to any corporate body, either under the School Sites Act or otherwise.

The site of a school, whether granted or sold, cannot, however, legally be conveyed to the grantor or vendor; for the law does not recognise a conveyance in trust from an individual to himself. The grantor or vendor may always be a manager; but, for the above reason, he cannot be a trustee. This results not from any regulation of this office, but from the state of the law.—I have the honour to be, Sir, your obedient servant,

HARRY CHESTER.

S. Nasmyth Stokes, Esq.
18 Nottingham Street, Marylebone.

NOTICES OF BOOKS.

A Letter on National Education.

By John N. Lomax.

EVERY symptom of interest in the cause of popular education manifested amongst Catholics is hailed with satisfaction by us, and in this spirit we receive Mr. Lomax's letter. The writer appears to have conceived an ideal of education such as Christendom has never realised. According to him, every plan hitherto tried has failed. "The monks in the early ages were able to do little" — "the efforts of charitable individuals have proved a blank" — "schools attached to churches have been inefficient" — "the Kildare Street Society and the national mixed education have produced only dissatisfaction" — "a non-religious education would be no happier in its effects" — "the system of the Education Committee is valueless for the education of the poor." Having passed sentence upon all previous and present endeavours, Mr. Lomax proposes a method of his own. Before adverting to it, let us quote two objections which Mr. Lomax states, in opposition to the Irish national system. Under it, he says, "the teachers of the poor-schools would be literally *masters*: they would insist on school-rooms, fittings, &c. that the parish is unable to supply, and, being entirely independent of all outside of doors, they would assume all the impertinence of other inferior servants of Government, whether in post-office, tax-office, customs, or excise." Again he says, "Allowing all these difficulties to be overcome, and Government sent forth its messengers of knowledge on all sides, according to precedence, without reference to religious bias, which of the Dissenting congregations would receive a Catholic, Church of England, or Unitarian teacher, and *vice versa*? Upon this head the resolutions of the Catholic bishops of Ireland, dated 25th January, 1826, are imperative; and although other communions have not published resolutions, their sentiments are well known." It thus appears to be Mr. Lomax's opin-

ion (1), that school-teachers ought to be kept in proper subordination to the school-managers; and (2), all persons superintending the instruction of Catholic schools ought themselves to be Catholics. In these principles we most heartily concur, and bearing them in mind, we turn to Mr. Lomax's plan of education reform. It is as follows:— "A head-money should be paid (according to the average number educated in the schools) to the treasurers of such schools only as are directed by teachers who had taken degrees appointed by Government for that purpose." For the working machinery, "let all teachers form themselves into a college or association, and let these elect periodically a board of such as have taken degrees, or are enabled by their talents to do so (approved by Government); let a charter be granted to it, to confer degrees upon teachers, and to give them certificates accordingly." "Let a list of the best-conducted schools in the kingdom be prepared" (qy. by whom?), "and let the teachers of these schools be created inspectors of the schools in their immediate districts." "Let the board have the distribution of the whole of the money voted, without deduction; and let the board be the only source of communication between the people and a minister of education." "I have left unnoticed," says our author, "the religious tenets of the board or inspectors; for as their influence and use will be directed solely to the secular part of management and study, I have every confidence that they will be chosen according to their secular merits, and irrespective of their religious bias." Such is the new system. We might point out that it includes "a minister of education," Government degrees, hosts of inspectors, a chartered board, and a monopoly of instruction; but we content ourselves with remarking, that the schoolmasters, who, on the independence given them by the Irish system, would assume all the impertinence of the post-office or excise, are now,

without fear, created autocrats of education, and the superintendents of our schools, who were then by an imperative decree of the Bishops to be necessarily Catholics, are now to be chosen on their merits, irrespective of religious bias. We cannot go with Mr. Lomax in this abandonment of his own principles. Indeed we think that, faulty as have been many former plans of education, the new plan of Mr. Lomax has been so contrived as to comprise in one the faults of them all.

We might lay aside the pamphlet with these observations, were it not that we wish to guard our readers against being misled by the account it gives of the aid to be expected by Catholic schools. He lays it down that "Government has no power to assist any poor district, *i. e.* until a good and commodious schoolroom is provided, and a teacher is paid 30*l.* a year, or a female two-thirds of that sum, Government can do nothing." So far is this statement from the actual fact, that up to 1846 the whole of the money voted by Parliament for education was employed in aiding the erection of schools and teachers' houses, and the promoters of any new school may obtain building grants to the extent of from one-fourth to one-third of what ought to be the entire cost. We say "what ought to be the entire cost," in consequence of the extravagance of some of our schemes. Mr. Lomax proceeds: "The system makes other provisions, *viz.* it gives to teachers, both male and female, a power to exalt one scholar of thirteen years of age out of every twenty-five in the school, into an apprentice for five years, Government paying them the following salaries, &c." As patronage is a bugbear in our author's eyes, it will be a gratification to him to know that no teacher, male or female, has any such exalted powers. Pupil-teachers are recommended by the managers of a school, *i. e.* in nine cases out of ten by the Catholic priest. They are carefully examined by the Inspector, and their written papers forwarded to the Council Office. If found qualified, they are apprenticed. Mr. Lomax goes on: "You may think that a school would

be well conducted with an advanced junior assistant for every twenty-four scholars. But this is not all! There are likewise 'monitorships' to be appointed, I suppose at the teacher's discretion, Government paying them the following rates," &c. If investigation had been substituted for supposition, our author would have at once learnt that "stipendiary monitors" are not apprenticed in a school which has "pupil-teachers," nor are they appointed at the teacher's discretion.

Is it easy to estimate too lightly the judgment of a public critic who unhesitatingly condemns a system of which he knows as little as Mr. Lomax appears to know about the plans of the Committee of Council on Education?

Mr. Lomax devotes the profits of his work to St. Mary's Poor Schools, Liverpool. We have no wish to under-rate the gain of the schools from this source; but we think we may safely say, that if the schools require aid and deserve it, they may by asking for it obtain at least an equal amount from a body which Mr. Lomax never so much as mentions, although it is regularly authorised by the Catholic Bishops of England and Wales, for the promotion of the education of the poor, and has appropriated thousands (whereof Liverpool has not gone without a share) towards the erection and support of schools in poor localities,—we mean, of course, the Catholic Poor-School Committee.

The English Review. March 1849.

THE present number of this Review contains an article against the Committee of Council on Education. The *gravamen* of the charges against this body is found in the celebrated Management Clauses, and in the admission of Catholics to a fair share in the parliamentary grant.

We are not concerned to defend the Management Clauses; but we cannot avoid noticing, that the real origin of the objections against them urged in this and similar publications appears to be far from creditable. The High-Church clergy of the Establishment are unwilling to concede any share in the

management of schools to their Low-Church parishioners. They are of different religions, and cannot work together.

But the other question concerns us nearly. The second demand of the *English Review* is this :

“ Provision ought to be made against the appropriation of any part of the grant to the establishment or support of Popish schools, under whatever circumstances. The utmost respect for liberty of conscience does not demand that the State should lend its countenance and its aid to the inculcation of a religious system which sets the Word of God openly at nought.

“ The case of Protestant Dissenters differs materially, in this respect, from that of the Romanists. We have no admiration for Dissenting education ; but we are bound in fairness to say, that so long as the Dissenter teaches the scholars in his school to read the Bible, though he may instil along with it his own wrong-headed notions, he forges, in fact, weapons against himself. He establishes in the mind of the child a common ground of appeal, on which he may hereafter, as is the case in numberless instances, be convicted of his error, and brought to a better mind. The Romanist does no such thing. He inculcates no reverence for the Holy Scriptures ; he keeps the Bible as much as possible out of the hands and from the knowledge of the people. To support Romish education is to be accessory to an open act of contempt against the Word of God ; and on that ground, we hold it to be absolutely impossible, without the greatest inconsistency and hypocrisy, for any State acquainted with that Word, and professing to reverence it, to assist in establishing and maintaining Popish schools.”

This is too bad. It may be natural enough for country gentlemen to form themselves into a national club, and to vent the spleen of ignorant prejudice upon her Majesty's faithful Catholic subjects ; but it is scandalous in a Review, professedly conducted by men of liberal education and extensive information, to lend its weight to these malignant falsehoods. Abusive lan-

guage is as disagreeable to us as to any of our readers ; but we have no other words in which to convey our opinion of this reviewer's assertions, that the Catholic system “ sets the Word of God openly at nought ;” that it “ inculcates no reverence for the Holy Scriptures ;” and that to support Catholic education is “ to be accessory to an open act of contempt against the Word of God.”

No : let the *English Review* fraternise with Dissenters, and welcome ; let him be willing to sacrifice his principles to extend his popularity ; but he shall not without rebuke circulate against what is, at least, and has ever been the largest body of Christians in the world, accusations as execrable as they are groundless.

This outcry is raised too late. As long as British Catholics contribute towards the imperial treasury, and while Parliament devotes a portion of the national funds to the promotion of popular education ; so long will Catholics henceforward continue to receive for their schools a portion of those funds, to which they possess as manifest a right as to the protection of the police, or to equal justice in a court of law. With this right no rational man will attempt to interfere.

We feel half surprised that the champions of the Protestant Church, with its untold millions filched from Catholic charity, are not restrained by shame from expressing the miserly envy with which they regard the small sum which Catholics will be able to claim for education. Yet these men are wise in their generation. They are conscious—perhaps unconsciously—that give but a fair field to the Catholic Church, and it will not be long before she wins back the unhappy population of this island to true reverence for the Holy Scriptures, and for the authority which they command mankind to hear.

In conclusion, we would remind the *English Review*, that the laws of the land, and the usages of decent society, have alike discontinued the use of the terms “ Popish” and “ Romanist.” The rules of civilised life are generally worth a thought.

The First Annual Report of the Catholic Poor-School Committee, established in the Year of Grace 1847, by the Right Reverend the Vicars Apostolic in England and Wales. 8vo, pp. 96. London: Burns, Dolman, &c.

WE invite our readers' attention to this *Report*, which contains a formal account of the progress of Catholic education during the past year. It gives a history of negotiations between the Poor-School Committee and the Committee of Council on Education, details the advantages offered to our schools, and fully explains the operations of the Committee in respect to normal schools, and other matters of interest. The Appendix contains the pastorals of the Bishops appointing and supporting the Committee, together with the names of local committees, extracts from the Committee's publications, lists of grants, return of subscriptions, a table of school statistics, and the questions required to be answered in applying for Government aid towards the annual expenses of a school.

Testimonies to the Efficiency and Excellence of Roman Catholic Schools, conducted by Religious Teachers: wholly selected from Protestant Authors. 8vo, pp. 48. London: Burns, Dolman, &c.

THIS pamphlet has been issued by the Catholic Poor-School Committee, as a means of removing from the minds of some of our Protestant countrymen the prejudice which they feel against schools conducted by persons under vows. The authorities, exclusively Protestant, are sufficient to convince the candid inquirer of the injustice of such a prejudice. Indeed, we question whether such an array of high testimonies could be produced in favour of any other schools. And if so, it is surely worthy of remark, that the very places of education against which it is attempted to raise a bigoted cry are here proved, out of the mouths of opponents, to be the very schools required to meet the wants of the nation. Is there not ground to suspect that these admirable establishments of monks and nuns suffer equally from the ignorance

of many who know nothing about them, and from the uncandid jealousy of the better informed, who fear lest the people should institute a comparison for which they are not prepared?

Catholics, as well as Protestants, will, we think, derive advantage from a perusal of the quotations. They will find a great many interesting particulars respecting the Teaching Orders, and they will be prepared to look to the time when the monks and nuns of England shall undertake the good work on as extensive a scale as their brethren and sisters across the water.

The authorities quoted are, M. Victor Cousin, Mr. Kay Shuttleworth, Mr. E. C. Tufnell, Rev. W. Gresley, Mr. Joseph Kay, Rev. Dr. Wordsworth,* Rev. T. W. Allies, Rev. C. Marriott, *The English Journal of Education*, *The Guardian*, *The Times*, *The Spectator*, Rev. G. Dwyer, Mr. J. Doyle, Mr. J. F. Murray, and Mr. Lewis Mills.

Wilhem's Method of Singing.

UPON the recommendation of the Right Rev. the Catholic Bishops, the Poor-School Committee have resolved to promote a complete translation of Wilhem's Method, and we think that the subjoined extracts are calculated to secure the co-operation of our readers. There is no one point of moral or intellectual culture, we are every day more deeply persuaded of it, in which Catholic education may not set an example to this nation, such as it has hitherto not seen. This holds good, as in other matters, so in singing.

Extracts from the Report made to the Municipal Council of Paris for the introduction of teaching Singing in all the primary Charity-Schools. By

* The impenetrable bigotry of Dr. Wordsworth is well known, and adds particular lustre to whatever excellence he is able to see in Catholic institutions. We are, however, anxious to correct an error to which his expressions lend a colour. The Christian Brothers are not in any way connected with the Company of Jesus. We, of course, should consider that a connexion with the Jesuits was a high honour; but whether honourable or the reverse, the Brothers of the Christian Schools cannot claim it.

a special Commission, composed of MM. Bouvattier, Cochin, Orfila, Perrier, and Boulay (de la Meurthe), Reporter.

Sitting, March 6, 1835.

Councillors present: MM. Beau, Beson, Boulay, Bouvattier, De Cambacerès, Cochin, Ferron, Galis, Ganneron Gatteaux, Girard, Grillon, Herold, Husson, Jouet, Lafanlotte, J. Lafitte, Lahure, Lambert de St. Croix, Lanquentin, Lavocat, Legentil, Lebon, Michau, Moreah, Orfila, Parquin, Perrier, Perret, Preschez, and Thayer.

Gentlemen,—M. the Prefect proposes you to vote the necessary funds for the introduction of teaching singing in the charity-schools of Paris, &c.

* * * *

This question has a great importance; the Central Committee of Primary Instruction has already examined and resolved it in an affirmative manner.

* * * *

At first we shall examine as to its legality, then as to its utility; and if we find it legal and useful to adopt, we shall discuss the ways and means of putting it into practice.

1st. On the legality, &c. * * *

2d. On the utility, &c.

This question (the second of which we were to treat) is no more a question for the enlightened friends of primary instruction. * * *

Singing has not been invented, it is the result of the natural organisation of man; its origin bears the Divine seal, and it is a truth that paganism has been willing without doubt to exhibit, when it has given for the inventors of music its gods and demigods.

There is no art which moves us so deeply as music. The Bible has rendered homage to its power in qualifying singers and prophets, &c. * * *

Music is found with all people; it matters little to what degree of civilisation they may have attained; but it is above all with the most celebrated ancient nations that we must study the importance and effects of it. With them its empire was immense. It related not only to the science of sounds, but also to poetry, eloquence, declamation, &c., and even to grammar. Music

had made the Greek language the most harmonious that ever was spoken by men.

Philosophers have looked upon it as the necessary companion of all education from infancy to the age of twenty.

Plato, Aristotle, Plutarch, Quintilian, prescribed the use of it. Epaminondas had the reputation of being thoroughly acquainted with it. Themistocles was thought nothing of as he was ignorant of it. Socrates (already old) learnt it to fill up a void in his education. The legislators introduced it in the temples of their gods to inspire piety and the love of all virtues; in the public feasts to impart to them a moral character; in the repast to moderate their excesses; in the combats to excite their courage.

* * * *

The ancients employed this art as a means to make virtue loved, to calm the passions, to soften manners, and to civilise countries.

The moral precepts that they taught youth were always adorned with the double melody of poetry and music, so as to render them more agreeable, and to impress them better in the heart and memory. * * *

A law of the Arcadians, according to the saying of the grave Polibius, constrained the young people to study music until the age of thirty; and it was to this law that they owed the softening of their manners and their progress in civilisation; whilst, from having neglected it, the Cynethians remained a barbarous and ferocious people. * * *

There are some nations where the teaching of it is primary and general. Religion uses it in its august ceremonies; the military art uses it as a needful assistance, &c. &c. * * *

The restorers of gymnastics have had it to help them in their exercises.

It results, from all these facts, that music is a powerful auxiliary to whatever object one applies it.

Let us apply it, then, to the education of youth. * * *

Even already the power of its moralisation is no more a problem for us. * * *

We will here speak only of the real

results obtained in the schools where singing is already taught.

Not only these schools make themselves remarked amongst all others by their good conduct and their successes, but, in the same schools, the singing-scholars signalise themselves amongst their schoolfellows by more application, politeness, and mildness.

Singing attracts the children to school, and makes them love their rules and studies.

If it be true that the aim of all good education ought to be to develop all the faculties of man, hearing and voice have a right to be developed; singing provides for it: it is truly the gymnastic of voice and ear.

It also forms in the schools the office of mnemonics, according to the manner of the ancients: the words of singing enclose the moral maxims, and thus better impress the souls of the children. They made them learn by means of singing things difficult to remember, such as the Pythagorean Table.

In the method of teaching from one to another the singing regulation, the marching movement, it is a necessary and agreeable rest, a recreation that turns to the profit of order and morality; it rests the body, it refreshes the spirits, and prepares for other works.

The charm that it has for children is so great, that often one sees them dedicate to its study the time of their repast and of their play.

In the love that infancy has for it, we may perceive that which manhood will give to it; and we may hope that one day a pleasure that elevates the soul, will be able to replace for the people the degrading pleasures that ruin them.

This fact has already been realised in Germany. Taught in all its primary schools, music has become a pleasure for the nation, and without doubt the German people owe to it, in part, the character of morality that distinguishes them.

Singing will be for the working class a lucrative source of profession, whereby it will find new means of existence; it will help to perfection a great many works that require regularity of movement; it will be a rest in its hard labours, and a charm for its humble domestic fire-

side. It will set France free from a considerable impost that it pays to strangers.

Under a national point of view, the teaching of singing recommends itself again by other titles.

Which of us (unless his organisation is incomplete) has not often been struck with the vulgar songs sung by the people, which offend the ear as well as good sense?

Which of us who has gone ever so little into the country, but has been annoyed at new provincialisms of dialect expressed in rude intonations?

The language that the classes which have received a brilliant education speak is in want of prosody and harmony even in its verses. * * *

All these faults arise from the absence of teaching singing in the primary instructions; fill up this void, and two generations will not pass before the people will be polished in its singing as well as in its language. The organs of all will have acquired such a sensibility as will not allow a vicious inflexion to pass without condemning it. The barbarous accents of our *patois* will disappear with them. A true national singing will be constituted; the language will become more harmonious; and France, which considers unity her palladium, will advance in the intonation of her language as well as in all other things.

Under whichever relation one views it—moral, normal, economical, or national—the teaching of singing is useful.*

* Wilhem's Method was first introduced in 1819. He spent fifteen years before he was enabled (from want of patronage, &c.) to bring it properly before the public. It was well examined and tested, and afterwards adopted by the Elementary Society, and introduced at first into their schools, and in a few at Paris; afterwards in the principal towns in France. The legislature saw the value of it, and prescribed laws for its propagation. The University approved of it, recommended it, and sent it into all the primary normal schools. It was declared to be superior to all other methods—even those of Germany. In 1841 the Brothers of Christian Doctrine had adopted it in twenty-three of their schools; and the testimony up to the present time (1849) is overwhelming in its favour, and its good results have been praised by the late, lamented, and pious,—the beloved Archbishop of Paris.

THE BISHOPS' LETTER — RESOLUTIONS OF COMMITTEE, &c.

THE Bishops, when assembled in London during Low Week, addressed a letter to the Chairman of the Catholic Poor-School Committee, from which we extract the following passages :

“The Bishops have fixed for the General Collection this year, in favour of the Poor-School Committee, Sunday the 24th of June. But their Lordships have taken into their serious consideration the importance of giving to the Association for Catholic Schools a religious character and organisation. For this purpose they propose the following plan :

“The Subscribers to the Poor-School Committee will be encouraged by knowing that they secure to themselves and their families the prayers of the little ones benefited by their charity. To secure to them this advantage, a prayer will be drawn up for benefactors, and recited daily in public, by the children of every school that receives aid from the Committee.

“It is proposed and determined that from this year exclusive, the Sunday after the Octave of Corpus Christi—being the Feast of the Sacred Heart—shall be the festival of the Association. On that Sunday the general collection shall be made in every church and chapel in England, for the education of the poor ; and it shall be announced in the Ordo and Directory as the solemn day appointed for this purpose. The Holy See will be humbly solicited to grant a plenary indulgence to every subscriber receiving the holy communion on that day. The children of the schools will receive communion, or assist at the adorable mysteries for their benefactors.

“The Bishops, in conclusion, desire me to express to yourself and the entire Committee, their sincere thanks for your valuable and disinterested services in the great and holy cause of the education of the poor. They renew their expression of full and perfect confidence in that body, and feel that, judging from the past, they possess in it the most useful and trustworthy or-

ganisation ever yet possessed by the English Catholics for this truly Christian object ; and they augur, from past success, still greater results. In return for the zeal and effective services of the Committee, they can only pray to God to reward each of its members in himself and those dear to him, and bestow on it in general, and on each individual composing it, their united and cordial blessing.”

The following resolutions of the Catholic Poor-School Committee will generally interest the promoters of education.

“Resolved, That in each district, four of the most promising pupil-teachers, in addition to the allowance made to them by Government, receive from the Committee a gratuity of three pounds each, to be dependent upon their passing satisfactorily the examination of H. M. Inspector.

“Resolved, That this Committee hereby found not more than four annual exhibitions of 5*l.* each, for the encouragement of the most deserving Catholic masters teaching Poor-Schools, to be granted upon the recommendation of H. M. Inspector. No master to be eligible twice.

“Resolved, That four exhibitions of 4*l.*, for Catholic schoolmistresses, be founded upon the same terms.

“Resolved, That Mr. Daniel Hegarty, the master of Poplar Catholic School, be nominated one of the Committee's exhibitors.

“Resolved, That to every Catholic schoolmistress attending the first examination of H. M. Inspector, expected to take place in the course of the summer, an allowance be made by this Committee at the rate of one penny per mile for travelling expenses, and ten shillings for support. No schoolmistress living within two miles of the place of examination to be entitled to this assistance.

“Resolved, That the summer General Meeting of the present year be held on Tuesday 10th July.”

All promoters and managers of schools requiring aid from the Catholic Poor-School Fund are requested to observe, that application must be made to the Committee upon a regular form, procurable at all times from the Secretary. Supporting-grants voted in 1848 will not be renewed without a fresh application. Every application intended for the summer meeting must be in the Secretary's hands by the 1st of July.

It may not be out of place to observe that the sums raised in 1848 have been entirely expended. The ability of the Committee to meet the calls which will shortly be made upon them from all parts of the kingdom, must depend upon the benevolence of the Catholic public. Subscribers are respectfully reminded that their contributions for 1849 are now due.

Subscriptions received, and new contributors announced since 1st April, 1849 :

Allen, Miss A.	£1	1	0	Langdale, Hon. Mrs.	£3	0	0
Allen, J. Penn, Esq.	1	1	0	Langdale, Miss	1	0	0
Aspinall, J. B. Esq.	1	1	0	Lupton, J. Esq.	5	0	0
Beech, Joseph, Esq.	5	0	0	Lynch, G. and J. Messrs.	4	0	0
Blundell, T. Weld, Esq.	30	0	0	Marshall, T. W. Esq.	5	0	0
Butler, Edward, Esq.	1	0	0	Morgan, Rev. Dr.	1	1	0
Cachard, Mrs.	1	0	0	Mostyn, Henry, Esq.	5	0	0
Chaloner, E. Esq.	10	0	0	New, F. Esq.	1	1	0
Corbally, C. J. Esq.	3	0	0	O'Connell, Morgan, Esq.	3	0	0
Corbally, Mrs.	3	0	0	Paley, F. A. Esq.	10	0	0
Dunn, T. Esq.	5	0	0	Sadler, Miss	1	0	0
Everingham Cong. Coll.	8	6	0	Sheil, Richard, Esq.	5	0	0
Harnett, John, Esq.	5	0	0	Slater, Rev. T. A.	1	1	0
Hethe Cong. Coll. for 1848	3	10	6	Stonor Cong. Coll. for 1848	5	0	0
Heywood St. Cong. Coll. for 1848	1	15	0	Valentini, Mr., for himself and Friends	0	9	0
Hore, E. and J. Messrs.	5	0	0				
Kaye, Allan, Esq.	1	0	0				

N.B. Richard Besley, Esq.'s subscription was misprinted 10s. in the last number of the Catholic School; it should have been 10*l*.

NOTICES.

In reference to the names of schoolmasters and mistresses wanting situations, as given in No. V., we desire, in the strongest possible terms, to repeat our caution against the engagement of any of these persons without the fullest independent inquiries. This caution is particularly required in the case of Mary Rosa Barlow.

Mr. Williams, of 71 Brierley Street, Birmingham, is well spoken of by Mr. Marshall, her Majesty's Inspector of Schools.

We have been requested to state that the projected schools in Blandford Square are intended to contain 1000 children, viz. 600 girls and 400 infants; and that 390 is the number of girls in St. Austin's School, Preston, and not the total number of children receiving instruction in that important mission.

Just published,

The CATHOLIC POOR-SCHOOL COMMITTEE'S REPORT for 1848.
Price 1s.

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Catholic School.

Nos. VII. & VIII.—JULY 1849.

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SCOTT NASMYTH STOKES, Esq. B.A. 18 Nottingham Street, London.

The CATHOLIC POOR-SCHOOL COMMITTEE grant money towards building and sup-
porting schools in need of assistance. All applications for aid must be made on
printed forms, which may be obtained from the Secretary, to whom communications
for the Committee should be addressed.

Grants of money are made at meetings of the whole Committee only, which are
held twice a-year for that purpose.

The Committee feel pleasure in assisting all schemes conducive to the extension
or improvement of Catholic education.

Applications for aid, received before 1st July, 1849, will be brought before the
next General Meeting of Committee.

Form of Bequest to the Catholic Poor-School Committee.

I give and bequeath to the Hon. Charles Langdale, or other the Chairman for the
time being of the CATHOLIC POOR-SCHOOL COMMITTEE, whose receipt shall be a
good discharge to my executors, the sum of £ _____, to be paid exclu-
sively out of such parts of my personal estate as I can by law charge with the pay-
ment thereof; and to be applied under the direction, and to promote the charitable
objects of the said Committee, or such of them as are not contrary to the true intent
and meaning of the statute 9 George II. c. 36.

The Catholic School.

Nos. 7 & 8.

June & July 1849.



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HOW TO IMPROVE A SCHOOL.

THE inspection of our schools which has already taken place, limited though it be, has proved, unquestionably, that amongst them we possess some of the best educational institutions in the kingdom. This result cannot but be highly gratifying; and we know that it has already excited the friends of education to renewed exertions and larger sacrifices. But it is in no spirit of vain-glory, or blind gratulation, that we make so satisfactory an announcement. Our schools *ought* to be the best in the kingdom, and the most useful; because the Catholic religion alone possesses within itself the power to satisfy the requirements of the whole faculties of man, which it is the object of education to awaken; and, while it cultivates the intellect, to convince the reason and control the affections. Education without religion cannot accomplish these ends; neither is Protestantism better than a helpless ally, destitute as it is of high aims and commanding motives. It is the Church alone which can bless the extension of instruction among the people.

From what has been said, it follows, that not only ought we to have some of the best schools, but that our schools every where ought to be the best. Now

it would be criminal in us to disguise the fact that, generally speaking, we have not reached the eminence which we might attain. Enough has been done in a few places, to shew us what we may do every where; and—we trust our readers will join us in saying—what we will do.

True it is that the congregations in many of our missions are small, and therefore the schools can be attended by but few Catholic children. But is this a reason why the schools themselves should be of an inferior class? By no means. We lay it down as an undoubted axiom, that a good school is more easily supported than a bad one. People, whether in the higher or lower classes of society, are quick to recognise the distinction, and prone to regulate their support accordingly. If, then, in any small mission we substitute a good teacher and well-managed school for an inefficient one, we shall find the liberality of its supporters increased, and the number of scholars so enlarged, as to lessen the burden upon the resources of the priest. Of course, among our new acquisitions, we shall reckon many children not born of Catholic parents. These will flock in numbers to a really good Catholic school, and their

payments will help to keep it up. No one has yet ascertained how nearly our schools may be made self-supporting.

As every mission, then, should have its Catholic school, so every Catholic school should be the best in the mission; and the following remarks are designed to aid in some small measure the accomplishment of so valuable a result.

At the risk of making an observation which may be deemed superfluous, we will commence by remarking, that schools must not be left to take care of themselves. It is absolutely essential that there should be in every case one or more responsible acting managers. This duty devolves, in the first instance, upon the clergy; though it may be delegated by them to others. Hard though it be to add to the burdens of the overworked missionary, we cannot conceal our firm conviction that no school will succeed in gaining the confidence of the people, or in producing those beneficial effects which are expected from education, unless it be generally superintended by the priest, and frequently visited by him. To confound the school with the church, would display as little wisdom, as to run counter to the natural instincts of the young, by a dull recitation of long prayers and technical catechisms, often repeated, which create a disgust to religion, and act as a narcotic at least, if not as deadly poison, upon those faculties of the head and heart which education desires to stimulate and strengthen. It has been said that children hate prayers. We believe rather, they hate the way we make them pray. But however this may be, we may count on general concurrence in maintaining that the school is part and parcel of the parochial system; and, as such, belongs to the parish-priest. It affords him the only means of acting directly and habitually upon his young parishioners; and, through them, of obtaining a permanent congregation of consistent practical Catholics. Thus the priest is the natural manager of the school, and cannot cease to be so without eminent peril of disastrous consequences. With him will rest the choice of the lay associates whom he may wish to connect with himself. For there can be no de-

sire to exclude the laity, but rather to encourage them in every possible way to exhibit marks of interest in popular education, and to assist the clergy with their time and means. Still the priest will remain the permanent acknowledged centre of all educational efforts within his parish.

Schoolmasters have in some instances gravely mistaken their duties, by raising opposition to clerical interference. Such an assumption on the part of a teacher cannot for a moment be tolerated. Subordination is the life of a school. The clergy will, we are sure, always be ready to consult with the schoolmasters, to weigh their opinions, and to yield all proper compliance to their wishes; but no kind consideration can be interpreted to be an abandonment of the principle, that our schools, with their teachers and whole management, are subordinate to the clergy. We write in kindness to Catholic teachers, who can only succeed in their great and good work, when they frankly recognise their true position.

The first subject which will engage the attention of managers wishing to establish or improve a school is the system of instruction to be adopted. There are three methods of teaching schools known in this country, and usually distinguished as the individual, the monitorial, and the simultaneous. Lest these terms should be unintelligible to any of our readers, it may be well to explain that by the individual method each scholar is separately instructed by the teacher; by the monitorial method the children are made to teach one another under general supervision; and by the simultaneous method the children are taught by the master, but collectively instead of separately.

The first method, though in theory the best, is utterly impracticable in a school attended by large numbers. Conceive a single master hearing 100 or 150 children read one after another! It is plain that such a reading lesson will occupy the whole morning, not to say the whole day; and that the idleness of the school will be in proportion to the work as 99 or 149 to 1. The second method, so highly praised a few years back as a prodigious discovery, has

been proved by experience to fail in more ways than we have time to recount, and, while it ruins the monitors and neglects the other children, to degrade the master from an intellectual agent into a mere mechanical power. The third method, introduced first at the Glasgow Normal School, has been gradually winning its way to public favour, and appears to be successful in bringing the powers of the instructor to bear immediately upon the instructed without the prodigious waste of time incurred by the individual system.

But there is a fourth method, compounded of the above, and known as the mixed method, which may be most usefully employed. So far as the more important lessons are concerned, this method is simultaneous, and requires a gallery; but it does not reject the assistance of monitors in conducting the mechanical routine and subordinate details, nor can it be carried on without a class-room, in which the monitors, and, as occasion offers, the other scholars, may be brought individually under the influence of the teacher. This is the method which we would recommend, both as in itself the best, and as fitting-in very well with the apprenticed pupil-teachers whom the Government so liberally offers to maintain in our schools.

Having selected the system to be pursued, it will be necessary to arrange the school-room in harmony with its requirements. We have already recommended a class-room, where instruction may be imparted to individuals, or small drafts, free from the disturbance and distractions attendant on numbers of children variously employed; and also a gallery, or some kindred contrivance, by means of which the whole school, or a large section of it, may receive a lesson from the master plainly seen and heard by every one of his pupils. Besides these, space for the monitors' classes, and desks and forms, will, of course, be indispensable. Before settling precise details, if the school be a new one, we would recommend the managers to visit two or three of the best-conducted schools in the neighbourhood, and form an opinion from what they learn. But if the school be an old one requiring al-

terations, we urge upon the managers the duty of availing themselves of the advice of the Inspector, who, after a personal investigation, will be prepared to point out the most desirable arrangements. It may not be out of place here to repeat our opinion, that the inspection offered to us is a boon of the highest value, better calculated than bare gratuities in money to advance amongst us the true interests of popular education.* We cannot refrain from adding that a playground is an essential second only to the school-room itself.

In approaching the topic which follows next in order, we feel some hesitation. The truth, however, must be apparent to all, whether we enunciate it or not, that no school can be efficient without efficient teachers. Good masters and mistresses we must have, or we had better at once close our schools, and cease to squander funds so hardly acquired and so much wanted upon institutions the reverse of beneficial. A school under a bad teacher is a delusion, and one which cannot, in these days, long escape detection. The earnest consideration of school-managers is here demanded. If they are conscious of incompetence on the part of the teachers, they will now resolve upon effecting a change for the better. We advocate no harsh measures; but we ask that the interests of schools be not sacrificed from motives of weak kindness. Above all, we urge no haste or rashness. Let the present teachers

* We have heard with much surprise that, in one or two instances, schools which have satisfied all the preliminary conditions, and obtained the promise of a visit from the Inspector, have, at the last moment, expressed a wish to postpone the appointment, upon the plea of want of preparation. Such a course appears very unreasonable. We have but one Catholic Inspector for the whole of Great Britain, who consequently cannot contrive to visit particular localities, except at long intervals. Thus inspection and its benefits may be deferred for six months; and that for the very reason which makes inspection imperative. No schools profit so much by it as those in a very rudimentary condition. Such schools, if unable now to secure pupil-teachers, will, after their deficiencies have been pointed out, find little difficulty in improving so far as to attain success next year. Our earnest advice is, never to put off the Inspector.

have time. Let it be candidly intimated to them that they are deficient in such and such branches of knowledge, this detail of discipline, and that point of manner; and let them be told that they shall be furnished with proper books and with direction for their improvement, and that by this time next year the defects now perceptible must be remedied. Some there will be physically and intellectually incapable of the required advance: these must quit their schools. They are in a position for which they are unsuited,—a position of public responsibility where failure involves most serious consequences. The old and long-employed will retire upon moderate pensions, and the remainder will seek in this country or in the colonies for means of subsistence more congenial with their capacities. It is a matter of duty obligatory on school-managers to be firm in allowing none but qualified teachers to conduct our schools. Wherever practicable, a *trained* teacher should be engaged.

We have ventured to assume that managers will provide their masters and mistresses with books to enable them to master subjects in which they are now deficient. While salaries continue so small as at present, this will be essential. The managers too will find it an advantage to regulate the selection of such books. But there can be no doubt of the desirableness of encouraging both teachers and scholars to purchase books for their own use. Meanwhile the resources of the school must be looked to in the first instance, and cannot be more usefully employed than in furnishing a liberal proportion of the books selected and of the apparatus necessary for conducting a school with interest, vigour, and success.

Before concluding, we have a few words to say upon the criterion of suc-

cess in a school. That criterion is **not** numbers, neither is it the proficiency of a few clever children; it is the general state of all in the school. That school alone is properly conducted wherein every child is receiving the full amount of instruction for which his faculties capacitate him. This is a state which can never be produced in an over-crowded, ill-arranged, badly-ventilated room. If we prefer substantial good to showy figures, we shall receive just so many as can be properly managed and taught, and not one more than that number. By any other course we flagrantly deceive ourselves. A collection of children's bodies is not education, nor would the Black Hole of Calcutta ever make a school. There is sometimes a disposition to think otherwise,—to be well content, as long as it can be said, "There are 350 children in the school," without due regard to the capacity of the room, or the powers of the teacher. To this disposition we venture to attribute somewhat of the origin of a system upon which we entertain grave doubts; we mean that of clothing the children. It seems to us that education is, and is known by the people to be, of sufficient value to be sought for its own sake, without any bribe; that, in our present circumstances, the money spent upon dress is taken from teaching; that our poor-schools, as they never will be in reality, so we should not try to make them in appearance, other than schools of the poor; that it is a questionable kindness to provide children for a few years with clothing above their station, and thus create for them an additional want; and that the effect on the moral character of the children is not beneficial. We throw out these hints on a question which deserves consideration.

SALARIED TEACHERS.

WE confess to very considerable regret in having to announce to the managers of Catholic schools, that the Committee of Council on Education will not sanction the apprenticeship of pupil-teachers in schools where the master or mistress is not paid in money. We could have hoped that the body whose

special aim it is to advance education and to elevate the educationist would have perceived the superiority of Charity to Mammon, and would not have refused encouragement to any school *because* the teacher is actuated by pure motives. For bad schools and incompetent teachers we have not one word

to say. By all means, let national aid be refused to them until they improve. Neither have we a word to urge against the application to school-teachers, as a class, of the principle that the "labourer is worthy of his hire." But there does appear room for remonstrance when a competent teacher, ready to prove his qualifications to the Inspector, properly subordinate to the Managers, and in every other respect the precise person wanted to conduct a school, is told that, because his position enables him, and the love of God and his neighbour induces him, to labour without reference to worldly reward, therefore he is not only to have no encouragement for himself—for this he does not ask—but the children under him are also to suffer, and the school generally is to be deemed unworthy of recognition.

Such, however, is the determination of the Committee of Council. And perhaps, dealing, as they have hitherto done, exclusively with Protestants, they are not justified by experience in adopting any other course. For, take away the Church, and what bond of society remains but self-interest? If you further proceed to remove self-interest, the inevitable consequence will be insubordination and confusion. This must be the case in any system which denies the merit of good works; and above all others, in that founded upon Luther's monstrous invention of justification by faith alone. So that, however much we may be grieved, we should perhaps not be surprised, at the Council's decision.

It remains for us to provide that this decision, resting on a bare misapprehension, inflicts no injury on our schools. Salaried teachers are a condition for pupil-teachers. Very well: then every school applying for pupil-teachers will henceforward pay its teachers; and those admirable and devoted persons who have heretofore worked gratuitously will for the future be content to be paid, and to contribute towards the support of the school such portion of their salary as they think proper. The Committee of Council will not refuse pupil-teachers because the master is a subscriber to the school. Such a course would be as rational as if her Majesty were, on a

change of Ministry, to refuse to admit Sir Robert Peel to her counsels, because he is understood to make a practice of devoting the emoluments of office to the advancement of public interests.

We would not take one farthing which did not justly fall to our schools; but the interests of others forbid us to abandon a well-grounded title.

The annexed letters will secure a perusal:

18 Nottingham Street, Marylebone,
28th April, 1849.

A. G. D.

ROMAN CATHOLIC SCHOOLS.

SIR,—It has been represented to the Catholic Poor-School Committee that, in applications for apprenticeship of pupil-teachers, a difficulty has arisen with regard to a class of Roman Catholic Schools, which the Committee cannot but regard as deserving of peculiar favour, rather than of any thing approaching obstruction, namely, schools where the teachers receive no money in return for their services.

The difficulty is stated to have arisen in this way. The managers of a school at N., where the mistress teaches gratuitously, desire to place the school under inspection, with the view of obtaining apprenticed pupil-teachers. In reply to their application, you send them Form No. VI., containing inquiries into the circumstances of the schools. Of these inquiries the following alone relate to the mistress:

1. Salary of mistress?
2. Has the teacher any income from any public employment or trade?
3. If the application is for a grant in augmentation of a mistress's salary, state the name of the mistress, &c.

The answers returned as the facts direct will be:

1. The mistress has no salary.
2. The teacher has no such income.
3. The application is not for a grant in augmentation of a mistress's salary.

Upon receipt of this return, the Lords of the Committee of Council on Education come to the conclusion that there is no regularly appointed mistress in the school, and that the application for pupil-teachers must on that ground be refused.

This refusal, even though it may be eventually withdrawn, produces a revulsion of feeling in the minds of the managers to the disadvantage of their Lordships' plans; and will, if persisted in, operate as a discouragement to a work of charity, which the Committee believe it would be their Lordships' special wish and wisdom to promote.

Under this impression, the Catholic Poor-School Committee beg to call the special attention of their Lordships to the schools in question, which, though probably more common in the Catholic Church than among Protestants, are not necessarily confined to any religious denomination.

The Roman Catholics of Great Britain may be said with truth to form the least affluent body of her Majesty's British subjects. They have the greatest difficulty in providing and supporting poor-schools, and they are therefore led to attach peculiar importance to the principles of their religion, which in all ages and countries have led persons in the upper classes of society to devote themselves to the labours of charity, and, amongst the rest, to the instruction of the poor, without reference to pecuniary reward.

The Catholic Poor-School Committee would request to be informed whether their Lordships consider instruction by a salaried teacher to be an essential condition of aid from the Parliamentary grant, as in that case the excellent persons who labour freely in this work might be willing to assent to arrangements by which this condition could be satisfied without any sacrifice of the interests of the schools they are engaged in teaching.

If no such condition is intended, the Poor-School Committee would venture to suggest an alteration in Form No. VI., in order that their Lordships might understand from the return, without reference to salary, whether the services of a duly appointed and properly qualified teacher were secured for every school applying for pupil-teachers.

I have the honour to be, Sir, your obedient servant,

S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
4th May 1849.

A. G. D.

ROMAN CATHOLIC
POOR-SCHOOL COMMITTEE. }

SIR,—I have the honour to acknowledge the receipt of your letter dated 28th ult., in which you inquire whether their Lordships consider instruction by a salaried teacher to be an essential condition of aid from the Parliamentary grant, and in which you intimate that such an interpretation of their Lordships' minutes would operate as a discouragement to persons in the higher classes, who now devote themselves (among other works of charity) to the labour of teaching the poor.

A similar question has frequently come before their Lordships in the earlier steps of administering their minutes of 1846, relative to schools in connexion with the Church of England, the managers of which have been anxious to have pupil-teachers apprenticed to masters or mistresses confessedly incompetent to conduct their intellectual instruction, on the understanding that the deficiencies of the masters or mistresses would be compensated by the labours of the parochial clergyman or private patrons, who would undertake to fulfil for the pupil-teachers every thing required by their Lordships' minutes on the part of those to whom they might be apprenticed.

It has also been proposed in some, though in rarer instances, to apprentice the pupil-teachers directly to the parochial clergyman.

To all such applications their Lordships have given a steady and uniform refusal, not from any unwillingness to appreciate the motives or the benefits of such self-devotion in the persons who practise it, but because the peculiar field of usefulness thus opened does not lie within the pale of their Lordships' minutes. It is evident from the general tenor of those minutes, that the teachers contemplated in them are not persons from the upper classes of society voluntarily devoting themselves to the instruction of the poor.

With regard to pupil-teachers, if the masters or mistresses have not obtained one of their Lordships' certificates of merit, they are required to submit to

an annual examination by H. M. Inspector when he comes to examine the pupil-teachers at the close of each year of the apprenticeship.

They are also required to have certificates of good conduct from the managers, not as coadjutors, but as responsible servants.

My Lords do not doubt but that there are many persons such as you describe, who would express, and most sincerely feel, a willingness to comply with all these conditions. It is obvious, however, that with regard to such persons, the operation of their Lordships' present machinery would be factitious and unreal, and that to meet their case practically, a series of fresh regulations, which do not at present exist, would have to be considered.

Apart, however, from the bearing of the question upon the existing provisions of their Lordships' minutes, it is the opinion of the Committee of Council that the services of such persons can, as a general rule, be rendered with much more effect in schools under the superintendence of a regular and salaried teacher, responsible for the continuous action and progress of the school throughout all its details, and on whom any neglect of these duties can at once be visited with adequate penalties.

There does not appear to be any sufficient reason why a school should form an exception to the rule sanctioned by experience in all other enterprises, that, while the persons most interested in their success may be beneficially entrusted with the charge of their general direction, and may render the most important services by personal intervention, advice, and control, still the routine of daily business and administration should be the province of salaried officers.

On these grounds my Lords would decline to sanction the apprenticeship of pupil-teachers in schools not under the charge of a salaried teacher competent to conduct them through the prescribed course of instruction; but at the same time they would always rejoice to find that such a teacher was assisted and encouraged by the active co-operation of self-devoted persons from a higher class voluntarily taking

part in the noble work of educating the poor.

I have the honour to be, Sir, your obedient servant,

R. R. W. LINGEN,
Acting Assistant-Secretary.

Scott N. Stokes, Esq.
18 Nottingham Street, Marylebone.

18 Nottingham Street, London,
7th May 1849.

A. G. D.

CATHOLIC POOR-SCHOOL COMMITTEE.

SIR,—I have the honour to acknowledge the receipt of your letter of the 4th inst., in which you state the grounds upon which the Lords of the Committee of Council on Education would decline to sanction the apprenticeship of pupil-teachers in schools not under the charge of a salaried teacher.

The Catholic Poor-School Committee are unable to acquiesce in the justice of the grounds upon which this refusal is represented to rest; and they propose, on another occasion, to submit to their Lordships some of the most cogent reasons which appear to them to justify a different conclusion, and at the same time to shew that no one of the previously rejected claims specified by you at all resembles the case under discussion.

For the present, I am to inquire whether their Lordships would regard a teacher who, in return for his or her services in school, was lodged, boarded, and clothed at the expense of the school-managers, as "a salaried teacher," in the sense in which a salary is considered essential to the apprenticeship of pupil-teachers. As an instance of the schools which will be affected by your reply, I beg to enclose the printed "Rules and Regulations for the Catholic Schools in Aberdeen," dated 1841, where the master has been content to teach for board and lodging. You will observe, from Rule 1, that the teachers in these schools are regularly appointed; from Rule 2, that they are removable on three months' notice; and, from Rule 3, that the general conduct of the school is under a regular Board of Management.

I beg also to call your attention to the Resolutions of the Poor-School Committee which are printed in page 95 of the enclosed number of "The Ca-

tholic School," with a view of shewing how earnestly the Committee desire, in a practical way, to co-operate with their Lordships' plans, and how willing they have felt to accept a recommendation from their Lordships' officer, as evidence of particular merit, of which they were bound to mark their appreciation. It would deeply pain the Committee, and probably lead to an alteration in their views, if they were to be assured that a class of schools, to which some of the best Roman Catholic schools belong, had been deliberately excluded from inspection, and the benefits attending it, upon the ground that no teaching can be efficient which is not paid for in cash.

I have the honour to be, Sir, your obedient servant,

SCOTT NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
15th May, 1849.

ROMAN CATHOLIC
POOR-SCHOOL COMMITTEE. }

SIR,—I have the honour to acknowledge the receipt of your letter, dated the 7th inst., with its enclosures.

The Committee of Council on Education have received with great satisfaction from the Roman Catholic Poor-School Committee the assurance which you convey, of a desire that the two bodies should cordially co-operate in the education of the children of the labouring classes among her Majesty's Roman Catholic subjects in Great Britain.

My Lords heartily concur in this desire, and trust that the reciprocal acknowledgment of it by themselves, and the Roman Catholic Poor-School Committee, may promote a frank discussion and satisfactory settlement of the various questions which necessarily must arise, on every occasion of extending grants from the Parliamentary Fund for promoting education to new classes of recipients.

With this view—before proceeding to reply to the specific question contained in your letter of the 7th inst.—I am instructed again to remind you, that my Lords earnestly disclaim the imputation of condemning or undervaluing every form and mode of edu-

cation which they do not feel themselves at liberty to assist out of the public money at their disposal.

Parliament does not profess to vote a grant, nor my Lords to frame the provisions of their minutes for its administration, on a scale which should embrace every mode of popular education that may deserve or need encouragement. The exclusion, therefore, of any particular scheme from the operation of their Lordships' minutes implies no further opinion upon its merits, on the part of their Lordships, than that it is not one of those upon which the resources of a very limited Parliamentary grant can be applied with the greatest advantage to the public service.

With these explanations, I proceed to answer your question, "Whether their Lordships could regard a teacher, who, in return for his or her services in school, was lodged, boarded, and clothed at the expense of the school-managers, as a salaried teacher, in the sense in which a salary is considered essential to the apprenticeship of pupil-teachers?"

Their Lordships would not be disposed to sanction an arrangement of this nature for the following reasons:—

1. It is a primary consideration in all the measures of the Committee of Council on Education, to secure to the teacher a position of independence, comfort, and respectability, so far as is compatible with his subordination and responsibility to the committee of management. The amount of his salary, and the provision of a suitable dwelling for him, are perhaps the most trustworthy tests by which their Lordships can estimate the fulfilment of this primary condition. On the other hand, to state that the teacher is lodged, boarded, and clothed, is a matter admitting the utmost variety of construction, and involving particulars concerning which my Lords have no means of being adequately informed. The teacher may be lodged, boarded, and clothed well or ill; the standard of sufficiency would never be exactly the same in any two localities; and, in any case, such a system is open to all the objections which can be urged against the payment of wages in any other medium than one

which leaves the recipient his own master respecting their outlay.

2. The question has already been raised, and decided by my Lords in the negative, with regard to teachers in schools in connexion with the Church of England, whom it has been proposed to board and lodge in the house of the parochial clergyman, as payment, in part or wholly, of their salaries.

On these grounds my Lords would

not feel authorised in admitting a school where the teacher's salary consisted in his being lodged, boarded, and clothed at the expense of the managers, to the benefit of their annual grants.

I have the honour to be, Sir, your obedient servant,

R. R. W. LINGEN,

Acting Assistant-Secretary.

Scott Nasmyth Stokes, Esq.

18 Nottingham Street, Marylebone.

INSPECTORS' EXAMINATIONS.

WE have frequently been asked, by teachers preparing for examination, for some direction with respect to the books most proper to be employed. At a subsequent page we give the complete list of books to which the Committee of Council's grants for books may be applied, and it will be well to adhere to this list so far as may be, because the works there enumerated enjoy the highest reputation, and because, recognised as they are, they of course comprise answers to all the questions which an Inspector is likely to put. At the same time, these books are not the productions of Catholics; and although we select those which are least remarkable for religious bias, we must not be supposed to do more than name works where information, not religion, may be found. We proceed to enumerate the subjects of examination, placing opposite to each the books recommended for both scholars and teachers.

English Grammar.—For scholars, the Irish Commissioners' "English Grammar," and Professor Sullivan's* "Grammar simplified." For teachers, M'ulloch's "Manual of English Grammar," and Professor Sullivan's "Dictionary of the English Language."

English History.—As Catholics, we cannot accept the inaccurate statements and false views current with Protestant historians, and we must go beyond the list for our books. For scholars, the Ursuline "Outlines of General His-

tory." For teachers, Professor Flanagan's "British and Irish History."

*Geography of the British Empire, descriptive, physical, and historical.**—For scholars, Sullivan's "Geography generalised," and Irish Commissioners' "Compendium." For teachers, the Scottish Society's "Complete System, with Maps and Key." All with care.

Popular Astronomy.—For scholars, Hall's "Outlines of Astronomy." For teachers, Herschel's "Treatise on Astronomy."

Book-keeping.—Irish Commissioners' "Elements of Book-keeping."

Geometry, &c.—In our opinion, no work on geometry is comparable with old Euclid; and we think Mr. Potts's edition of the "Elements" a very excellent one. The Irish Commissioners' works may be employed, and Tait's "Principles of Geometry," &c. is a comprehensive and useful book. We confess to an opinion that, as the Examination Papers are stamped with a Cambridge character, some of the popular Cambridge books might well find a place on the list, and particularly Dr. Whewell's little work known as "Mechanics for the Poor." It may be hoped that the traces of academical pedantry,

* We have before now been asked the meaning of this categorical analysis of geography, and we think with some reason, for the whole of geography is descriptive. However, the divisions may be defined thus: *descriptive* geography relates to the forms, boundaries, mountains, rivers, &c. &c. of a country and its subdivisions; *physical*, to the climate, soil, products of the animal, vegetable, and mineral kingdoms, &c. &c.; *historical*, to the events and persons connected with particular localities.

* Of Mr. Sullivan's very excellent books we hope to speak at length in a future Number. At present we may say, that our teachers cannot do wrong in using any work from his pen.

now and then exhibited in the Inspectors' Papers (this very list of subjects is not quite clear from the charge) will speedily disappear. Only as long as the Examiners mean to put Cambridge questions, the examined should be provided with Cambridge books. Meantime, there can be no question that the preponderance which Mr. Moseley's influence is supposed to give to mathematical studies is a point in favour of Catholic Schools, which, as regards both teachers and taught, are decidedly above the average in this branch of knowledge.

Algebra.—For scholars, the Irish Commissioners'. For teachers, Colenso's "Elements" is perhaps as good as any in the list.

Modern History.—It is difficult to name a safe work. Lord Woodhouselee's "Elements of General History, ancient and modern," is very complete, and, saving religion, may be read with advantage. The 12mo edition, in one volume, is very cheap.

As the next examination of Catholic teachers, in September or October, will be confined to mistresses, of whom many will, we trust, present themselves, we add, for the guidance of such in their preparation, the names of

some simple books which we recommend them to study.

FOR SCHOOLMISTRESSES.

Arithmetic.—Irish Commissioners' "Treatise on Arithmetic."

English Grammar.—Professor Sullivan's Grammar and Dictionary.

English History.—The Ursuline "Outlines," and, for the further advanced, Professor Flanagan's.

Geography, descriptive and physical, of the British Empire and Palestine.—Sullivan's "Geography generalised."

Natural History.—Mrs. Lee's "Elements of Natural History."

Book-keeping.—The Irish Commissioners' "Elements of Book-keeping."

We have here named the simplest course, but one which, if the books are thoroughly mastered, will be sufficient to enable any mistress of intelligence to secure a certificate of merit. The books named should be obtained at once, and the mistresses set about their work with energy and spirit, as the time left for preparation is but short. We confidently anticipate that the result of the examination will display the deep obligations of our schools to the admirable Sisters of the Presentation at Doneraile.

SERIES OF MUSICAL PUBLICATIONS FOR THE OFFICES OF THE CHURCH.

We have great pleasure in announcing the publication of the first four numbers of this useful series, which makes its appearance at a time when its want has been widely felt, and when it will meet, as we feel sure, with a corresponding welcome.

The fourth is a grammar of the Ritual or Plain-Chant Music, which has been drawn up in so clear and concise a manner, that while it omits nothing that is necessary even for the most advanced choir in a theological college, it also forms a plain and intelligible exercise book for any class of children in a mission school. It certainly merits observation, that all the science and the exercises that the plain chant requires are amply contained in twenty-six out of the forty-eight pages of the present grammar—a cheap 12mo book.

The first contains the Vesper Psalms for Sundays and Festivals, pointed for the VIII. Psalm Tones, with the office of Compline and its music, as also the music for the Sunday Vespers, forming a useful Vesper Psalter. As for the first portion, the pointed Psalter, its utility will speak for itself. One of the chief difficulties which congregations always experience in taking their part in the Vesper Psalms with the choir arises from hesitation as to the manner of distributing the syllables of the verse to the notes of the chant, and this is a difficulty which can only be overcome by placing the Psalms in their hands with the divisions already made, that all may be able to sing with confidence, and without danger of disagreement and confusion. But as the usefulness of a work intended for the people must be

conditional upon its being adopted by the choir, the editors have naturally felt that the task of fixing these syllabic divisions, in the making of which more or less diversity prevails, imposed upon them not a little responsibility; and we would beg to draw attention to the account which Mr. Lambert gives of the principles by which they have been guided in their work, in proof of the care and research that has been spent, "in order," to use his own words, "to avoid offering the public an arbitrary system of their own."

Our readers should distinctly understand that this Psalter contains all the Psalms sung at Vespers, whether on Sundays or Festivals, and each Psalm pointed to the whole of the Eight Tones, a work never before given to the public; and we observe with great satisfaction that the danger of using false quantities in the reciting part of the verses has been effectually guarded against by marking all the accented syllables with the acute accent.

No. II. is a preparatory book to the preceding, and contains the Sunday Vesper Psalms pointed for chanting to the best known amongst the Psalm Tones. The price is so low, as to admit of its being placed by hundreds in the hands of the children of our *poorest* schools, who will now be enabled to take part in singing the Divine Offices.

No. III.—The organ harmonies will be found solid and good, and to possess the useful merit of being easy

of execution. The learned preface on the adaptation of the organ to the modes of the Plain Chant we must leave to the judgment of more scientific musicians.

Of the whole series, we may say that it is admirably got up; the books themselves are of a most convenient size; the type is clear and distinct; and extraordinary care seems to have been bestowed upon the correction of both the music and letterpress. From the very moderate price of each book, it appears to us that a very extensive circulation will be needed, and may fairly be expected.

We believe that the undertaking is warmly approved of in the highest quarters; and among other testimonies, the editor has kindly furnished us with a note from the Right Rev. the Vicar Apostolic of the London District, from which we subjoin an extract, shewing the interest taken by his Lordship in the matter:—

"Allow me to say that I sincerely approve of your exertions to promote ecclesiastical music; and that I shall be most happy both to procure for myself, and to recommend to others, your valuable publications.

(Signed) ✠ N. WISEMAN, V.A.L.D.
To J. Lambert, Esq.

London, May 18, 1849:

Since the above was written, we understand that the work has been submitted to, and received the approbation of, the Vicars Apostolic generally.

CATHOLIC POOR-SCHOOL COMMITTEE.

THE Catholic Poor-School Committee was instituted by the Bishops at the close of 1847, for the promotion of the education of the Catholic poor. This general object has been pursued in two ways:

1. By raising funds in the Catholic body, and employing them in aid of the erection and support of schools, and in furtherance of other plans for the education of our poor children.

2. By procuring for Catholic Schools a share in the national grant for education.

1. The Committee has made grants towards the building of thirty-eight

schools in various localities, designed to afford accommodation for about 8,100 scholars. The sum devoted in this way has been 3,205*l.*, of which 1,385*l.* has been paid towards eighteen schools, holding about 4,330 children; and the Committee is pledged to find the remainder as the schools to which grants have been made are erected. It will be seen that the building grants have averaged no more than seven shillings and sixpence per child, and no extravagance has been committed on this head. Towards the maintenance of eighty-nine schools, attended by about 8,445 scholars, the Committee

has devoted 1,737*l.*, the whole of which is paid, at an average of four shillings and fourpence per head. Among the places aided in this way will be found nearly all the great towns of the kingdom, and many country villages, and congregations ranging from several thousands to a few score.

The Committee has been well aware that the bare erection or maintenance of school-rooms would go but a short way towards education, unless the schools were provided with competent teachers. It has accordingly been their most earnest wish to take measures for rearing a superior class of masters and mistresses. With this view, and in order at a future period to establish regular training-schools, they have placed eight young men in the Institution of Brothers of Christian Instruction, at Ploërmel in the Morbihan, where, under the Abbé de la Mennais, they will at the same time be thoroughly imbued with a religious spirit, and acquire a complete acquaintance with that system of instruction which has been selected by the Bishops as most suitable to the wants of the Catholic population of Great Britain. It is in contemplation to increase the number in training. With the same view, and acting strictly under the Bishops, the Committee finds a pension for five novices in the Community of the Holy Child Jesus at Hastings, who, in about eighteen months from the present time, will be ready to take charge of a female training-school. The Bishops have likewise sanctioned the application of the Sisters of Mercy, who are, with the help of the Committee, about to receive six young women for training in St. Anne's House, Birmingham. The amount expended in this way has been 210*l.*; but the liabilities of the Committee will henceforward be not less than 450*l.* per annum, in regard of contributions for Normal Schools. The Committee has likewise in a few instances rendered pecuniary assistance to enable deserving schoolmasters to remove to positions of usefulness offered to them.

The importance and utility of the schoolmaster's labours entitle his class to the most favourable consideration; and while looking forward to an improved race of teachers, it would be

unwise to neglect those engaged in the work, who either already possess the necessary qualifications or exhibit a desire to acquire them. The Committee has manifested its warm sympathy with such persons by contributing 42*l.* 18*s.* towards the expenses of those who attended the Inspector's examinations in London and Sunderland, and by establishing eight annual exhibitions for four schoolmasters and the same number of schoolmistresses, of the value of 5*l.* and 4*l.* respectively, in token of their appreciation of special merit. Following the same line of policy, the Committee has resolved to contribute towards the expenses of every schoolmistress undergoing examination in the coming autumn, at the rate of one penny per mile for the journey from home to the place of examination, with a bonus of ten shillings.

It cannot have escaped the notice of the devout Catholic, that in too many instances our school-rooms are destitute of the holy images and pictures which religion encourages us to employ, and which so beneficially influence the feelings of the young. To supply this want, and to procure an increase of the prayers of the children, the Committee offers to every school aided from the fund, a beautiful image of our Blessed Lady, under whose special patronage their labours were originally placed. This image has already been given to fifty-one schools.

2. When the benefits of the Parliamentary Grant for Education were for the first time opened to Catholics, it became essential to circulate freely among the managers of our schools all the varied information relating to those benefits, the conditions on which they are granted, and the means whereby they may be obtained. Such information has been given chiefly through a periodical publication called *The Catholic School*, the numbers of which, as they appear, are sent by post, without charge, to the Catholic clergy in England and Wales, as well as to lay subscribers to the fund. The expense incurred in this way has not been without return. Already eighty-two Catholic schools have claimed inspection, with a view to obtain apprenticed pupil-teachers; and it is hoped that within a

limited period every school in the kingdom, held on a tenure of not less than five years, will secure this great privilege. The same schools are entitled to a grant in aid of the purchase of books and maps, at a rate per head on the number of scholars. An examination of masters was held during the month of April, by her Majesty's Inspector of Roman Catholic Schools, and although the result has not yet been made known, it is believed that a large

proportion of the candidates will obtain certificates of merit, entitling them to augmentation of salary, and ultimately to a retiring pension. An examination of mistresses will be held about Michaelmas next, from which even a greater amount of benefit may be anticipated. The advice and assistance of the Committee, as they are always at the disposal of the Catholic body, so they have been constantly called for and kindly acknowledged.

Subscriptions received or announced between April 30 and June 24.

Amherst, W. J. Esq.	£1 0 0	Lomax, James, Esq.	£5 0 0
Amherst, Mrs.	1 0 0	Macmullen, Rev. R. G.	2 2 0
Amherst, the Misses.	1 0 0	Mastaer, Mrs.	1 0 0
Anonymous	3 0 0	Middleton, Peter, Esq.	20 0 0
Asperti, Rev. Dr.	1 1 0	Millea, Rev. P.	1 0 0
Bedingfield, Sir Henry	5 0 0	Mostyn, Sir Pyers	25 0 0
Benett, Mrs.	1 0 0	Mostyn, Miss Louisa Browne	1 0 0
Bird, Major	1 0 0	Munster, Henry, Esq.	1 1 0
Bland, the Hon. Mrs.	3 0 0	Murray, the Hon. Mrs. Scott	3 0 0
Bland, Miss	1 0 0	Murray, J. O. Esq.	1 1 0
Bland, Miss Mary	1 0 0	Newburgh, the Earl of	25 0 0
Blount, Miss Fanny	0 10 0	Newburgh, Anne, Countess of	5 0 0
Blount, Walter Aston, Esq.	3 0 0	Orrell, the Misses	3 0 0
Bosanquet, W. H. F. Esq.	1 1 0	Pagliano, C. J. Esq.	2 0 0
Bradley, Rev. J.	1 0 0	Pearce, Parmenas, Esq.	1 11 6
Brockholes, T. F. Esq.	5 0 0	Poole, Ruscombe, Esq.	1 1 0
Brown, Rev. Richard	1 0 0	Pownall, H. W. Esq.	1 1 0
Bullman, Edward, Esq.	1 0 0	Radcliffe, the Lady, and family	3 0 0
Cassaw, Madame	5 0 0	Riddell, Mrs.	2 0 0
Claving, E. Esq.	10 0 0	Riddell, Miss	0 10 0
Comer, Mrs.	1 1 0	Ryder, Miss Sophia	1 0 0
Connelly, Mrs.	1 1 0	Salvin, M. C. Esq. (don.)	2 0 0
Cuddon, William, Esq.	1 0 0	Scroope, Miss	0 10 0
De Sandelin, Madame	5 0 0	Scroope, Miss Fanny	0 10 0
Doughty, Sir Edward	40 0 0	Shee, George Archer, Esq.	2 2 0
Dunn, Mrs. Margaret	2 0 0	Simpson, R. Esq.	2 0 0
Eyston, F. Esq.	1 0 0	Soulby, William, Esq.	2 0 0
Flint, Mrs. Ann	1 0 0	Stafford, the Lady	5 0 0
Fullerton, A. G. Esq.	10 0 0	Stonor, Mrs. J.	1 0 0
Gabb, Baker, Esq.	3 0 0	Stourton, the Hon. William	20 0 0
Gally, P. Esq.	1 0 0	Stourton, the Hon. Mrs. William	3 0 0
Gandolfi, J. V. Esq.	10 0 0	Summerfield, Thomas, Esq.	1 1 0
Gandolfi, Mrs.	2 0 0	Talbot, Reginald, Esq.	1 0 0
Geoghagan, M. J. Esq.	1 1 0	Tempest, Sir Charles	20 0 0
Gillow, Richard, Esq.	10 0 0	Tempest, J. F. Esq.	5 0 0
Grimston, Messrs.	5 0 0	Turville, Miss	1 0 0
Hanford, C. J. Esq.	20 0 0	Vaughan, William, Esq.	5 0 0
Hansom, Charles, Esq.	1 1 0	Vaughan, John, Esq.	1 0 0
Hansom, Joseph A. Esq.	1 0 0	Virtue, Mr.	1 1 0
Henningway, J. Esq.	1 0 0	Walker, Thomas, Esq.	2 0 0
Horsford, T. M. Esq.	1 0 0	Walker, Michael, Esq.	2 0 0
Howard, P. H. Esq. M.P.	10 0 0	Walsh, Miss Caroline	1 1 0
Huddleston, Edward, Esq.	2 10 0	Wardell, W. W. Esq.	2 2 0
Jackson, R. H. Esq.	1 0 0	Weld, Edward J. Esq.	5 0 0
Jones, Miss Constantia	5 0 0	Weld, Mrs. E.	1 0 0
Lescher, J. Sidney, Esq.	2 2 0	Weld, George, Esq.	1 0 0

Wellesley, the Marchioness of	£5	0	0
Yarmouth Congregational Collec- tion	1	0	6
Yorkshire, Donation from, per Hon. C. Langdale	25	0	0

*Subscriptions received from the Lincoln's-
Inn-Field's Branch Association, under
date, May 23, 1849, per C. Parker, Esq.*

Barelli, Mr.	1	0	0
Corney, Mr. C. F.	1	0	0
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Cuddon, Mr. C. F.	1	0	0
Dolan, Mr. Henry	1	0	0
Donnelly, Mr. S.	0	5	0
Dunn, Mr.	0	5	0
Friend, by Mr. Dunn	(don.)	0	2 6
Leeming, Mr. Henry	1	0	0
Little, Mrs.	0	5	0
Lucas, Mr. Henry	1	0	0
Macdonald, Miss Elizabeth	0	3	6
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Walker, Mr. John	£2	0	0
Walker, Miss Susan	0	10	0
White, Mr. E.	0	10	0
	£15	7	0

*Subscriptions received from Knaresborough
Branch Association, by the Rev. W. Hamp-
son, for 1848.*

Allanson, Mr.	0	10	0
Byrne, Mr.	0	5	0
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Dinmore, Mr.	0	10	0
Dinmore, Mr. John	0	10	0
Friends, Three	1	0	0
Grimstone, Mr. J.	0	2	6
Halpin, Mr.	0	5	0
Hampson, Rev. W.	0	10	0
Harrison, Mr.	0	2	6
Lesley, Mrs.	1	0	0
Malthouse, Mr.	0	10	0
Radcliffe, the Lady, and family	3	0	0
Sweeting, Mr.	0	10	0
Sheridan, Mr.	0	10	0
Swale, Mr. Joseph	0	10	0
Swale, Mr. James	0	10	0

GRANTS OF BOOKS AND MAPS.

THE subjoined correspondence and the documents which follow it will explain the terms on which these grants are made by the Committee of Council.

18 Nottingham Street, Marylebone.
4th May, 1849.

ROMAN CATHOLIC SCHOOLS. BOOKS AND MAPS.

SIR,—The Catholic Poor-School Committee have observed with great satisfaction that, on the 18th day of December 1847, it was by the Right Hon. the Lords of the Committee of Council on Education resolved, “that it is expedient to encourage by grants the introduction into elementary schools of the most approved lesson-books and maps for the use of the scholars, and of text-books for the teachers and pupil-teachers.” The Poor-School Committee were likewise gratified to find that the schedules of school-books and maps, to which the application of their Lordships’ grants is for the present restricted, contained several valuable works sufficiently free from sectarian character to be used, with proper care, in Catholic Schools; and, conceiving that grants towards the supply of these books and maps were open to all schools under their Lordships’ inspection, they have been in the habit of

urging the managers of schools where pupil-teachers have been examined to lose no time in availing themselves of this means of supplying a deficiency by which the usefulness of many Catholic schools is seriously impaired.

The representations made to the Poor-School Committee from all parts of the kingdom respecting the result of such applications to their Lordships, have raised strong feelings of regret, and induced a belief that a course so opposite to the ordinary practice of your department must arise from obstructive regulations with which the Committee are unacquainted.

It has been represented that, in many instances, no answer has been returned to applications addressed to you for grants for school-books and maps, and that in other cases managers of schools have been told that their Lordships are not now making any such grants.

In order that their Lordships may not be further troubled with bootless applications of this nature, and that the Poor-School Committee may cease to excite expectations which lead to nothing but disappointment and dissatisfaction, I request to be informed whether or not their Lordships now make grants to schools under inspection to-

wards the supply of school-books; and if so, on what conditions?

It will afford the Poor-School Committee very great satisfaction to learn, that the necessity for the present communication has arisen in a misunderstanding on the part of local managers of schools.—I have the honour to be, &c.

S. NASMYTH STOKES.

Committee of Council on Education,
7th May, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—In reply to your letter of the 4th instant, I am directed to state that some delay has occurred with regard to particular schools not falling within the description of those to which their Lordships' grants for the purchase of books and maps were originally confined during the time occupied in making the necessary preparation for extending those grants to a wider class of schools.

I have the honour to enclose for your information copies of the revised forms, according to which these grants will in future be administered.

Their Lordships' grants of apparatus will be for the present confined to the books and maps enumerated in the Schedule No. 2, and will not include black boards, globes, or models.

Before making any grants whatever from the Parliamentary fund, their Lordships require to be satisfied that the tenure of the school in question is satisfactory, that its buildings are not dilapidated or strikingly objectionable, that its ordinary expenses are adequately defrayed, and that it is not in debt.

The same forms are employed to ascertain these particulars, both with regard to applications for aid under the minutes of 1846 (augmentation of salaries and apprenticeship of pupil-teachers), and also with regard to applications for aid under the minute dated 18th Dec. 1847 (book grants). It sometimes happens, therefore, that when the necessary return has been made with regard to one of these applications, but from some cause or other cannot be immediately referred to, that the case has been kept back until the reference could be made, instead of troubling the manager to make another return.

NO. VIII.

If any unnecessary delay has arisen, I am to apologise for it, and to state that, on its being pointed out, it will immediately be corrected.

I have the honour to be, Sir, your obedient servant,

R. R. W. LINGEN,

Acting Assistant-Secretary.

S. Nasmyth Stokes, Esq.,

18 Nottingham Street, Marylebone.

18 Nottingham Street, Marylebone,
11th May, 1849.

BOOK GRANTS.

ROMAN CATHOLIC SCHOOLS.

SIR,—I beg to thank you for your letter dated the 7th instant, from which I understand that any school which has so far satisfied their Lordships' preliminary conditions as to receive a promise either of the admission of the master or mistress to examination, or of a visit from H. M. Inspector to examine candidates for apprenticeship as pupil-teachers, is at liberty, without waiting for the result of such examination, and without complying with any further preliminary conditions, to apply at once for a grant towards the purchase of books and maps, as set forth in Schedule No. 2.

As soon as the course required by their Lordships in relation to book grants is clearly comprehended, I have no doubt that the managers of Catholic schools will cease to find difficulty in applying for these grants, which are calculated to be of very great benefit.—I have the honour to be, &c.

S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
May 15, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—In reply to your letter of the 11th instant, I am directed to inform you that you have rightly understood the intention of their Lordships' communication of the 7th instant respecting the conditions on which they award grants for school-books.

I have the honour to be, Sir, your obedient servant,

R. R. W. LINGEN,

Acting Assistant-Secretary.

S. N. Stokes, Esq.,

18 Nottingham Street, Marylebone.

BOOKS AND MAPS,
Form No. 1.

All Communications to this Department are to be addressed to

“The Secretary,
Committee of Council on Education.”

You are requested to write the NAME OF THE SCHOOL to which your correspondence relates, at the head of your Letter.

School.

Committee of Council on Education,
Privy Council Office, Downing Street.

18

GENTLEMEN,—The Reports of H. M. Inspectors have shewn, that while by the aid of religious associations, the managers of elementary schools have generally been enabled to procure a sufficient supply of Bibles, religious formularies, and books of religious instruction, other lesson-books, text-books, and maps, have often been either wanting or very scantily furnished; and this evil has been increasingly felt since the standard of instruction has been raised by the operation of the Minutes of Council of August and December, 1846.

The Committee of Council on Education have therefore acceded to an almost universal sense of the importance of introducing a better supply of such lesson-books, text-books, and maps, in addition to the books of religious instruction, and have determined to make grants for this purpose.

I am to afford to you, as managers of your school, an opportunity of obtaining the books and maps enumerated in the accompanying schedules, at the reduced prices therein specified, and with the aid of a pecuniary grant from their Lordships.

Two schedules have been prepared, one containing books suitable to scholars, the other containing books more suitable to the teachers and pupil-teachers. These books have been selected because they are extensively used in schools under inspection, and the schedules will from time to time be varied by the exclusion of those books which may fall into disuse, or by the addition of others which may come into general use. My Lords are not responsible for the character of these books, otherwise than for the fidelity with which they have chosen those which have received

the most extensive sanction from public opinion.

The publishers of the books and maps now included in the schedules have allowed a discount which averages forty-three per cent to those schools which purchase them through the medium of this Committee; and towards the purchase at the reduced prices their Lordships make two classes of grants. The first grant to any school is called a *supply grant*, and is made at a rate not exceeding 8*d.* a scholar in a school having no pupil-teacher; and 10*d.* a scholar in a school having a pupil-teacher; provided that not less than 16*d.* a scholar in the former case, and 20*d.* in the latter, be subscribed on the part of the school to meet such grant. The managers may apply for a grant for less than the average number of scholars.

An order to obtain at the reduced prices books and maps costing not less than three pounds, may be applied for once in each year; but a pecuniary grant towards the purchase cannot be made oftener than once in three years. After the lapse of three years from the first grant, the managers may obtain a *renewal grant*, which will not exceed the rate of 4½*d.* instead of 8*d.*, and 6*d.* instead of 10*d.*, to meet local contributions of not less than 18*d.* in the former case, and 24*d.* in the latter case.

The Committee will, however, at any time entertain applications for grants, in consideration of any remarkable increase in the number of the scholars.

The name of the school is to be written in full on every map, and in the inside of the cover, and on the title-page of every book; and the managers must engage that the books and maps shall be devoted to the exclusive use of

the teachers, pupil-teachers, and scholars. The managers may sell at the reduced prices specified in the schedules any of the books and maps to the scholars, pupil-teachers, and teachers of the school, for their own use and property; or any of the scholars, pupil-teachers, and teachers, may themselves subscribe towards the sum to be locally contributed to meet their Lordships' grant; and may thus at once obtain for themselves, at the reduced prices, such books and maps as they may have subscribed for. It is, however, to be observed, that whenever there is a pecuniary grant from the Committee of Council towards the purchase of the books, the reduced prices must be still further reduced to the masters, pupil-teachers, or scholars, who buy those books, in the proportion which the amount of that pecuniary grant may bear to the total cost.

The name of every master, pupil-teacher, and scholar who buys a book, must be written, as well as the name of the school, on the inside of the cover, and on the title-page of that book.

The Committee strongly recommend that the pupil-teachers and scholars may be encouraged to purchase *for themselves* such books as the managers may direct to be used, and be allowed to take to their homes, under proper regulations, the books which belong to the school. The weekly pence of the scholars should be understood as entitling them to a regular and sufficient supply of books in the school; and it would be unwise to make any requirement as to the purchase of books which would diminish either the number of the scholars, or the supply of books necessary for the success of each class.

Books for the school library, or for prizes, may be included in the application for books and maps at reduced prices; but no pecuniary grant will be made on these accounts.

A normal school may obtain books and maps on the same terms as an elementary school with pupil-teachers. The elementary model school of a normal school will be treated in all respects as any other elementary school.

In schools where the children are re-

ceived by relays from factories, or for one third of the year from print works, each separate child belonging to such mill or works, may be counted in making up the average of attendance during the past year. Where an evening school for young men and women, or for adults, is held in the same building with the day school, a separate grant of books may be obtained for the evening school, on the same conditions as for the day school.

A schoolmaster's association may obtain an order to purchase books and maps for the library of the association; a pecuniary grant may also be had at a rate not exceeding 10*d.* for every member, being a schoolmaster, in the first year, and 6*d.* a member, being a schoolmaster, at the end of every third year, provided that the amount subscribed by the association be not less than 1*s.* 8*d.* in the former case, and 2*s.* in the latter.

If the managers of the school desire to obtain books and maps on these conditions, they will be so good as to fill up the form of application No. 2, according to the directions given.

Three copies of it are sent to you; and I am particularly to request that great care may be used to fill them up correctly, and to *return them in duplicate*. Any error in the calculations or otherwise will occasion considerable trouble and delay. The third copy is to be kept by the managers.

If your application be approved, it will be necessary that, on receipt of the letter from this office, announcing such approval, you should procure Post-Office orders for the payment of the amount to be contributed by the promoters of the school.

You will then be informed of the exact amount of the Post-Office orders which will be required to be drawn on the Branch Post-Office at Charing Cross, London, payable to "Edmund Stephen Harrison, Esq., of the Privy Council Office, in account with Messrs. Drummond & Co."

I have the honour to be,

Your obedient servant,

J. P. KAY SHUTTLEWORTH.

To the Committee of Management

of the _____ School.

SCHEDULE I. *Lesson Books for Elementary Schools.*

Note. In this Schedule the letters S.P.C.K. mean that the book is published by the Society for Promoting Christian Knowledge; B. & F.S.S. British & Foreign School Society; C.N.E.I. Commissioners of National Education, Ireland; S.S.B.A. Scottish School-book Association; C.E.C. Chambers's Educational Course.

Reading Lesson Books.

		A*	B†	
		s. d.	s. d.	
<i>Educational Books—</i>				
The First Book (48 pages)	S. P. C. K.	0 2	0 1½	
The Second Book (160)		0 8	0 5½	
The Third Book (192)		1 4	0 10	
These Books are in use chiefly in Church of England Schools connected with the National Society.				
<i>Reading Series—</i>				
No. 1 (60)	do.	0 3	0 2	
No. 2 (36)	do.	0 1½	0 1½	
<i>Moral and Intellectual Series—</i>				
No. 1, Daily Lesson Book (46)	B. & F. S. S.	0 3	0 1½	
No. 2, do. (120)		1 0	0 7½	
No. 3, do. (192)		1 6	0 11	
No. 4, do. (324)		2 6	1 6	
Sequel to No. 1, or No. 1, in sheets (30)		3 0	1 9½	
Sequel to No. 2, (128)		0 8	0 5	
These Books are in general use in Schools of the British and Foreign School Society.				
<i>The Reading Lesson Books—</i>				
The First (36)	C. N. E. I.	0 2	0 1	
The Second (178)		0 7	0 4	
The Third (288)		1 2	0 8	
The Fourth (358)		1 4	0 9	
The Fifth (420)		1 8	0 11	
Sequel to the Second (232)		0 9	0 5	
Supplement to the Fourth (444)		1 8	0 11	
Reading Book for the use of Female Schools (420)		do.	1 8	0 10
First Reading Book (24)		Dr. M'Culloch's Series of Reading Lessons is in very general use in efficient Middle Class Schools, and the best Parochial and other Elementary Schools in the North of England and Scotland. As their character has become known in the Midland and Southern Counties of England, they have had a constantly increasing sale.	0 1½	0 0½
Second do. (48)		0 3	0 1½	
Third do. (144)	0 10	0 5½		
Series of Lessons in Prose and Verse (234)	2 0	0 11½		
Course of Elementary Reading (376)	3 0	1 5½		
Rural Spelling-Book (166), C. W. Johnson, F.R.S.		1 6	0 8	
<i>The New Series of School Books—</i>				
The Child's First Book (12)	S. S. B. A.	0 1	0 0½	
No. 1, Primer (12)		0 1½	0 0½	
No. 2, Second Lessons (36)		0 3	0 1½	
No. 3, Third do. (108)		0 6	0 3	
Manual of English Pronunciation, or Sequel to Third Lessons (48)		0 4	0 2	
Sheet Lessons (30)		3 0	1 5	
No. 4, Readings in Prose and Verse (144)		0 10	0 5	
No. 5, First Col. of Instructive Extracts (240)		1 6	0 9	
No. 6, Second Collection of ditto (312)		2 0	1 0½	
Reprints of Vocabularies from Nos. 5 & 6 (52)		0 6	0 3	
No. 1, Lessons for Schools (36)	0 3	0 1½		
No. 2, do. (144)	0 10	0 5		
No. 3, do. (144)	0 10	0 5		
No. 4, do. (240)	1 3	0 7½		
Compiled by the late Rev. Dr. Andrew Thomson, of Edinburgh, an eminent Divine of the Scottish Church. The circulation of these books is nearly confined to the Sessional Schools of Scotland.				
The Juvenile Reader (216), Neil Leitch	A Reading Lesson Book for the First or Second Class of an Elementary School used in Scotland.	1 6	0 9	
Reading Disentangled, being a series of Elementary Reading Lessons on Sheets (37)	In very general use for the instruction of very young children in reading in all classes of Elementary Schools.	6 0	4 0	

A* Price per copy at which it is sold retail to the Public.

B† Price per copy at which it is offered to the Committee of Council on Education.

Grammar and Etymology.

	s.	d.	s.	d.
Manual of English Grammar (180), Rev. J. M. M'C.	1	6	0	6½
A Grammar for an Elementary School of the highest class, but not adapted to a humble School. A proper Manual for Pupil Teachers and for Teachers.				
An Eng. Grammar for the use of Schls (178), C.N.E.I.	0	8	0	4
Rudiments of English Grammar (46), A. Reid, A.M.	0	6	0	2
Extensively used by the scholars of Elementary Schools in Scotland.				
An Attempt to simplify English Grammar (180), Prof. Sullivan	1	0	0	6
Suitable for the Scholars of Elementary Schools.				
A System of English Grammar (168) C. W. Connon	2	6	1	2½
do.				
An English Grammar (162), Allen and Cornwell	1	9	1	0½
do.				
Grammar for beginners (75), Dr. Cornwell	1	0	0	7
do.				
An Initiatory Grammar of the English Language (126), J. Millen	1	0	0	5½
do.				
An Elementary Etymological Manual (54), W. Ross	0	6	0	3½
Principles of English Grammar (128) } S.C.B.A.				
The Young Child's Grammar (36) }				
Outlines of Etymology (24), Rev. A. Wilson				
. 0 9 0 4½				
. 0 3 0 1½				
. 0 1½ 0 1				
Suitable for the scholars of Elementary Schools. Published by the Society for Promoting Christian Knowledge.				
The Pupil's Guide to English Etymology (132), B. G. Manson	1	0	0	6
Suitable for the scholars of Elementary Schools.				

Arithmetic.

The Intellectual Calculator (146), J. T. Crossley and W. Martin	1	8	1	0
These Authors have long been among the most useful Officers of the British and Foreign School Society, and the book is generally adopted both in British and in other Schools.				
First Book of Arithmetic (148) }	0	8	0	4
A Treatise on Arithmetic (408) } C.N.E.I.	2	6	0	11
Elements of Book-keeping (126) }	0	10	0	5
A Treatise on the First Principles of Arithmetic (120), T. Tate	1	6	0	10½
A work of merit, containing a simple method of rendering both the principles and the practice of Arithmetic familiar to the scholars of Elementary Schools.				
Exercises in Arithmetic for Elementary Schools (172), T. Tate	1	6	1	0
Exercises to accompany the Tables, and adapted to the method of Pestalozzi.				
Arithmetical Questions, Part 1 (88) } W. McLeod	1	0	0	7
Ditto Part 2 (72) }	1	0	0	7
Lessons on Arithmetic for Junior Classes (48), James Trotter	0	6	0	1½
Extensively in use in Parochial Schools in Scotland.				
Concise System of Practical Arithmetic (212), Melrose's, revised by A. Ingram and J. Trotter	1	6	0	7½
Extensively used in Parochial Schools and in Middle Schools in Scotland.				
System of Practical Arithmetic (108)	0	9	0	4½
Key to do. (1)	0	2	0	0½
First Lessons in Practical Arithmetic (36) } S.S.B.A.	0	3	0	1½
Key to do. (1)	0	2	0	0½

Geography.

Geography generalised (288), Professor Sullivan	2	0	1	3
A book which should be read in all Elementary Schools in connexion with the study of the Maps.				
A School Geography (318), Dr. Cornwell	3	6	2	1
Written by a Master of the Normal School of the British and Foreign School Society, in the Borough Road, and extensively used in British and other Schools.				
Compendium of Geography (196), C.N.E.I.	1	0	0	5
An Introduction to Geography and History (144), Professor Sullivan	0	1	0	6
Rudiments of Modern Geography (120) } A. Reid, A.M.	1	0	0	5½
Outlines of Sacred Geography (48) }	0	6	0	1½
The Young Child's Geography (36) } S.S.B.A.	0	3	0	1½
Outlines of Modern Geography (120) }	1	0	0	6
The first three very brief; for use with Maps.				

Geography of Palestine (120), W. McLeod	The Author has been successively the Master of the Norwood School of Industry, of the Battersea Village School, and of the Military Model School, Royal Hospital, Chelsea.	s. d. 1 6	s. d. 0 10
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English History.

A plain and short History of England (262), Bishop of Peterborough		2 6	1 6
A School History of England (648), J. W. Parker		6 0	3 3

Mensuration.

A Treatise on Mensuration (276), C.N.E.I.		1 6	0 8
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Vocal Music.

Wilhem's Method of teaching Singing, adapted to English use (196), John Hullah	An excellent Manual, which has had a most extensive circulation.	5 0	3 0
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SCHEDULE II. *Text Books for the Masters and Mistresses of Elementary Schools and for Pupil Teachers.*

Reading and Composition.

An Introduction to the Art of Reading (252), C.N.E.I.		1 6	0 8
The Young Composer, Part 1 (126), Dr. Cornwell		1 6	0 10 ½
Lessons on Reading and Speaking (412), W. Scott and J. Johnstone		3 0	1 7 ½
Principles of Elocution (358), W. Graham		2 6	1 5 ½
Practical English Composition (152), Richard Hiley		1 6	0 10 ½
The Spelling Book superseded (212), Prof. R. Sullivan	A useful book for lessons on dictation, to teach children correct orthography and punctuation, and thus to take the first step towards English composition.	1 4	0 8
Abbott's Reader (264)		3 0	1 4

Writing.

Manual of Mulhauser's Method (72)	Published under the sanction of the Committee of Council on Education.	2 6	1 6
Writing Models 1st Set }		2 6	1 6
Do. 2d Set }		1 0	0 5
Do. 3d Set }		1 0	0 5
Do. 4th Set }		1 0	0 5

Grammar and Etymology.

Manual of English Grammar (180), J. M. McCulloch	A proper Text Book for Pupil Teachers, and Manual for Schoolmasters and Schoolmistresses in superior Elementary Schools.	1 6	0 6 ½
English Grammar (234), R. G. Latham, M.D.		4 6	2 8
Rudiments of English Grammar (46) } A. Reid		0 6	0 2
Dictionary of the English Language (564) }		6 6	2 7
Ditto (480), Professor R. Sullivan		3 6	1 10
Key to Exercises in the English Grammar (36), C.N.E.I.		0 3	0 1

Arithmetic.

Complete Treatise on Practical Arithmetic and Book-keeping (250), (Hutton's, revised by Ingram and Trotter)	Much used in superior Parochial and Middle Class Schools in Scotland. Good Practical Manuals for Schoolmasters, and good Text Books for Pupil Teachers.	2 6	1 2 ½
Complete System of Practical Arithmetic (160) } S.S.B.A.		2 0	1 0
Key to do. (196)		4 0	1 10
Key to the First Book of Arithmetic (180) } C.N.E.I.	do.	0 8	0 4
Key to the Elements of Book-keeping (118) }	do.	0 10	0 5
Treatise on Arithmetic (288), Dr. J. Thomson	do.	3 6	1 4
Arithmetic, Theoretical and Practical (256), W. Marr	do.	2 0	1 1 ½
The Principles and Practice of Arithmetic (276), J. Hind	Used in Public Schools in England.	4 6	2 8
Arithmetic (168), J. W. Colenso, A.M.		4 6	2 8 ½

The Elements of Arithmetic (228), Prof. A. De Morgan			
	A Treatise on the Abstract principles of Arithmetic, suitable for Pupil Teachers of mature acquirements during their preparation for the examination for Queen's Scholarships, and for Schoolmasters in charge of Pupil Teachers.	s. d. 5 0	s. d. 3 0

Algebra.

Algebra made easy (120), Thomas Tate			
The Elements of Algebra (496), A. Bell	A good Manual for Pupil Teachers.	2 0	1 2½
Do. (272), Rev. J. W. Colenso, A.M.		3 6	2 0
Algebra, Theoretical and Practical (300), J. Thomson		4 6	2 8½
		5 0	3 0

Natural History.

Elements of Natural History (494), Mrs. R. Lee	A good Text Book for Pupil Teachers.	7 6	4 5
Rudiments of Animal Physiology (108)	} C.E.C.	1 6	0 10½
Rudiments of Vegetable Physiology (128)		1 6	0 10½
Zoology for Schools, Part 1 (208)	} R. Paterson	3 0	1 5
Ditto Part 2 (280)		3 6	1 10
Ditto, 2 Parts in 1 vol. (488)		6 0	2 11

Agricultural Chemistry.

Elements of Agricultural Chemistry and Geology (292)	} J. F. W. Johnstone	A good Text Book and Manual.	5 0	3 0
Catechism of Agricultural Chemistry and Geology			0 10	0 5
Agricultural Class Book (318), C.N.E.I.			1 8	0 9

Domestic Economy.

Useful Hints for Labourers, First Series (152)	} J. W. Parker	Useful to Schoolmasters and Pupil Teachers in the preparation of Lessons on Household Economy and Domestic Arts.	1 6	0 10½
Second Series (152)		1 6	0 10½	
The useful Arts employed in the production of Food (192)		2 6	1 5	
Ditto on the construction of Dwelling-houses (216)		2 6	1 5	
Ditto Clothing (200)		2 6	1 5	
Instructions in Household Matters (124), a Lady		Useful to Schoolmistresses for Oral Lessons.	1 6	0 10½

Geography.

Complete System of Modern Geography (336)	} S.S.B.A.	Extensively in use in Parochial and Middle Class Schools in Scotland.	3 6	1 9
Key to do. (176)		2 6	1 3	
Complete System of Modern Geography, with nine Maps (336)		do.	5 0	2 4
System of Geography (382), T. Ewing		do.	4 6	2 3
Compendium of Modern Geography (334), Rev. A. Stewart			3 6	1 6½
The Geography of Palestine (120), W. McLeod			1 6	0 10½
Recreations in Physical Geography (424)	} Miss R. M. Zornlin	Two works containing useful general information, suitable for use as Text Books, from which Pupil Teachers may prepare Oral Lessons to Classes, or to two or more classes collectively.	6 0	3 2
The World of Waters (360)		6 0	2 6	
The Bible Atlas (58), W. Murphy		A neat, small, but carefully prepared Atlas of Palestine, &c. A useful assistant to the reading of Pupil Teachers and Schoolmasters.	2 6	1 0
A New General Atlas	} S.S.B.A.		10 6	6 6
Selected Atlas		3 6	2 3	
Epitome of Geographical Knowledge (600), C.N.E.I.		3 0	1 3	

English History.

The Collegiate School and Family History of England (536), Edward Farr			5 6	3 3½
<i>Historical Series—</i>				
No 1, The History of England (140), S.P.C.K.			1 0	0 8
Goldsmith's History of England (460), improved by R. Simpson			3 6	1 10½
History and Present State of the British Empire (288), W. and R. Chambers' E. C.			2 0	1 1½

History of Scotland.

History of Scotland (252), Tytler, adapted by the Rev. J. Taylor, D.D., and A. Reid, M.A.	s. d.	s.	d.
	3 6	2	0
History of Scotland, 2 vols. (1116), Sir W. Scott.	10 0	6	0

Mechanics.

Exercises in Mechanics (172), T. Tate		2 0	2 ½
This Book contains a well arranged Course of Instruction, and is an excellent Manual.			
Laws of Matter and Motion (82) } W. & R. Chambers		0 10	0 5 ¾
Mechanics (86)		0 10	0 5 ¾
Treatise on Mechanics (352), D. Lardner		6 0	3 7
For Teachers preparing for an examination for Certificates of Merit.			

Drawing from Models.

Manual of Model Drawing (274) } Prof. B. Williams		15 0	9 0
Instructions in Drawing (116)		3 0	1 9

Natural Philosophy.

Principles of Natural Philosophy, Part 1 (178)	S.S.B.A.	1 9	0 10
Hydrostatics and Hydraulics, Part 2 (186)		2 0	1 0
Do. 2 parts in 1 vol. (364)		3 6	1 9
Introduction to the Sciences (132), W. & R. Chambers		1 0	0 6 ¾
Introductory Book to the Sciences (144), J. Nicol		1 6	0 9 ¾
For the general information of Pupil Teachers, and the preparation of Oral Lessons.			

Geometry.

Elements of Geometry, Parts 1 and 2 (96), C.N.E.I.		0 9	0 4
Euclid (282), Chambers		2 0	1 1 ¾
Euclid's Elements of Geometry (278), Rev. R. Potts		4 6	2 3
The Surveyor's Text Book (185), H. J. Castle		6 6	3 0
Principles of Geometry, Mensuration, Land Surveying, and Levelling (276), T. Tate		3 6	2 1

Practical Mathematics.

System of Practical Mathematics (520), A. Ingram		7 6	2 4 ½
Ditto (635), J. Davidson		15 0	9 0
A Treatise on Practical Mathematics, 2 vols. (728), A. Bell		6 0	3 5
A System of Practical Mathematics (424)	S.S.B.A.	5 0	2 3
Key to System of Practical Mathematics (272)		4 0	1 11
Mathematical Tables (100)		1 6	0 9

Preservation of Health.

The House I live in (224), J. W. Parker		2 6	1 2
Principles of Physiology (108), Andrew Combe		3 6	2 1
On the Preservation of Health (408), T. Hodgkin		6 0	3 4

Principles of Teaching.

Principles of Teaching, or the Normal School Manual (276), Henry Dunn		3 6	2 1
Account of Sessional School (328), John Wood		5 0	2 10
Educational Tour in Germany, France, Holland, and parts of Great Britain and Ireland (240), H. Mann		3 0	1 8 ½
Suggestive Hints towards improving Secular Instruction, and making it bear upon Practical Life (190)	Rev. R. Dawes	2 0	1 2
Hints on an improved and self-paying System of National Education, suggested from the working of a Village School in Hampshire (60)		0 8	0 4 ½
The Training System (548), David Stow		6 0	3 6

Mensuration.

Appendix to the Mensuration (the Treatise is in Schedule I.) (124), C.N.E.I.		1 0	0 5
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Political Economy.

Lessons on Political Economy (56), S.P.C.K.		0 3	0 2
Many of the Chapters written in this Book were written by the Archbishop of Dublin.			

Easy Lessons on Money Matters (104), Abp. of Dublin	This subject ought to form a part of the course of instruction for Pupil Teachers.	s. d. 1 0	s. d. 0 5
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Popular Astronomy.

Treatise on Astronomy (430), Sir J. F. Herschel	For Teachers preparing for an examination for Certificates of Merit.	6 0	3 7
Ditto (165), Hugo Reid		2 6	1 5½
Lectures on Astronomy (224), Rev. H. Moseley		5 6	2 9
Outlines of Astronomy for Families and Schools (80), Rev. T. G. Hall, M.A.		0 10	0 5½

Mental Philosophy.

The Philosophy of the Moral Feelings (214)	} J. Abercromby.	For the studies of Masters who have obtained the third Certificate of Merit.	
Intellectual Powers (380)		4 0	2 4
		6 6	3 10

Maps.

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Ireland	"	3 7	by 2 9	0 6 0	0 3 6
British Isles	"	2 2	by 1 9	0 2 8	0 1 9
Palestine	"	2 4	by 1 11	0 2 8	0 1 9
Countries mentioned in the Old Testament	"	4 0	by 2 4	0 8 0	0 5 0
Countries mentioned in the New Testament	"		"	0 8 0	0 5 0
Europe	"	5 3	by 4 4	0 12 0	0 8 6
Asia	"		"	0 12 0	0 8 6
Africa	"		"	0 12 0	0 8 6
North America	"	2 9	by 3 3	0 8 0	0 5 6
South America	"		"	0 8 0	0 5 6
World	Smith and Sons, for the Irish Education Board	6 8	by 3 6	1 1 0	0 10 0
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British Isles	"	7 0	by 8 0	1 10 0	0 15 0
Palestine	"	4 4	by 5 8	0 16 0	0 8 0
Scripture World	"	5 8	by 4 4	0 16 0	0 8 0
Europe	"		"	0 16 0	0 8 0
Asia	"		"	0 16 0	0 8 0
Africa	"	4 4	by 5 8	0 16 0	0 8 0
America	"		"	0 16 0	0 8 0
World	Messrs. Chambers	5 8	by 4 10	1 1 0	0 12 0
England	"		"	0 14 0	0 8 0
Scotland	"		"	0 14 0	0 8 0
Ireland	"		"	0 14 0	0 8 0
Palestine	"		"	0 14 0	0 8 0
Europe	"		"	0 14 0	0 8 0
Asia	"		"	0 14 0	0 8 0
Africa	"		"	0 14 0	0 8 0
North America	"		"	0 14 0	0 8 0
South America	"		"	0 14 0	0 8 0
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General Map of Europe	"	3 0	by 2 5	0 7 6	0 4 3
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England	"		"	0 6 6	0 4 3
Ireland	"		"	0 6 6	0 4 3
Palestine	"		"	0 6 6	0 4 3
Hindustan	"		"	0 6 6	0 4 3
United States	"		"	0 6 6	0 4 3
Asia	"		"	0 6 6	0 4 3
Africa	"		"	0 6 6	0 4 3
North America	"		"	0 6 6	0 4 3
South America	"		"	0 6 6	0 4 3

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Africa	"	"	"	0 12 0	0 6 0
America	"	"	"	0 10 0	0 5 6
England	"	"	"	0 12 0	0 6 0
Scotland	"	"	"	0 10 0	0 5 6
Ireland	"	"	"	0 12 0	0 6 0
Palestine	"	"	"	0 10 0	0 5 6
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		in.	in.	£ s. d.	£ s. d.
Eastern Hemisphere	"	33	by 27	0 6 0	0 3 8
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Europe	"	"	"	0 6 0	0 3 8
Asia	"	"	"	0 7 0	0 4 0
Africa	"	"	"	0 6 0	0 3 8
America	"	"	"	0 7 0	0 4 0
England	"	"	"	0 6 0	0 3 8
Scotland	"	"	"	0 7 0	0 4 0
Ireland	"	"	"	0 6 0	0 3 8
Palestine	"	"	"	0 7 0	0 4 0
Single Maps	"	"	"	0 4 0	0 2 6
Illustrations of Natural Philosophy	"	ft. in.	ft. in.	0 10 0	0 5 6
"	"	4 2	by 3 6	0 12 0	0 6 0

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		in.	in.	£ s. d.	£ s. d.
With Glossary	"	33	by 27	0 6 0	0 3 8
"	"	"	"	0 7 0	0 4 0
"	"	"	"	0 4 0	0 2 6
Map of the World, Mercator's	Mr. Varty	ft. in.	ft. in.	0 12 0	0 7 6
England	"	2 8	" 4 2	0 10 0	0 6 4
British Isles	"	2 8	" 2 2	0 6 0	0 3 9
Scotland	"	4 3	" 3 4	0 14 0	0 8 9
Ireland	"	2 8	" 2 2	0 6 0	0 3 9
Europe	"	"	"	0 6 0	0 3 9
Asia	"	"	"	0 6 0	0 3 9
Africa	"	"	"	0 6 0	0 3 9
America	"	"	"	0 6 0	0 3 9
Australia and New Zealand	"	"	"	0 6 0	0 3 9
Palestine, Palmer's, with Jewish and Roman divisions	"	3 3	" 2 2	0 12 0	0 7 6
" Old Testament	"	2 8	" 2 2	0 6 0	0 3 9
" New Testament	"	2 2	" 1 8	0 4 0	0 2 6
" prior to the Conquest by the Israelites	"	2 8	" 2 2	0 6 0	0 3 9
Plan of Jerusalem	"	"	"	0 6 0	0 3 9
Map of the Journeyings of the Children of Israel	"	"	"	0 6 0	0 3 9
Voyages and Travels of the Apostle Paul	"	"	"	0 6 0	0 3 9

GRANT OF SCHOOL BOOKS AND MAPS.
No. II.—Form of Application.

18

SIR,

THE Managers of the _____ School apply to the Committee of Council on Education for an order for the Books and Maps which are marked in the annexed List.

The average attendance of the Scholars during the year preceding the date of this Letter was _____

The Committee of Council have *¹ _____ authorised the Apprenticeship of Pupil Teachers in the School.

The amount for which this School is allowed to claim a pecuniary Grant at *² _____ per head on the average attendance of the Scholars during the preceding year is £ _____

The cost of the Books and Maps marked according to the reduced prices in the annexed List, is

We seek from the Committee of Council a Grant of _____ And are prepared to transmit a Post-Office Order, drawn upon the Branch Post-Office at Charing Cross, London, payable to "Edmund Stephen Harrison, Esq. of the Privy Council Office, on behalf of the Committee of Council on Education, in account with Messrs. Drummond and Co." for the remainder of that cost, which amounts to not less than double the amount of the Grant applied for, viz.

*¹ If no Pupil Teachers have been apprenticed the word "not" should be inserted.

*² 8d. if no Pupil Teachers, 10d. if Pupil Teachers.

*³ If the inspection of the School by H. M. Inspectors be not secured by the School Deed, insert "Order in Council, dated August 10, 1840," or "Minute of the Committee of Council, dated _____"

If the Order applied for be granted, we will comply with the following conditions :

1. The School shall be open at all reasonable times, within the period of seven years from this date, to the inspection of the Inspector or Inspectors for the time being appointed or to be appointed by her Majesty or her successors, *in conformity with the* *³ _____

2. The Books and Maps thus obtained shall be reserved for the sole use and property of the said School, its Masters, Pupil Teachers, and Scholars.

The Parcel of Books should be addressed to _____ for the use of the _____ School, at or near _____

relating to the Class of Schools of which this is one. But if the inspection of the School by H. M. Inspectors be secured by the School Deed, draw a pen through this condition.

We have the honour to be, Sir,
Your obedient Servants,

To the Secretary of the
Committee of Council on Education,
Privy Council Office, Downing Street, London.

Books.

Reading Lesson Series.

			£	s.	d.	£	s.	d.	£	s.	d.
The First Book	S. P. C. K.		0	0	1½	0	1	3			
The Second do.	"		0	0	5¼	0	5	3			
The Third do.	"		0	0	10	0	10	0			
No. 1, Reading Series	"		0	0	2	0	2	0			
No. 2, do.	"		0	0	1½	0	1	3			
No. 1, Daily Lesson Book	B. & F. S. S.		0	0	1½	0	1	9			
No. 2, do.	"		0	0	7½	0	7	6			
No. 3, do.	"		0	0	11	0	11	0			
No. 4, do.	"		0	1	6	0	18	0			
Sequel to do. No. 1	"		0	1	9½	1	1	6			
Sequel to do. No. 2	"		0	0	5	0	5	0			

		£	s.	d.	£	s.	d.	£
The First Book	Irish Board.	0	0	1	0	1	0	0
The Second do.	"	0	0	4	0	4	0	0
The Third do.	"	0	0	8	0	8	0	0
The Fourth do.	"	0	0	9	0	9	0	0
The Fifth do.	"	0	0	11	0	11	0	0
Sequel to the Second Book	"	0	0	5	0	5	0	0
Supplement to the Fourth Book	"	0	0	11	0	11	0	0
Reading Book for the use of Female Schools	"	0	0	10	0	10	0	0
An Introduction to the Art of Reading	"	0	0	8	0	8	0	0
First Reading Book (M'Culloch)	Oliver and Boyd.	0	0	0 ³ / ₄	0	0	9	0
Second do. do.	"	0	0	1 ¹ / ₄	0	1	3	0
Third do. do.	"	0	0	5 ¹ / ₄	0	5	3	0
Series of Lessons in Prose and Verse (M'Culloch)	"	0	0	11 ¹ / ₄	0	11	3	0
Course of Elementary Reading do.	"	0	1	5 ³ / ₄	0	17	9	0
Lessons on Reading and Speaking (Scott & Johnston)	"	0	1	7 ¹ / ₂	0	19	6	0
Rural Spelling-Book (Johnson)	Ridgway.	0	0	8	0	8	0	0
The Child's First Book	S. S. B. A.	0	0	0 ¹ / ₂	0	0	6	0
No. 1, Primer	"	0	0	0 ³ / ₄	0	0	9	0
No. 2, Second Lessons	"	0	0	1 ¹ / ₄	0	1	6	0
No. 3, Third do.	"	0	0	3	0	3	0	0
Sequel to Third Lessons	"	0	0	2	0	2	0	0
Sheet Lessons (per set, 15 Sheets in set)	"	0	1	5	0	17	0	0
No. 4, Readings in Prose and Verse	"	0	0	5	0	5	0	0
No. 5, First Collection of Instructive Extracts	"	0	0	9	0	9	0	0
No. 6, Second do. do.	"	0	1	0 ¹ / ₂	0	12	6	0
Reprint of Vocabularies, from Nos. 5 and 6	"	0	0	3	0	3	0	0
No. 1, Lessons for Schools (Thompson)	White and Co.	0	0	1 ¹ / ₂	0	1	6	0
No. 2, do. do.	"	0	0	5	0	5	0	0
No. 3, do. do.	"	0	0	5	0	5	0	0
No. 4, do. do.	"	0	0	7 ¹ / ₂	0	7	6	0
The Juvenile Reader (Leitch)	Leitch.	0	0	9	0	9	0	0
Reading Disentangled, being a Series of Elementary Reading Lessons on Sheets	Varty.	0	4	0	2	8	0	0
Do. in Varty's Registered Serial Tablet Frame	"	0	7	0	4	4	0	0
Do. mounted on Millboards	"	0	7	6	4	10	0	0
Principles of Elocution (Graham)	Chambers.	0	1	5 ¹ / ₄	0	17	3	0

Reading and Composition.

The Young Composer, Part 1 (Cornwell)	Cornwell.	0	0	10 ¹ / ₂	0	10	6	0
Abbotts' Reader	Parker.	0	1	4	0	16	0	0
Practical English Composition (R. Hiley)	Longman.	0	0	10 ³ / ₄	0	10	9	0
The Spelling-Book superseded (Sullivan)	Sullivan.	0	0	8	0	8	0	0

Grammar and Etymology.

Manual of English Grammar (M'Culloch)	Oliver and Boyd.	0	0	6 ¹ / ₄	0	6	3	0
Rudiments of English Grammar (Reid)	"	0	0	2	0	2	0	0
A System of English Grammar (Connon)	"	0	1	2 ¹ / ₂	0	14	6	0
An Initiatory Grammar of the English Language (Millen)	"	0	0	5 ³ / ₄	0	5	9	0
English Grammar (Latham)	Taylor and Walton	0	2	8	1	12	0	0
Grammar for Beginners (Cornwell)	Cornwell.	0	0	7	0	7	0	0
English Grammar (Allen and Cornwell)	"	0	1	0 ¹ / ₂	0	12	6	0
An English Grammar (Irish Board)	Irish Board.	0	0	4	0	4	0	0
Key to Exercises in the English Grammar (do.)	"	0	0	1	0	1	0	0
An Attempt to simplify English Grammar (Sullivan)	Sullivan.	0	0	6	0	6	0	0
Principles of English Grammar (No. 8)	S. S. B. A.	0	0	4 ¹ / ₂	0	4	6	0
The Young Child's Grammar	"	0	0	1 ¹ / ₂	0	1	6	0
An Elementary Etymological Manual (Ross)	Longman.	0	0	3 ¹ / ₂	0	3	6	0
Outlines of Etymology (Rev. A. Wilson)	S. P. C. K.	0	0	1	0	1	0	0
The Pupil's Guide to English Etymology (Manson)	M'Phail.	0	0	6	0	6	0	0
Dictionary of the English Language (Reid)	Oliver and Boyd.	0	2	7	1	11	0	0
Ditto. do.	Sullivan.	0	1	10	1	2	0	0

Writing.

Manual of Mulhauser's Method	Parker.	0	1	6	0	18	0	0
Writing Models, First Set	"	0	1	6	0	18	0	0
Do. Second Set	"	0	0	5	0	5	0	0
Do. Third Set	"	0	0	5	0	5	0	0
Do. Fourth Set	"	0	0	5	0	5	0	0

Arithmetic.

The Intellectual Calculator (Crossley & Martin)	B. & F. S. S.	0	1	0	0	12	0	0
A Treatise on Arithmetic	Irish Board.	0	0	11	0	11	0	0
First Book of Arithmetic	"	0	0	4	0	4	0	0
Key to the First Book of Arithmetic	"	0	0	4	0	4	0	0
Elements of Book-keeping	"	0	0	5	0	5	0	0
Key to the Elements of Book-keeping	"	0	0	5	0	5	0	0

		£	s.	d.	£	s.	d.	£	s.	d.
A Treatise on the first principles of Arithmetic (Tate)	Longman.	0	0	10 ³ / ₄	0	10	9			
Elements of Arithmetic (Colenso)	"	0	2	8 ¹ / ₄	1	12	3			
Arithmetical Questions, Part 1 (M'Leod)	"	0	0	7	0	7	0			
Do. Part 2 do.	"	0	0	7	0	7	0			
Lesson on Arithmetic for Junior Classes (Trotter)	Oliver and Boyd.	0	0	1 ¹ / ₂	0	1	6			
Concise System of Practical Arithmetic (Ingram and Trotter)	"	0	0	7 ¹ / ₄	0	7	3			
Complete Treatise on Practical Arithmetic and Book-keeping (Ingram and Trotter)	"	0	1	2 ¹ / ₂	0	14	6			
System of Practical Arithmetic (No. 11)	S. S. B. A.	0	0	4 ¹ / ₂	0	4	6			
Key to do.	"	0	0	0	0	0	9			
First Lessons in Practical Arithmetic	"	0	0	1 ¹ / ₂	0	1	6			
Key to do.	"	0	0	0	0	0	9			
Complete System of Practical Arithmetic (No. 14)	"	0	1	0	0	12	0			
Key to do. (No. 15)	"	0	1	10	1	2	0			
Exercises in Arithmetic for Elemen. Schools (Tate)	Parker.	0	1	0	0	12	0			
Treatise on Arithmetic (Thompson)	Simms & M'Intyre.	0	1	4	0	16	0			
Arithmetic, Theoretical and Practical (Marr)	Chambers.	0	1	13 ³ / ₄	0	13	9			
The Principles and Practice of Arithmetic (Hind)	Deighton.	0	2	8	1	12	0			
The Elements of Arithmetic (Professor De Morgan)	Taylor and Walton.	0	3	0	1	16	0			

Algebra.

Algebra made Easy (Tate)	Longman.	0	1	23 ³ / ₄	0	14	3
The Elements of Algebra (Colenso)	"	0	2	8 ¹ / ₄	1	12	3
Algebra, Theoretical and Practical (Dr. Thompson)	"	0	3	0	1	16	0
The Elements of Algebra (Bell)	Chambers.	0	2	0	1	4	0

Geography.

Geography generalised (Sullivan)	Sullivan.	0	1	3	0	15	0
An Introduction to Geography and History (do.)	"	0	0	6	0	6	0
Compendium of Geography	Irish Board.	0	0	5	0	5	0
Epitome of Geographical Knowledge	"	0	1	3	0	15	0
Rudiments of Modern Geography (Reid)	Oliver and Boyd.	0	0	5 ¹ / ₂	0	5	3
Outlines of Sacred Geography do.	"	0	0	1 ¹ / ₂	0	1	6
System of Geography (Ewing)	"	0	2	3	1	7	0
Compendium of Modern Geography (Stewart)	"	0	1	6 ¹ / ₂	0	18	6
The Bible Atlas (Murphy)	"	0	1	0	0	12	0
The Young Child's Geography (No. 9)	S. S. B. A.	0	0	1 ¹ / ₂	0	1	6
Outlines of Modern Geography (No. 10)	"	0	0	6	0	6	0
Complete System of Modern Geography (No. 12)	"	0	1	9	1	1	0
Do. with 9 Maps	"	0	2	4	1	8	0
Key to do. (No. 13)	"	0	1	3	0	15	0
New General Atlas	"	0	6	6	3	18	0
Selected Atlas	"	0	2	3	1	7	0
A School Geography (Cornwell)	Cornwell.	0	2	1	1	5	0
The Geography of Palestine (M'Leod)	Longman.	0	0	10 ³ / ₄	0	10	9
Recreations in Physical Geography (Zornlin)	Parker.	0	3	2	1	18	0
The World of Waters do.	"	0	2	6	1	10	0

Natural History.

Elements of Natural History (Mrs. R. Lee)	Longman.	0	4	5	2	13	0
Rudiments of Animal Physiology (Chambers)	Chambers.	0	0	10 ¹ / ₄	0	10	3
Rudiments of Vegetable Physiology do.	"	0	0	10 ¹ / ₄	0	10	3
Zoology for Schools, Part 1 (Paterson)	Simms & M'Intyre.	0	1	5	0	17	0
Do. Part 2 do.	"	0	1	10	1	2	0
Do. both parts bound in one (do.)	"	0	2	11	1	15	0

English History.

A plain and short History of England (Bishop of Peterborough)	Rivington.	0	1	6	0	18	0
A School History of England (S. P. C. K.)	Parker.	0	3	3	1	19	0
The Collegiate School and Family History of England (Farr)	Longman.	0	3	3 ¹ / ₂	1	19	6
No. 1, The History of England	S. P. C. K.	0	0	8	0	8	0
Goldsmith's History of England (Simpson)	Oliver and Boyd.	0	1	10 ¹ / ₂	1	2	6
History and Present State of the British Empire	Chambers.	0	1	13 ³ / ₄	0	13	9

History of Scotland.

History of Scotland, 2 vols. (Scott)	Cadell.	0	6	0	3	12	0
History of Scotland (Tytler)	Black.	0	2	0	1	4	0

Agricultural Chemistry.

Elements of Agricultural Chemistry and Geology (Johnstone)	Blackwood.	0	3	0	1	16	0
Catechism of do.	"	0	0	5	0	5	0
Agricultural Class-Book	Irish Board.	0	0	9	0	9	0

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America	"						0	3	8	
Do.	"						0	4	0	
England	"						0	3	8	
Do.	"						0	4	0	
Scotland	"						0	3	8	
Do.	"						0	4	0	
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Ireland	"						0	3	9	
Europe	"						0	3	9	
Asia	"						0	3	9	
Africa	"						0	3	9	
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Catholic School.

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LONDON:

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The CATHOLIC POOR-SCHOOL COMMITTEE grant money towards building and supporting schools in need of assistance. All applications for aid must be made on printed forms, which may be obtained from the Secretary, to whom communications for the Committee should be addressed.

Grants of money are made at meetings of the whole Committee only, which are held twice a-year for that purpose.

The Committee feel pleasure in assisting all schemes conducive to the extension or improvement of Catholic education.

Applications for aid, received before 1st December, 1849, will be brought before the next General Meeting of Committee.

Form of Bequest to the Catholic Poor-School Committee.

I give and bequeath to the Hon. Charles Langdale, or other the Chairman for the time being of the CATHOLIC POOR-SCHOOL COMMITTEE, whose receipt shall be a good discharge to my executors, the sum of £ _____, to be paid exclusively out of such parts of my personal estate as I can by law charge with the payment thereof; and to be applied under the direction, and to promote the charitable objects of the said Committee, or such of them as are not contrary to the true intent and meaning of the statute 9 George II. c. 36.

The Catholic School.

Nos. 9 & 10.

August 1849.



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A GOOD EXAMPLE.

WANT of space prevents us from detailing at length the reasons of our particular satisfaction in the brief letter annexed. We can only say that a permanent General Fund for the promotion of the education of the Catholic poor would, in our opinion, prove a most powerful auxiliary to the Church, and a priceless blessing to the nation.

St. Mary's —
July 1849.

MY DEAR SIR,—Will you be kind enough to send me another copy of the Catholic Poor-School Committee's Report for 1848? I have given my copy to Mr. —, who tells me that he has in consequence set the Committee down in his will for 1000*l*. When my application for assistance comes under consideration, I hope you will bear this in mind.—I am, &c.

CONDITIONS OF GOVERNMENT AID.

THAT a man should exaggerate the importance of his own particular sphere of action is perhaps not an unnatural or inexcusable error. The belief that one's proceedings are constantly under review, and that one's words and works are exposed to a vigilant scrutiny, may indeed raise a smile on the face of others, but can scarcely deserve a severe condemnation. Supervision spoils few duties.

To such an error we plead guilty, with extenuating circumstances. Intimately convinced that (after an enlarged supply of clergy) the greatest

want of the Church in England is popular education; most firmly persuaded from all past experience that the voluntary principle is totally inadequate to supply education sufficient in quantity and quality,—we had thought that the objects and operations of the Catholic Poor-School Committee were so immensely important as to demand the attention of every intelligent Catholic. We thought that the arrangements of the Committee were well understood, and that conditions which have been explained over and over again at public meetings, in the Com-

mittee's Report, and in the pages of this periodical, were no longer a secret. It is said that a lie ten times repeated becomes in popular estimation a truth. The truth, it seems, requires to be repeated a hundred times before it is received.

We by no means complain. In the assurance that our cause is sound, we rejoice to find it closely scanned by an increasing number of persons. We can without hesitation appeal to general experience, whether any promoter of a Catholic school has found difficulty in learning from us the particulars and conditions of the aid which he required. And even to those who have not yet raised a finger to promote education, who may live in parishes where, with thousands of Catholic children, there is no school, or but the shadow of one, whose energies may seem devoted to obstruct rather than promote; even to such Catholics as these, if any such there be, we are ready to explain over and over again the appliances within their reach, in the firm belief that Catholics have but one common purpose in this matter, and in the confident hope that the assistance offered to our poor, but which *they* cannot obtain unless *we* demand it for them, will incite every member of the higher and middle classes to exert his utmost endeavours to support and improve schools where they exist, and to found them where not already established. In London alone there is work enough to occupy us all in this way for ten years to come. How glorious if, in 1860, we can say that we have done it!

To our kind readers, and especially those of the clergy who have gone along with us from the beginning, have placed their schools under inspection, and are as familiar as ourselves with the details of the Government educational measures (and we are glad to know they are many throughout the kingdom), we offer a very sincere apology. This paper is not for them. They will pass it by with indulgence, knowing how invaluable in such matters are the effects of concert. It is rather for those who have omitted to follow us in our course.

To our astonishment, we find it necessary to begin from the very beginning,

even from the principle of accepting educational aid from Government. It is but too notorious that for several years Catholics enjoyed no portion of the annual parliamentary grant for education. The Catholic school at Sheffield was indeed built with aid contributed by the Lords of the Treasury, but that case was a solitary exception. A school in Scotland too, we believe, obtained the promise of a grant from the Committee of Council, but payment has never been demanded by the promoters. For practical purposes, then, Catholics were excluded from the grant. When the celebrated "Minutes" of 1846, providing for a very large extension of aid, were brought forward, Catholics were at first understood to be included in their operation. This expectation was frustrated in a way which we forbear to characterise. The Catholic body was roused by the injustice. Headed by their Bishops they called aloud for admission. The subject was brought before the House of Commons. Leading men on all sides concurred in declaring that on the principles of religious and civil liberty Catholics were entitled to demand a share in the grant upon terms which would not violate their conscience. Those terms at length were given, and Catholics won the battle which they had fought under authority, and in entire combination.

Now, in 1846-7 it would have been quite competent to Catholics to acquiesce in exclusion from their just rights in this matter; to have urged that, although Dissenters of all kinds got help, yet Catholics were better without it; that there was danger in state co-operation; that it was better to allow the 100,000 Catholic children thrown neglected on the streets to grow up in miserable ignorance, and to recruit the prison, the hulks, and the gallows, or to attend (as they do in shoals) heretical schools, rather than sanction the recognition of the spiritual authorities of the Church by her Majesty's most honourable Privy Council. All this they might then have said. Government would never have forced aid upon them. But they did not say it; quite the contrary. They were somewhat fierce on the other side. At all events it was on their own demand, made in Parlia-

ment, and reiterated in the face of the country, that the Committee of Council on Education consented to remove, in favour of Catholics, their ridiculous and delusive restriction confining national support to the schools which consented to take as their horn-book King James's translation of part of the Bible, which however great its merits as an English composition, is believed by three quarters of Christendom, including 8,000,000 British subjects, to be corrupt and heretical, and is known by every scholar in the world to be full of critical and grammatical errors.

Individual Catholics are, of course, at liberty still to decline what the general efforts have placed within their reach. But as a body we are fully committed to the principle of demanding and receiving from the State, upon equitable terms, assistance in providing education for our poor children.

It remains, then, to consider what are these terms of assistance? They have been fully stated in the Committee's* Report for 1848, but it seems needful to repeat them. The fundamental terms are comprised in a minute of the Committee of Council, dated 8th December, 1847, and are—

1. That the Roman Catholic Poor-School Committee be the ordinary channel of such general inquiries as may be desirable as to any school applying for aid as a Roman Catholic school.

2. That Roman Catholic Schools receiving aid from the Parliamentary grant be open to inspection, but that the inspectors shall report respecting the secular instruction only.

3. That the inspectors of such schools be not appointed without the previous concurrence of the Roman Catholic Poor-School Committee.

4. That no gratuity, stipend, or augmentation of salary be awarded to schoolmasters or assistant-teachers who are in holy orders, but that their Lordships reserve to themselves the power of making an exception in the case of

* This Report may still be obtained from Mr. Burns, or any other Catholic bookseller. It has been freely distributed, has been noticed in the House of Commons, and by Protestant journals. It has been read also by some Catholics.

training schools, and of model schools connected therewith.

Such are the general terms. The Poor-School Committee, nominated by the Bishops, is the channel of inquiry. The inspectors of Catholic schools cannot be appointed without the approval of the committee. The inspectors, when appointed, have nothing to do with religious instruction. Masters receiving aid must not be in holy orders, with the exception of masters of normal schools.

This Minute having been sanctioned by Parliament has the force of law, and its provisions cannot be altered by any authority inferior to that of Parliament. To the provisions thus sanctioned we have heard but one objection, and that we rejoice to say a groundless one, namely, that teachers in religious orders would be thereby excluded. The best contradiction to this objection is the fact, that religious teachers and schools under them have already received aid of all the various kinds given by the Committee of Council. As this is the sole objection, and this so groundless, we assume that the conditions are unobjectionable.

It is surely unnecessary to repeat at every step—and yet the assurance can never be too often repeated—that these terms were not accepted by the committee without the assent of all the Vicars Apostolic.

Coming now to the various kinds of help to which Catholics have been on these general terms admitted, we are met at the outset with the question of building grants. No Catholic school has as yet received a building grant. Why is this? Let us explain as briefly as possible. It must not be forgotten that the funds administered by Government are public property. The Committee of Council is but the trustee appointed to manage the money of others. As trustee, then, the Committee is morally bound to exercise a careful discretion; and, besides the moral obligation, it is answerable to Parliament for the proper application of its funds. Now, in making a building grant, the Committee proposes to contribute towards an institution more or less permanent, and naturally inquires upon what principles the schools, when built, will be managed and conducted. Ex-

perience has proved to those who for many years have been conversant with such questions, that it is desirable to have the principles of management arranged beforehand, and acknowledged in the trust-deed forming the legal constitution of the school. Hence have arisen the "Management Clauses." The Committee of Council has conceded to schools of the different sects different Management Clauses, adapted to their religious feelings, preserving in all a general principle, from which, it is alleged, duty to Parliament and the country forbids them to recede. When building grants were opened to Catholic schools, a distinct Management Clause for them had to be framed. Without entering into minute details, we may describe the principles of the Management Clause which the Catholic Poor-School Committee has proposed, and to which it stands firm, to be:

1. That the charge of religion and morals, and every thing connected with them, or either of them, is under the Priest.

2. That matters purely secular, *e. g.* finance, are controlled by a committee, partly lay and partly clerical; with an appeal, in case of dispute, to two arbitrators, one appointed by the Bishop, the other (who must be a Catholic Inspector) by the President of the Council.

3. That if it be doubted whether any question in dispute do involve religion or not, the Bishop shall decide. The Managing Committee will, in any case, be bound by the deed to carry the decision of the Bishop into effect.

To the first and second principles no objection is raised. Against the third, however, it is alleged by the Committee of Council, that it gives to our Bishops an absolute and unlimited power. Nevertheless, as will be seen from the correspondence given elsewhere, the Poor-School Committee firmly refuse to abandon it. Some of our censors, we understand, are of opinion on the one hand that the Poor-School Committee has conceded too much and sacrificed the Bishop's jurisdiction; and, on the other, that the Committee of Council is correct in describing the power claimed for the Bishop as unlimited and absolute. To those who suppose that to

reserve absolute power to the Bishop to sacrifice the Bishop's authority, we shall be glad to learn what terms would be satisfactory. Something that would be quite beyond our comprehension and very cuckoo-cloud-landish indeed.

In the debates which have arisen from the Management Clauses, it has sometimes been argued that Catholic occupy the same position as the High Church members of the Establishment and should add their weight to the "Puseyite" scale. We entertain a very different opinion. We think it highly derogatory to the Church to place her in this matter on a par with the ultra Anglicans. Why? For a thousand reasons. In the first place, spiritual authority with them is but a name with us it is a real power. Consequently, they never can resist the State with success, while history shews that the Church has often done so, and has as often triumphed. Secondly, they have no real case, because they cannot plead a conscientious objection, since three-fourths of their own community see no objection to the clauses, and while the talking against them is loud, are constantly accepting them, and with them the lion's share of the grant. Consequently, it would be ruinous in us to allow that our opposition is no better than that which does not rest on conscience, and which its warmest advocates dare not bring before Parliament and the country. Thirdly, they differ from us most materially in that, while on the one hand they feel no confidence in their Bishops, whom they openly proclaim to be mere creatures of the civil power;* on the other, they distrust the people, whom they know to be widely estranged from them in feeling. If the turbulent party in the National Society can, in opposition to its leaders, the Bishops, carry its point with the Committee of Council, we shall not regret it. But we do protest against any abandonment of our own peculiar ground, which is a high and tenable one, for the sake of a coalition with those whose cause on this and all other subjects is scouted by the common sense of the nation.

* See article on "Cavendish's Letter the Archbishop of Canterbury" in the June number of the *English Review*.

We have dwelt with such unusual length upon the preceding topics, that we must deal as rapidly as possible with all that remains to be said. Before we enter, however, upon the details of aid towards the annual expenses of schools, we have a few words to say upon another general question, we mean, inspection. Now inspection, as offered to us, is, in our opinion, a very great boon. No Catholic school will, as we have said before, ever be entered by any but a Catholic inspector. No Catholic teacher or pupil will ever be examined by any other. Left as we are at present without normal schools, thrown upon chance for a supply of masters and mistresses, with our clergy overburdened with necessary work, we think it a high benefit, second to few that we have secured in our day, to have obtained the services of a good Catholic, thoroughly conversant with the details of popular education, acceptable to bishops and clergy, to pass from school to school, never interposing, but at all times ready, when invited, to commend the good, to indicate the remedy for what is amiss, to encourage with

sympathy and correct by example, and to offer to all the suggestions, together with the hand and heart, of an intelligent friend. So far from dreading the condition of inspection, we would court it as the channel of many advantages.

Inspection, arising from aid to teachers, may at any time be suspended by the managers dismissing the certificated and apprenticed teachers, or refusing to allow them to receive further payments.

But to pass to details, we come to

1. AUGMENTATION OF TEACHER'S SALARY, which is attached to the possession of a certificate of merit obtained after examination by the Catholic Inspector.

The conditions are :

- a. Inspection so long as the augmentation is received.
- b. The managers find twice the amount of the augmentation, together with free lodgings as an equivalent in money.
- c. Not more than one-half of the salary is to be derived from children's pence.

The pecuniary profit is,

FIRST CLASS.

To Masters.

1st Division	£30 0 0
2d Division	27 10 0
3d Division	25 0 0

To Mistresses.

1st Division	£20 0 0
2d Division	18 0 0
3d Division	16 0 0

SECOND CLASS.

1st Division	£23 0 0
2d Division	21 10 0
3d Division	20 0 0

1st Division	£15 0 0
2d Division	14 0 0
3d Division	13 0 0

THIRD CLASS.

1st Division	£18 0 0
2d Division	16 10 0
3d Division	15 0 0

1st Division	£12 0 0
2d Division	11 0 0
3d Division	10 0 0

Retiring pensions, according to merit, will be allowed to teachers who have satisfactorily conducted schools for fifteen years, of which they must have been under inspection for at least seven.

We have already said that schoolmasters who have taken vows are not thereby precluded from the augmentation ; and the list of successful candidates at the Easter examination, which we have the pleasure of giving elsewhere, will be found to contain a Brother of Cha-

rity and two members of the Institute of the Presentation.

2. ALLOWANCE FOR PUPIL-TEACHERS, apprenticed for five years, on the recommendation of the school-managers and the inspector.

The conditions are,

- a. One pupil-teacher out of twenty-five children is the maximum.
- b. Inspection as long as apprenticeship.

c. If the school be private property, the proprietors engage to keep it open for five years : or, in the event of closing it, to return the allowance already received from the Privy Council.

The advantages are,

a. An allowance to the apprentice, rising from 10*l.* at the end of the first year to 20*l.* at the end of the fifth.

b. Exhibitions to a normal school, or appointments in the public service, at the end of apprenticeship.

c. Payment of 5*l.* per annum and upwards to the master or mistress for the extra instruction imparted to apprentices.

As religious are not excluded from augmentation of salary, so neither are they prevented from taking pupil-teachers. Pupil-teachers have been already apprenticed in religious schools at Newport-on-Usk, Sunderland, and Birmingham St. Chad's girls' school.

We may add with advantage, that as the list of successful masters already referred to will be found to comprise the Episcopal cities of London, York, and Darlington, so pupil-teachers have been, or are about to be apprenticed (in addition to the above-named places) in Birmingham and Liverpool; while the Bishop of Wales has taken the greatest interest in the success of the application from Newport, the largest town in his Lordship's vicariate; and the Bishops of the East and West are, we believe, stopped solely by the lack of schools from completing the cycle of Episcopal example.

3. BOOK GRANTS, towards a supply of books and maps selected by the managers of a school from lists put forth by the Committee of Council.

The conditions are,

a. The managers add to the amount of money granted twice the amount of the grant.

b. The books and maps are reserved for the school.

c. The school is open to inspection* for seven years.

* A superficial glance at the papers given in our last Number will shew that inspection will be limited to the Catholic inspector; for, in addition to the general principle that no Catholic school (except Sheffield) is open to Protestant inspection, the managers, in applying for the book grant, promise to open

The advantages are,

a. A grant of money, at the rate of 8*d.* per head where no pupil-teachers, 10*d.* per head where pupil-teachers.

b. The books and maps are supplied at 75 per cent under the ordinary price.

c. The grant is renewed every three years, on terms not quite so advantageous, *i. e.* at about 55 per cent under the ordinary price.

To illustrate the advantage of these grants, which has been much underrated, we take a case which occurred a few days back. A Catholic school having apprenticed pupil-teachers wanted books and maps. The average attendance of children being upwards of 168,* entitled the school to a grant in money of 7*l.*, at the rate of 10*d.* per child. To the 7*l.* the managers added 14*l.*; and with the 21*l.* so composed they purchased some 60*l.* worth of books and maps, selected by themselves. We cannot forbear to record the pleasure which we derived from the neatness and accuracy and business-like method with which the application was in this case conducted. The good priest and zealous promoter of education to whom we refer, will pardon us if we make him an example for the general good.

In conclusion, we beg leave to say, in general reference to the foregoing observations, that we have been writing for Catholics and friends, for we know that all Catholics are sincere friends to popular education; that moreover we write in moments snatched at intervals from a large correspondence, from pounds, shillings, and pence, and from multifarious business indoors and out, liable to perpetual interruption; and being no adepts in the new science of bank-note splitting, we use words roughly in their current meaning, where, under other circumstances, it would be prudent to guard against misapprehension. We have but one object at heart,—to promote the education of the school to the inspector appointed, "in conformity with the minute of the Committee of Council, dated 18th December, 1847," *i. e.* the Catholic minute.

* The attendance was in this case much larger; but, as the managers did not call for the whole of their grant, we have set down the number which would have entitled them to the amount actually claimed.

tion of poor Catholic children under the guidance of ecclesiastical authority. And while we lay claim to no exemption from scrutiny—nay, rather while we court it, we entreat all to examine with candour before they condemn in public, lest haply objections hastily raised, and difficulties which admit of solution, should hereafter be urged by apathy as an excuse for neglecting to alleviate the awful destitution of our juvenile poor. It is in our power now to accomplish a great work. The

Bishops exhort us to it by advice and example. While we follow *them* we feel no hesitation. "Our doubts are traitors, which make us lose the good we oft might win," and we will not consent to doubt. Our Blessed Lady, while she saves Italy, will not disregard the thousands of poor English and Irish who are seeking her patronage. She will listen to their prayer and ours: "MATER ADMIRABILIS! MONSTRATE ESSE MATREM!"

MANAGEMENT CLAUSES.

The Minutes of the Committee of Council on Education, 1848-9, lately presented to Parliament, comprise the following correspondence. We have added the letter addressed to the Com-

mittee of Council by the Catholic Poor-School Committee on July 14, in order to make this correspondence complete, so far as it has gone, up to 1st August, 1849.

CORRESPONDENCE WITH THE ROMAN CATHOLIC POOR-SCHOOL COMMITTEE, RELATING TO THE MANAGEMENT CLAUSES PROPOSED TO BE INSERTED IN THE TRUST-DEEDS OF ROMAN CATHOLIC SCHOOLS.

(No. 1.)

18 Nottingham Street, Marylebone,
5th February, 1849.

SIR,—I am directed by the Roman Catholic Poor-School Committee to forward to you the enclosed draft-clause,*

* The following is a copy of the draft-clause transmitted to the Committee of Council on Education, with the letter from the Roman Catholic Poor-School Committee, dated February 5, 1849.

"And subject to and in conformity with the declaration aforesaid, the said school and premises, and, where no other disposition is made, the funds and endowments thereof, shall be directed, controlled, governed, and managed in manner hereinafter expressed; that is to say, the priest or priests for the time being having cure of the congregation assembling for religious worship at the Roman Catholic church or chapel of St. _____, in the parish of _____, under and by virtue of faculties duly received from or confirmed by the Roman Catholic bishop for the time being of the district, or other ecclesiastical division in which the said parish is situate, so long as such faculties shall be subsisting and unrevoked, shall have the sole and exclusive charge and superintendence of the religious and moral teaching of the scholars attending the said school, and of all regulations con-

providing for the management of Catholic schools erected with aid from the Committee of Council on Education.

nected therewith; and in case a difference shall arise between the said priest or priests and the Committee of Management hereinafter mentioned, as to whether any particular matter does or does not involve or affect religion or morals, the said priest or priests, or any member of the said Committee of Management, may cause a statement in writing of the matter in difference to be laid before the Roman Catholic Bishop for the time being of the said district, or other ecclesiastical division, a copy of such statement having been previously communicated to the said Committee of Management, and also to the said priest or priests, if not prepared by him or them; and the said Bishop shall inquire concerning and determine the matter in difference; and the decision of the said Bishop, in writing thereon, when laid before the said Committee of Management, shall be final and conclusive upon the said matter. But in all other respects the management, direction, control, and government of the said school and premises, and of the funds and endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress and his or her assistants, shall be vested in and exercised by a committee, consisting of such priest or priests for the

The attention of the Poor-School Committee has been given to the explanatory Minute by the Lords of the Committee of Council on Education, dated June 28th, 1847, and to a statement submitted by their chairman of an interview with which he was honoured by the Lord President of the Council in November 1848.

The Poor-School Committee find that Catholic Poor-Schools throughout Great Britain closely resemble the class of schools provided for by the Management Clause D, in their Lordships' minutes referred to above, and that the provisions of that clause are generally such as were allowed by the Lord President of the Council to be applicable to them. They have accordingly in time being, holding faculties aforesaid, and of other persons, being Roman Catholics, of whom the following shall be first appointed, namely :

And any vacancy which may occur in the number of persons last aforesaid, by death, resignation, incapacity, or otherwise, shall be forthwith filled up by the election of a person or persons, being Roman Catholics, who shall have respectively contributed to the said school the sum of five pounds at the least, or who shall have respectively subscribed thereto the sum of twenty shillings at the least during the current year; and such election, until the event hereinafter mentioned, shall be and remain vested in the surviving or continuing members of the said Committee. Provided always, that if at any time the Roman Catholic Bishop of the district, or other ecclesiastical division in which the said school is situate, shall deem it expedient, and shall, in writing, direct that such vacancy should be filled up, and such person or persons, or a new Committee of Management, having the like qualification, should be elected by the contributors and subscribers to the said school, then and in every such case the right of election shall be and remain vested in all and every the person or persons, being Roman Catholics, who shall have respectively contributed to the said school the sum of two pounds at the least, or who shall have respectively subscribed thereto the sum of ten shillings at the least during the current year. Provided also that no vacancy or default of election shall prevent the surviving or continuing members of the said Committee from acting until such vacancy shall be supplied, and that no priest shall be or continue a member of the said Committee, or exercise any control or interference whatsoever in the said school, who does not hold faculties duly received from or confirmed by the Roman Catholic Bishop for the time being of the district, or

drawing up the clause herewith submitted followed Management Clause D, inserting only such alterations as seemed necessary to adapt its general principles to the peculiar circumstances of Roman Catholic schools.

I have the honour to be, &c.

(Signed) S. NASMYTH STOKES

The Secretary,
Committee of Council on Education.

(No. 2.)

Committee of Council on Education,
Privy Council Office, Downing Street,
March 1, 1849.

SIR,—The Lord President of the Council has had under his consideration your letter dated the 5th of February, 1849, together with the Management Clause D, in their Lordships' minutes referred to above, and that the provisions of that clause are generally such as were allowed by the Lord President of the Council to be applicable to them. They have accordingly in time being, holding faculties aforesaid, and of other persons, being Roman Catholics, of whom the following shall be first appointed, namely :

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And any vacancy which may occur in the number of persons last aforesaid, by death, resignation, incapacity, or otherwise, shall be forthwith filled up by the election of a person or persons, being Roman Catholics, who shall have respectively contributed to the said school the sum of five pounds at the least, or who shall have respectively subscribed thereto the sum of twenty shillings at the least during the current year; and such election, until the event hereinafter mentioned, shall be and remain vested in the surviving or continuing members of the said Committee. Provided always, that if at any time the Roman Catholic Bishop of the district, or other ecclesiastical division in which the said school is situate, shall deem it expedient, and shall, in writing, direct that such vacancy should be filled up, and such person or persons, or a new Committee of Management, having the like qualification, should be elected by the contributors and subscribers to the said school, then and in every such case the right of election shall be and remain vested in all and every the person or persons, being Roman Catholics, who shall have respectively contributed to the said school the sum of two pounds at the least, or who shall have respectively subscribed thereto the sum of ten shillings at the least during the current year. Provided also that no vacancy or default of election shall prevent the surviving or continuing members of the said Committee from acting until such vacancy shall be supplied, and that no priest shall be or continue a member of the said Committee, or exercise any control or interference whatsoever in the said school, who does not hold faculties duly received from or confirmed by the Roman Catholic Bishop for the time being of the district, or

other ecclesiastical division in which the said school is situate, subsisting and unrevoked, and that no person shall vote at any election for, or be appointed or continue a member of the said Committee, or be appointed or continue a master or mistress in the said school, or be employed therein in any capacity whatsoever, who is not a Roman Catholic. And that the priest, or senior priest for the time being, at the Roman Catholic church or chapel of St. aforesaid, shall, when present, be chairman of all meetings of the said Committee; and, when not present, any other member of the said Committee, selected by the members present, shall preside; and in case of an equality of votes, the chairman for the time being shall have a second or casting vote. And the said Committee shall cause a record to be duly made and preserved of all their proceedings, in a book to be kept for that purpose. Provided always, that in case any differences, other and except the differences hereinbefore mentioned, shall arise in the said Committee of Management, and the minority thereof, being the said priest or priests, or not being fewer in number than one-third of the whole Committee, shall be desirous to appeal from the decision of the majority thereof, it shall be lawful, upon the request of such minority, for the Lord President of her Majesty's Most Honourable Privy Council for the time being to nominate one of the Roman Catholic Inspectors of Roman Catholic Schools, appointed conformably to the Minute of the Committee of Council on Education, dated the eighteenth day of December, one thousand eight hundred and forty-seven, to be an arbitrator in the matter in difference; and it shall be lawful for the said bishop, upon the like request, to nominate one of the clergymen of the said district, or other ecclesiastical division, to be another arbitrator in the same matter. And the said arbitrators so nominated as aforesaid shall jointly select a third arbitrator, who shall be a member of the Roman Catholic Church.

ment Clause which you have submitted for the consideration of the Committee of Council on Education.

His Lordship has laid this letter before his colleagues, together with the accompanying clause.

Their Lordships' attention has been particularly directed to that passage in your letter, in which it is stated that "the Poor-School Committee find that Roman Catholic schools throughout Great Britain closely resemble the class of schools provided for by Management Clause D, in their Lordships' minute of June 28, 1847." The Poor-School Committee have accordingly submitted certain modifications of that clause, "inserting only such alterations as seemed necessary to adapt its general principles to the peculiar circumstances of Roman Catholic schools."

And in case the two first-mentioned arbitrators shall not jointly select such third arbitrator within the space of thirty days next after their first meeting upon the matter in difference, the senior Roman Catholic Bishop in England and the said Lord President shall jointly appoint a third arbitrator, being a Roman Catholic. And the said three arbitrators so nominated as aforesaid shall inquire concerning the said last-mentioned matter in difference; and the award in writing, under the hands of the said arbitrators, or any two of them, when laid before the said Committee of Management, shall be final and conclusive upon the matter. And it is hereby declared that the said school shall be at all times open to the inspection of the Roman Catholic Inspector or Inspectors for the time being, appointed or to be appointed by her Majesty or her successors, in conformity with the said Minute of the Committee of Council on Education, dated the eighteenth day of December, one thousand eight hundred and forty-seven, relating to the conditions of aid to Roman Catholic schools. Provided always that such inspector or inspectors shall be in all things guided and limited in their duties by the instructions of the said Committee of Council to her Majesty's Inspectors of Schools, dated August, one thousand eight hundred and forty, so far as such instructions are modified and limited by the said Minute of the eighteenth day of December, one thousand eight hundred and forty-seven, and are applicable to Roman Catholic schools; and any departure from the terms of the said last-mentioned Minute on the part of the Government shall not oblige the Committee of Management of the said school either to submit to any inspection other than that mentioned in the said Minute of Council, or to refund the money advanced by Government for the purposes of the said school, or any part thereof."

The Committee of Council on Education readily consent to the substitution of such terms as are necessary to place Roman Catholic schools under the management of the members of that Church; but they cannot admit modifications of the general terms of the clauses affecting the powers of the committee of management.

You will therefore observe that in the draft of clause D, now returned to you, the words of the original clause are restored in certain parts in which alterations had been made.

My Lords also direct me to state that, with respect to the particulars in which the several clauses A, B, C, and D, differ from each other as to the mode of appointing the committee of management, their Lordships are unable to lay down any general rule in favour of Roman Catholic schools different from that contained in their Minute of June 28, 1847; but their Lordships are aware that, from the circumstances in which Roman Catholic schools are generally established and supported, there will be a much larger proportion of cases to which the clause D will be found applicable than in other classes of schools, and to all those cases, when the circumstances are brought under the consideration of the Committee of Council, the fairest consideration will at all times be given. I have the honour to be, &c.
(Signed) J. P. KAY SHUTTLEWORTH.

Scott N. Stokes, Esq.
18 Nottingham Street, Marylebone.

(No. 3.)

18 Nottingham Street, Marylebone,
8th March, 1849.

SIR, — I have the honour to acknowledge your letter of the 1st instant, which enclosed the Management Clause D, modified by the Poor-School Committee to meet the circumstances of Roman Catholic schools, and re-altered by the Lords of the Committee of Council on Education, in conformity with their Lordships' minute respecting the management of schools in connexion with the Protestant Church.

That letter and clause will be laid before a General Meeting of the Catholic Poor-School Committee, to be summoned specially for the purpose.

But in order that the Poor-School Committee, when assembled, may distinctly understand their position, I beg to be informed :

1. Whether clause D, as altered and returned to me, will be accepted in that form by their Lordships in cases where that form of management seems to them desirable ?

2. Whether no other modifications in clause D will be allowed ?

3. Whether clause C, altered conformably, will be accepted by their Lordships, where there are no resident laymen contributing to the proposed Roman Catholic school, of station and intelligence suitable to a managing school-committee ?

4. Whether their Lordships insist on claiming the power, where they think proper to exercise it, of obliging Roman Catholic schools to adopt clause A or clause B, under pain of the loss of aid from the National Grant, notwithstanding that no Roman Catholic school in Great Britain exists, or it is believed ever has existed, whereof the managers are, or at any time have been, chosen by election in the manner set forth in those clauses ?

I have the honour to be, &c.

(Signed) S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

(No. 4.)

Committee of Council on Education,
Privy Council Office, Downing Street,
12th March, 1849.

SIR,—Your letter dated March 8, 1849, has been submitted to the Lord President of the Council, and I am directed in reply to your inquiries to inform you, that my Lords did not apprehend that any doubt would be entertained as to their approval of clause D as altered and returned to you.

Their Lordships have sufficiently indicated the nature of the modifications of that clause which they are prepared to admit, and those to which they would be compelled to object.

In their reference to the minute of June 28, 1847, my Lords contemplated that cases of Roman Catholic schools might arise in which clause C might be admissible.

In declining to lay down any general

rule with respect to Roman Catholic schools, contrary to the provisions of the minute of June 28th, 1847, their Lordships sufficiently indicated their desire to take into their consideration the peculiar circumstances of Roman Catholic schools, which they anticipate may be found to be such as to render the adoption of clause D more frequently admissible than any other clause, and the probability of clause D being found admissible in a large proportion of the cases brought under their consideration.

I have the honour to be, &c.

(Signed) J. P. KAY SHUTTLEWORTH.

Scott N. Stokes, Esq.

18 Nottingham Street, Marylebone.

(No. 5.)

18 Nottingham Street, Marylebone,
21st April, 1849.

SIR,—The Catholic Poor-School Committee have had laid before them letters dated March 1st and March 12th, 1849, addressed by you to their secretary, of which the former was accompanied by Management Clause D, modified for Roman Catholic schools, exhibiting a departure in various particulars from a clause which had, with the sanction of the Poor-School Committee, been transmitted to you on the 5th of February for the consideration of the Lords of the Committee of Council on Education.

The Catholic Poor-School Committee are desirous, as far as is consistent with their principles as Catholics, and entrusted with the confidence of the Catholic Bishops in England and Wales, to meet the wishes of their Lordships in adopting such terms in the Management Clauses of their school-deeds as have been prescribed to other religious bodies of their countrymen.

But while expressing this desire, the Poor-School Committee take the opportunity to state, that they proceed upon the understanding that their Lordships will frankly extend to Roman Catholic schools any privileges in the matter of school management which have been or may hereafter be conceded to the National School Society, or to any other body watching over the educational interests of a section of her Majesty's British subjects. The Com-

mittee would particularly refer to a letter dated 2d April, 1849, from you to the secretary of the National Society, as published in the newspapers, in which it is conceded that the "Bishop shall have power, upon appeal, to exclude from the school any book which may be objected to on religious grounds; and upon the like appeal to direct the dismissal of any teacher, on account of his defective or unsound religious instruction."

Upon the distinct understanding that these, and all further concessions of the same character, will be extended to Roman Catholic schools, the Poor-School Committee, in conformity with the clause of the Lords of Council, are willing to abandon their proposed provision enabling the Catholic Bishop of a district to direct the election of an entirely new committee of management; and likewise the provisions by which, in secular matters, the clergyman was himself constituted a sufficient minority for an appeal to the arbitrators of the Lord President of the Council and the Roman Catholic Bishop.

Considering that Roman Catholic schools in this country have hitherto almost invariably been under the sole management of the Catholic clergy in secular as well as religious matters, the Poor-School Committee trust that the Lords of the Council on Education will feel convinced that, in matters where Roman Catholic principle is not essentially involved, they thus shew a willingness to accede to the suggestions of their Lordships. But in the alteration proposed by the Lords of Council in the clause as prepared by the Poor-School Committee, touching matters where religion may be directly or indirectly involved, which substitutes simple "superintendence" for "sole and exclusive charge," a Roman Catholic principle is involved which cannot be conceded without a violation of an imperative dictate of their religion, which, it is well known, reserves to their clergy alone the sole and exclusive right of teaching in matters of religion, and to their ecclesiastical authorities that of prescribing what may and may not involve such matters of religion. Under these circumstances, the Poor-School Committee are unwilling to believe that the Lords

of Council on Education will persevere in an objection on this head to the clause as suggested by the Catholic Poor-School Committee; inasmuch as the Committee are unanimously agreed that such a course would be equivalent to a denial to Roman Catholics of any participation towards the erection of schools in the Parliamentary grant for education.

Should the Lords of the Committee of Council on Education, as the Poor-School Committee confidently anticipate, admit this modification of Management Clause D, it does not appear that there will be any difficulty in adapting clause C, with similar modifications, to the cases of smaller country congregations, which may make application for assistance in building schools.

With respect to the provisions of clauses A and B, the Poor-School Committee feel confident that, on a due consideration of the circumstances under which Roman Catholic schools are built and supported, even in the most favourable aspect, the Lords of Council on Education will not deem it advisable to insist upon the introduction of either of those clauses into their trust-deeds; and as it is probable that no Roman Catholic school would consent to receive assistance under such conditions, it may be desirable to waive any discussion involving the consideration of those clauses.

I have the honour to be, &c.

(Signed) CHARLES LANGDALE,
Chairman.

The Secretary,
Committee of Council on Education.

(No. 6.)

Committee of Council on Education,
Privy Council Office, Downing Street,
3d May, 1849.

SIR,—I have the honour to acknowledge the receipt of your letter, dated the 21st ultimo, respecting the Management Clauses to be inserted in the trust-deeds of Roman Catholic schools, and to inform you that it has been laid before the Lord President of the Council.

His Lordship directs me to express the satisfaction with which he has received the assurances contained in your letter, that the Roman Catholic Poor-School Committee are desirous, in mat-

ters where Roman Catholic principle is not essentially involved, to accede to the suggestions of the Committee of Council on Education.

With regard to those points on which the Roman Catholic Poor-School Committee do not at present feel themselves justified in adopting the proposals of their Lordships, the Lord President desires me to state generally, that, in settling the terms upon which the benefits of the Parliamentary grant for education are to be extended to the various religious bodies of her Majesty's British subjects, it will be at all times a guiding principle with their Lordships to shew an impartial respect for the rights of conscience, and equally to recognise the several spiritual authorities within such limits as may be consistent with an equally impartial regard to the civil interest of education involved in each case.

In conformity with this principle, their Lordships are prepared to extend to Roman Catholic schools equal privileges with those accorded to the schools of any other religious denomination, and, with this object kept steadily in view, they have proceeded to consider the modifications of the Management Clauses which you suggest.

It is proposed by the Roman Catholic Poor-School Committee, that the following words shall form part of the Management Clause to be inserted in the trust-deed of Roman Catholic schools. The words included between brackets are those in which the proposed clause differs from that recommended by the Committee of Council to the Roman Catholic Poor-School Committee, and also from that recommended to the National Society, by the latter of which bodies no objection has been raised to them. "The priest or priests, for the time being, having cure of the congregation assembling for religious worship at the Roman Catholic church or chapel of St. _____, in the said parish of _____, under and by virtue of faculties duly received from, or confirmed by, the Roman Catholic Bishop for the time being of the district, or other ecclesiastical division in which the said parish is situate, so long as such faculties shall be subsisting and unrevoked, shall have the [sole and exclusive charge and] superintendence of

the religious and moral [teaching] of the scholars attending the said school [and of all regulations connected therewith]; and in case a difference shall arise between the said priest or priests and the committee of management hereinafter mentioned [as to whether any particular matter does or does not involve or affect religion or morals], the said priest or priests, or any member of the said committee of management, may cause a statement in writing of the matter in difference to be laid before the Roman Catholic Bishop for the time being of the said district, or other ecclesiastical division, a copy of such statement having been previously communicated to the said committee of management, and also to the said priest or priests, if not prepared by him or them, and the said Bishop shall inquire concerning the matter in difference, and the decision of the said Bishop in writing thereon, when laid before the said committee of management, shall be final and conclusive upon the said matter."

In reference to this part of the Management Clause, their Lordships would remark that it assigns to the spiritual authority not merely uncontrolled power within the limits of its own jurisdiction, but that it further assigns to it the power of determining those limits without appeal. Such a power is simply absolute. The appellate jurisdiction, afterwards provided for in the Management Clause, might, at any time and on any question, be prevented, or suspended, by a claim on the part of the spiritual authority that the matter in dispute was one "involving or affecting religion or morals."

Their Lordships have not sanctioned such a provision in relation to schools connected with the Church of England, but have finally declared (*see Minutes of 1847-8, vol. i., p. 96*) that they cannot recognise a visitatorial or appellate authority in the Bishop in matters not relating to religious instruction.

The power of deciding (in case of dispute) "whether or not any particular matter does or does not affect religion," is one of those vested by the Management Clause in the depositories of the appellate jurisdiction.

The constitution of the managing committee, the members of which must

in all cases be Roman Catholics, and elected (if the Committee be elective) by Roman Catholics, offers ample security that the words of the Management Clause would be fairly and honestly interpreted, and that no unworthy attempt would be made to withdraw from the cognisance of the spiritual authority a matter properly belonging to it. If such an attempt were made, the appellate jurisdiction offers a further and ample guarantee for its exposure and suppression.

Their Lordships would not object to have an express provision to the following effect inserted in the paragraph of the Management Clause in which the appellate jurisdiction is defined:—“Provided always, that in case any differences other than and except the differences hereinbefore mentioned, and particularly as to whether any particular matter in dispute does or not affect religion so as to be determinable by the said Bishop in the manner aforesaid, shall arise in the said committee of management, &c.”

Their Lordships trust that the Roman Catholic Poor-School Committee will be satisfied with this proposal, and that they will not press for a concession which my Lords, although entertaining the sincerest desire to extend the benefits of the Parliamentary Grant to Roman Catholic Schools, could not make consistently either with the principles or the precedents of their administration of that fund.

I have the honour to be, &c.

(Signed) R. R. W. LINGEN,
Acting Assistant-Secretary.

The Hon. C. Langdale,
18 Nottingham Street, Marylebone.

(No. 7.)

18 Nottingham Street, Marylebone,
25th May, 1849.

SIR,—I have the honour to acknowledge the receipt of your letter of the 3d instant, conveying a reply from the Lord President of the Council to the communication from the Catholic Poor-School Committee, on the subject of the Management Clause to be inserted in the trust-deeds of Roman Catholic Schools.

The Catholic Poor-School Committee can entertain no objection to the

principle which, as his Lordship states, will at all times guide the Committee of Council, namely, an “impartial respect for the rights of conscience, and a recognition of the several spiritual authorities, within such limits as may be consistent with an equally impartial regard to the civil interests of education.” But the Poor-School Committee do not admit that the regulations which may be applicable to the management of schools belonging to the National Society, or to any other religious community, must necessarily be in accordance with the recognition of the spiritual authorities of the Roman Catholic Church, and with the rights of conscience of her Majesty’s Roman Catholic subjects, or that a violation of these can be required for the civil interests of education.

The Roman Catholic Church claims for her clergy the sole and exclusive charge of the religious and moral training of her children, and a power to frame the regulations connected therewith. No right of lay interference, even though Catholic, can be recognised in these matters, and where there is no right of interference, there can be no question of appeal. The only difference, then, which can arise between the clerical members of a school managing committee and the lay members is, where a doubt exists whether or not, in a question at issue, religion or morality is, according to the principles of the Catholic Church, really involved.

The Catholic Poor-School Committee must deny that the proposal made by them on this head exhibits a disposition to claim for the spiritual authority a power over schools which can justly be called “simply absolute.” They do not desire to make any such claim; nor would the prelates be willing to accept, were it tendered to them, an appellate jurisdiction over schools in matters purely secular. The desire of the Committee is simply to secure for their ecclesiastical authorities the decision of religious and moral questions, upon which those authorities alone are, by the constitution of the Church, competent to decide. The Committee feel that they should expose themselves to a charge of disingenuousness were they to acquiesce now in arrangements

which, as they foresee, duty to religion might hereafter cause to be infringed. To avoid any such charge, now or hereafter, they are compelled to insist on the provision which gives to the Roman Catholic Bishop the power to decide whether any particular matter in dispute does or does not involve or affect religion or morals. This power, it will be observed, is intermediate, and not ultimate. It is purely a power of referring the question in dispute to the tribunal, whether civil or ecclesiastical, to which it properly belongs; and totally differs from the visitatorial or appellate authority which you tell me has been refused to the Protestant Bishops.

There is no room for a suspicion that such a power will be exercised by the Roman Catholic Bishops otherwise than with the strictest integrity, upon intelligible and recognised principles; and the Poor-School Committee most solemnly protest against the imputation involved in your remark, that by this means "the appellate jurisdiction provided for the settlement of questions purely secular might at any time, and on any question, be prevented or suspended by a claim on the part of the spiritual authority that the matter in dispute was one affecting religion or morals." Their Lordships repudiate, on the part of the lay committee of management, what you justly designate an "unworthy attempt to withdraw from the spiritual authority a matter properly belonging to it;" and the Committee must claim for their Bishops a similar exemption from the charge of unworthily wresting a provision made for the due discharge of their spiritual authority, to an invasion of a legally founded secular right.

The Roman Catholic Church always has claimed, and always must claim, for itself the right of interpreting the religious and moral duties of those belonging to its communion; and the Catholic Poor-School Committee confidently appeal to the Lord President of the Council, whether his Lordship can consider it consistent with the rights of conscience to interfere between the acknowledged obligation of the Catholic layman and his Church, and either in person or by his nominee to dictate to

the former what may or may not involve the duties of religion or morality, as taught by the latter.

The Catholic Poor-School Committee feel assured that the relation existing between the clergy and laity of the Roman Catholic Church is essentially different from any that has hitherto been brought under the consideration of the Lords of the Committee of Council on Education; and they are unwilling to suppose that, formally admitted by a special Minute, under the sanction of Parliament, to a participation in the National Grant for Education, Roman Catholics will be by their Lordships virtually deprived of the full benefit of it, through a condition which amounts to nothing short of a repudiation of their religious principles.

The Committee, while thoroughly convinced of the importance of the questions under discussion between the Lord President of the Council and themselves, gladly availed themselves of the occasion of a meeting of their highest ecclesiastical authorities in London, to lay before their Lordships a draft of the letter addressed to you on the 21st ultimo; and the conviction of the Committee was fully confirmed by the decision of the Bishops.

I have the honour to be, &c.

(Signed) CHARLES LANGDALE,
Chairman.

The Secretary,
Committee of Council on Education.

(No. 8.)

Committee of Council on Education,
Privy Council Office, Downing Street,
1st June, 1849.

SIR,—I have the honour to acknowledge the receipt of your letter of the 25th instant, and to inform you that it has been submitted to the Lord President of the Council.

His Lordship directs me to state, that it is not consistent with the principles on which the Committee of the Privy Council on Education have invariably administered the Parliamentary Grant, to allow to the spiritual authorities of any denomination an absolute control over the schools aided from that fund, and that, in settling the terms of a formal instrument, every power is to be considered as absolute which, by the

letter of the deed, is capable of becoming so.

Were their Lordships to reply to the objection urged in your letter according to the form in which it is stated, it would be easy to shew that the decision of the proposed arbitrators could not with justice be termed a dictation by the nominee of the Lord President, interfering with the rights of conscience on the part of the Roman Catholic laymen. For one arbitrator is appointed by the Roman Catholic Bishop of the district in which the school is situated; the other, though nominated by the Lord President, must be an Inspector of Roman Catholic Schools, appointed conformably with the Minute dated 18th December, 1847, and therefore with the concurrence of the Roman Catholic Poor-School Committee; and the third, if not appointed by these two arbitrators, is to be selected by the senior Roman Catholic Bishop in England and the Lord President conjointly. Neither is this court called into existence by the Lord President, but by members of the committee of management, not being fewer in number than one-third of the whole body, to which the Lord President is represented as dictating.

Without, however, insisting upon mere forms of expression, further than to disprove the imputations which might appear to be conveyed by them, and to mark their Lordships' regret that their intentions should have been so far misunderstood, I proceed at once to lay before you the facts of the case.

Their Lordships are not arrogating to themselves any authority, or right of interference, either with the religious or moral teaching in Roman Catholic schools. It is perfectly competent for the Roman Catholic members of a school committee to defer implicitly to the spiritual authorities of their Church on all questions whatever connected with their school, without any interference from any other body.

The case supposed for the interposition of the appellate jurisdiction is one where one-third of the Roman Catholic members of the committee, not being necessarily all laymen, and appointed under all the precautions contained in the proposed clause, entertain a doubt,

which must be presumed to be conscientious, whether or not a particular question is one upon which, according to the tenets of their Church, the spiritual authority ought to be binding upon them.

In such a case I am directed to repeat that, without at all interfering with or questioning any other powers which the spiritual authorities might be enabled, or might see fit, to exert for the decision of the question, it would not be consistent with their Lordships' view of the civil interests of education, for the maintenance of which they are responsible to Parliament in the administration of the grants confided to their care, to provide for the absolute supremacy of the spiritual power. According to their Lordships' opinion, the only tribunal which they could, under the circumstances supposed, expressly sanction, would be one in which all the parties should be adequately represented, and they cannot think that, conformably with the proposed constitution of the appellate jurisdiction, an inadequate provision would be made for the due influence of the spiritual authority.

Their Lordships will at all times be prepared (in the words of your letter of the 21st of April, 1849) "frankly to extend to Roman Catholic schools any privileges in the matter of school management which have been, or may be hereafter, conceded to the National Society, or any other body watching over the educational interests of a section of her Majesty's British subjects." I beg leave, therefore, to submit to the consideration of the Roman Catholic Poor-School Committee certain modifications (in that part of the Management Clause which provides for an appeal to the Bishop), similar to those upon which my Lords have agreed with the National Society:—

"And in case a difference shall arise between the said priest and the committee of management hereinafter mentioned, respecting the prayers to be used in the said school, or respecting the religious instruction of the scholars, or any regulation connected therewith, or respecting the exclusion from the said school of any book the use whereof may be objected to on religious

grounds, or respecting the dismissal of any teacher from the said school on account of his or her defective or unsound mode of instructing the children in religion, the said priest or any members of the committee of management may cause a statement, &c."

Also, after the provisions respectively directing an appeal to the Bishop and to the arbitrators, a clause might be inserted to the following effect:—

"And the committee of management for the time being is hereby expressly required to take all such measures as may be necessary for carrying the said decision into full, perfect, and complete effect."

Their Lordships sincerely regret that any difference of opinion should exist between the Roman Catholic Poor-School Committee and themselves respecting the terms upon which the benefits of the Parliamentary Grant for Education can be extended to her Majesty's Roman Catholic subjects among the poorer classes in Great Britain; and they will be most happy to give their attentive consideration to any proposal which the Roman Catholic Poor-School Committee may think fit to make for an adjustment of the matters in dispute, consistently with the principle set forth in this letter.

I have the honour to be, &c.

(Signed) R. R. W. LINGEN,
Acting Assistant-Secretary.

The Hon. C. Langdale,
18 Nottingham Street, Marylebone.

18 Nottingham Street, London,
14th July, 1849.

CATHOLIC POOR-SCHOOL COMMITTEE }
MANAGEMENT CLAUSES. }

SIR,—I have the honour to inform you that I have taken the earliest occasion of a meeting of the Catholic Poor-School Committee, to lay before them the reply of the Lord President, of the 1st June, to my communication from the Committee of the 25th May.

The Catholic Poor-School Committee lament that the Lord President of the Council should still adhere to the proposal of conditions to be inserted in the trust-deeds of Roman Catholic schools, which would deprive their schools of the first principle of a Roman Catholic school,—the being wholly subject in re-

ligion and morals to its ecclesiastical superiors.

The Catholic Poor-School Committee feel assured that the Lord President cannot expect a Committee enjoying the confidence of their Bishops, and in consequence of this alone empowered to treat with the Council of Education on the terms on which these schools are to be permanently and legally settled, to admit a clause which they foresee may violate a principle of their religion, and involve their Bishops in the alternative of abandoning a sacred duty, or in direct opposition to the spirit of a legal document sanctioned in their name by a committee approved and selected by themselves, of insisting upon some question which they conscientiously believe to involve religion or morals, though a Catholic inspector approved of as such by the Catholic Poor-School Committee, or a Catholic umpire selected by him and the Bishop's arbitrator may have thought and said that neither religion nor morals were involved in such question.

The term by which a decision adverse to the ecclesiastical authority may be designated must be immaterial. In using the word "dictation" the Catholic Poor-School Committee only wished strongly to express the violation which might thus take place of the rights and duties of a Roman Catholic Bishop—not the less a violation though the Lord President's arbitrator be a Roman Catholic, or though in the last resort the umpire be a Roman Catholic selected by the Lord President and the senior Catholic Bishop.

The Catholic Poor-School Committee do not wish to press an imaginary case (which they utterly disclaim as applicable to the noble Lord now President of the Council), where an inimical feeling to the Catholic religion and Catholic interests might be entertained by a Lord President of the Council, and which might be backed by all the weight of a hostile Council of Education, and even hostile Government; and where all this might be brought to bear upon some future Catholic inspector, approved of, indeed, but not removable (be it remembered) by the Catholic Committee. And yet surely, in the irrevocable settlement of trust-deeds, such a contin-

gency cannot and ought not, if historical recollections have any weight, altogether to escape attention, in a Committee treating on a matter nearest and dearest to their religion, where one party must be contemplated as ever to be a Protestant Minister of State.

But supposing the case where no *adverse* feeling could be suspected, and where the inspector wished, as the Committee imagine the Lord President would consider it his duty, to give an opinion on a question submitted to his consideration honestly and impartially, to the best of his judgment, that, on a difference arising between him and the arbitrator for the Bishop, a third Catholic, equally honestly and impartially chosen, were to give, in the same spirit, a decision in opposition to the Bishop, what could and what must be the result, when duty dictated to the ecclesiastical authority an opposite conclusion, but a most painful collision between the spiritual superior and the lay managers (perhaps a minority), ending in a final closing of the school under Episcopal condemnation.

The Lord President, as in his Lordship's recent reply, may designate this an absolute supremacy of the spiritual power; but in treating with a Roman Catholic, where religion or morals may be involved, the Committee cannot but imagine that his Lordship must be well aware that to repudiate such a doctrine is simply to repudiate a dogma of the Catholic faith.

If, then, the Lord President of the Council, or if Parliament intend admitting Roman Catholics to a participation of the aid which they are prepared to afford to other classes of her Majesty's subjects, surely it is no measure of justice to say to the Catholic, "We have insisted upon certain terms with others, which they could admit without any violation of conscience; therefore you must submit to the same, though they may violate your conscience, or remain excluded still, as you have hitherto been, though upon a different ground of conscientious scruple."

The Catholic Poor-School Committee cannot believe that the Lord President, in pressing the Poor-School Committee to make a proposal to meet this difficulty, has seen it in its full reality—the

impossibility of their compromising a principle, the abandonment of which, were they capable of disingenuously appearing to concede it, must at once be disowned and repudiated by the ecclesiastical authorities of their Church.

In considering the modification stated to be adopted by the National Society, the Catholic Poor-School Committee must again revert to what was originally understood to be the principle upon which the trust-deeds of the Roman Catholic schools were to be founded, namely, that the religious and moral department of their school management was not to be withdrawn from their clergy, but that the interference of the lay members of the committee was to be strictly limited to secular matters. The Catholic Poor-School Committee could not admit a right in the lay members to call in question the conduct of the clerical members, when acknowledged to be directed to religion and morals; and therefore, should any difference arise in the committee of management, such difference must either regard a question purely secular, or one considered to be such by a portion of the lay members, though claimed by the clerical members to involve a question of religion or morals. For a matter admitted to be purely secular, the Catholic Poor-School Committee are quite willing to adopt the appellate jurisdiction proposed by the Lord President; but where the clerical member claims sole right of decision in a matter, as within the prescribed limits of his duty to superintend the religion and morals of the school, though contested by the lay members, the Catholic Bishop could alone decide the question, and tell both clergymen and laymen whether a point of religion or morals, according to the doctrine of the Catholic Church, be therein involved. No condition at variance with this principle could be binding on Catholic episcopal authority, even if admitted into a trust-deed.

Surely, then, it would be both dishonourable and dishonest for the Catholic Poor-School Committee to pretend to give it the sanction of law, in the full conviction, that any conflicting opinion between the Bishop of the district and such lay tribunal must end either in the violation of the terms and

spirit of the trust-deed, or in the condemnation, and therefore the final destruction, of the school as a place of Catholic education.

The Catholic Poor-School Committee equally regret with the Lord President their difference with his Lordship; they have every wish to adopt any suggestion short of a violation of the religion to which they have already sacrificed benefits conferred upon other classes of their fellow-subjects. They must deeply deplore any decision of the Lord President which will again condemn the schools of their poor chil-

dren to struggle on, under difficulties from which others are relieved out of funds raised equally at their expense; but if this pecuniary aid is to be purchased only at the sacrifice of principle, they must indeed protest against the injustice; but they cannot hesitate to preserve to their poorest brethren, as to themselves, the inheritance inviolate of the Roman Catholic faith.—I have the honour to be, Sir, &c. &c.

CHARLES LANGDALE,
Chairman.

The Secretary,
Committee of Council on Education.

THE BISHOPS.

THE Right Rev. the Vicars Apostolic of England and Wales, when assembled in London last Easter, addressed to the chairman of the Catholic Poor-School Committee a letter which we have the pleasure to subjoin. Portions of this letter have already been given to the public, and circumstances render it desirable that the whole of their Lordships' gracious advice and encouragement should now be made commonly known. But, at the same time, it must be recorded that the Committee has already made preparations for carrying the Bishops' various wishes into effect. They have resolved to promote the teaching of music by a grant not exceeding 100*l.*, which (with a payment from the schools instructed) will enable Mr. Crowe to give lessons during one year in twelve of the London Catholic Schools. They have engaged the services of Mr. Henry Doyle to prepare a series of ten religious prints for schools. They have encouraged the Female Training School at Birmingham by an annual grant of 100*l.*, and they have made more liberal arrangements affecting the conduct of their affairs. These practical results of the Bishops' letter will be the best proof of the grateful and attentive consideration with which their Lordships' direction has been received by the Committee.

35 Golden Square,
19th April, 1849.

MY DEAR SIR,—The Bishops as-

sembled here have requested me to address you, in their joint names, on several matters connected with the duties of the Catholic Poor-School Committee.

1. I have read with satisfaction the minute of a letter from you to the secretary of the Privy Council, relative to the changes introduced by it into Clause D of the Management Clauses, as prepared for Catholic schools.

They fully approve of your not acceding to the proposed changes in the first paragraph, which affect the jurisdiction of the priest in the religious and moral instruction of the children in Catholic schools.

Their Lordships are prepared to support the Committee in their resistance to those changes, to the extent of rejecting any Government aid, if coupled with the obligation of accepting the new modifications of that clause.

2. The Bishops have fixed for the general collection this year, in favour of the Poor-School Committee, Sunday the 24th of June.

3. But their Lordships have taken into their serious consideration the importance of giving to the association of Catholic schools a religious character and organisation. For this purpose they propose the following plan:

a. The subscribers to the Poor-School Committee will be encouraged by knowing that they secure to themselves and their families the prayers of the little ones benefited by their cha-

city. To secure to them this advantage, a prayer will be drawn up for benefactors, and recited daily in public by the children of every school that receives aid from the Committee.

b. It is proposed and determined that, from this year exclusive, the Sunday after the Octave of Corpus Christi, being the Feast of the Sacred Heart, shall be the festival of the association. On that Sunday the general collection shall be made in every church and chapel in England for the education of the poor; and it shall be announced in the Ordo and Directory as the solemn day appointed for that purpose.

c. The Holy See will be humbly solicited to grant a plenary indulgence to every subscriber receiving the Holy Communion on that day. The children of the schools will receive Communion, or assist at the Adorable Mysteries for their benefactors.

4. The Bishops feel the importance of having every security for the best application of the funds voted by the Poor-School Committee to the specific purpose for which they are allocated. As they are expected to sanction every application to the Committee, they consider it their duty to require in future an account to be transmitted to them in every case where aid has been afforded on their representation, of the mode of application, with sufficient vouchers, which they will transmit to be filed in the archives of the Committee.

5. The Bishops particularly recommend to the attention of the Committee the importance of devoting some portion of their funds to the promoting of several objects of general importance. The cultivation of music, for instance, is one which they specially recommend, as of great importance, *particularly* as from the report given them of the success of the services of Mr. Crowe, they think these services should be secured to the Catholic schools, whether by his teaching in them, or by the publication of his works. They think, also, that a collection of books, whether by new compilation or by selection from the publications of other societies, should be made by the Committee for the use of schools. A sub-committee might be formed to carry out this object. And

as the revision of all such works should be entrusted to some person of sufficient leisure and experience, the Bishops would recommend the Rev. Mr. Husenbeth, as a priest enjoying their confidence, for such a purpose. A good selection of religious prints would also be a great boon to our schools; and the ability and pure religious feeling of Mr. Henry Doyle as an artist, appear to render him most worthy of receiving any commissions from the Committee for this purpose.

6. The formation of model-schools, under the special supervision of the Poor-School Committee, in the principal towns in England, especially and beginning in London, is earnestly recommended to the Committee, and the Bishops cannot but think that funds might be profitably applied by it to this purpose.

7. The Bishops readily accede to the proposal of the Sisters of Mercy at Birmingham, to receive young women to train as schoolmistresses, and they will approve of such grant as they solicit for carrying out this object.

8. The Bishops take this opportunity of expressing to the Poor-School Committee, through you, their sense of the high value which they attach to the services of Mr. Stokes, as Secretary of the Committee. The clearness and accuracy of the reports drawn up by him, the punctuality of his attention to the immense and various correspondence required by his office, the diligence of his application to the details of every local interest, the usefulness and practical character of the publications put out by him in reference to the objects of the Committee, as well as his conduct and character in every other respect, have gained for him the sincere regard of their Lordships. They feel it their duty to recommend to the Committee that every effort should be made to grant him such remuneration as may be more adequately proportioned to the increasing burdens, as well as to the growing social importance of his office, in addition to such further aid and accommodation as the business of the Committee may seem to require.

The Bishops, in conclusion, desire me to express to yourself, and the entire Committee, their sincere thanks for your

valuable and disinterested services in the great and holy cause of the education of the poor. They renew their expression of full and perfect confidence in that body, and feel that, judging from the past, they possess in it the most useful and trustworthy organisation ever yet possessed by the English Catholics for this truly Christian object; and they augur from past success still greater results. In return for the zeal and effective services of the Committee, they can only pray to God

to reward each of its members in himself and those dear to him, and bestow on it in general, and on each individual composing it, their united and cordial blessing.

I am ever,

My dear Sir,

Yours very sincerely in Christ,

✠ N. WISEMAN.

The Hon. Charles Langdale,
Chairman of the Catholic
Poor-School Committee.

TEACHERS WANTING SITUATIONS.

SCHOOLMASTERS.

Battle (Hugh), 11 Lower Symon Street, Chelsea.
Bowie (Thomas), A.B., 4 Mortimer Market, Tottenham Court Road (recommended).
Dickinson (James), care of Mr. John Powderly, Pall Mall, Barnsley.
Godfrey (John Thomas), Islington Row, Birmingham.
MacNamara (John), 16 Little Russell Street, Bloomsbury.
O'Cavanagh (John), 6 King Street, Hammersmith.

O'Sullivan, Mr., Swan Inn, Great Dover Street, Borough.
Palmer (Henry), 4 Harrison Street, Gray's Inn Road.
Radford (John), 8 St. Werburgh, Churchyard, Friarsgate, Derby.
Woodlock (John), at Mr. Butts, Bayliss House, Salt Hill, near Slough.
Wayte (J.), jun., Milton, near Repton, Derbyshire.

SCHOOLMISTRESSES.

Coghlan (Martha), Koker House, near Sunderland.
Fitzpatrick (Mary B.), care of Mrs. Byrne, 50 Denison Street, Liverpool.
Johnson (Miss Jane), 30 High Street, Islington.
MacCarthy (Miss), 2 Knight Rider's Court, St. Paul's.

Smith (Miss), 11 Portsdown Terrace, Kilburn Gate.
Taylor (H. M.), Augusta Place, Leamington.
Turner (Mrs.), 40 High Street, Worthing.
Waghorn (Mrs.), 7 St. Martin's Court, Leicester Square.

N.B.—Clergymen and others are warned not to engage any of these Teachers without full independent inquiries.

CATHOLIC POOR-SCHOOL COMMITTEE.

The Committee met in London on the 10th July, and continued sitting for four days. The meeting was attended by the Earl of Arundel and Surrey, Rev. J. O'Neal, and W. J. Amherst, Esq., nominees of the London District; Hon. T. E. Stonor and Rev. Dr. Morgan, of the Central District; C. R. Scott Murray, Esq., of the Eastern District; Rev. W. J. Vaughan and Edward Weld, Esq., of the Western District; Hon. Charles

Langdale, Chairman; Sir William Lawson, Bart., Rev. C. Walker, of the York District; Rev. R. Hodgson and Charles Towneley, Esq., of the Lancashire District; Rev. T. E. Slater, of the Northern District; Very Rev. T. Burgess and W. Jones, Esq., of the Welsh District; and the Secretary. The Committee transacted a large amount of general business, besides voting Grants as follow:

GRANTS MADE JULY 1849.

	£		Number of Children expected, or under Tuition.
1. St. Helen's	200	for building	1,000 expected.
2. Burnley	100	ditto	200 weekly, 350 Sundays.
3. Litherland	80	ditto	160
4. Alderney	100	ditto	90 at least.
5. Malton	30	ditto	
6. Thropton	20		
7. Barton-on-Irwell	20	for support	60 week-evenings, 120 Sundays.
8. Wigan, St. Mary's	35	ditto	700
9. „ St. Patrick's	25	ditto	200 attend.
10. Orrell	25	ditto	112
11. Brewwood	20	ditto	95
12. Carlton	10	ditto	50
13. Sutton Coldfield	15	ditto	62
14. Grantham	15	ditto	61
15. Houghton-le-Spring	20	ditto	85
16. Islington	15	ditto	154
17. Penzance	30	ditto	70
18. Birtley	25	ditto	54
19. Spanish Chapel Schools	60	ditto	345, beside evening and Sunday scholars.
20. Lea	10	ditto	53
21. Bolton, St. Mary's	25	ditto	200
22. „ SS. Peter and Paul	25	ditto	426 week-day, 136 evening, 330 Sunday.
23. Stockton	5	ditto	
24. Portsea	30	ditto	65
25. Turnham Green	15	ditto	70
26. Dowlais	20	ditto	60
27. Merthyr	15	ditto	56
28. Cardiff	17	ditto	115
29. Leek	20	ditto	40 on week-days, 80 on Sundays.
30. Clapham	20	ditto	40 on week-days, 60 on Sundays, and adults in the evening.
31. Brook Green	12	ditto	60
32. Barnet	10	ditto	40, and the number increasing.
33. Hampstead	20	ditto	50
34. Cottam	10	ditto	25
35. Cambridge	30	ditto	75
36. Woolston	20	ditto	110
37. Deptford	30	ditto	160
38. Wrexham	15	ditto	60
39. Fulham	50	ditto	210
40. Wigton	10	ditto	65
41. Skipton	15	ditto	30 expected.
42. Poplar	30	ditto	435
43. St. Leonard's-on-Sea	20	ditto	115
44. St. Edward's School, London	40	ditto	250
45. Bankside, ditto	15	ditto	67
46. Spitalfields, ditto	30	ditto	206
47. Manchester, St. Marie	50	ditto	1,200 on books, 800 attend
48. Radford	5	ditto	26
49. Chorley	20	ditto	180
50. Guernsey	30	ditto	100
51. Crayford	20	ditto	25 expected.
52. Liverpool, St. Mary's	50	ditto	753
53. Doncaster	10	ditto	40
54. East London	25	ditto	550

	£		Number of Children expected, or under Tuition.
55. Leeds, St. Patrick's.	30	for support	200
56. Congleton	15	ditto .	90
57. Leyburn	20	ditto .	36
58. Cobridge	20	ditto .	110
59. Knaresborough	15	ditto .	90
60. Halifax	40	ditto .	106
61. Hurst Green	5	ditto .	85
62. Chipping	10	ditto .	38
63. Southampton	30	ditto .	120
64. Dover	20	ditto .	32
65. Oxburgh	15	ditto .	45

1. *St. Helen's*.—The Catholic congregation numbers upwards of 6000, including 1500 poor children. Present school accommodation for only 100. New schools to contain 1000, at a cost of 1600*l*. The number of children and the economy of the scheme strongly recommend the case.

2. *Burnley*.—A complete design, by Mr. Hatfield, comprising schoolrooms for boys, girls, and infants, class-rooms, teachers' houses, &c. These schools, with the new church, will prove an inestimable blessing.

3. *Litherland*.—Good schools, built mainly through the exertions of Mr. Harnett, of Liverpool, already opened prosperously, placed under inspection, and doing well.

4. *Alderney*.—The religious destitution of the poor children in Alderney, and their isolation from wealthy Catholics, form grounds for special liberality in this case. It is in instances such as this that the benefit of a general fund is most clearly seen. The design is a simple and pleasing one by Mr. Wardell.

5. *Malton*.—A school for 76 children, to be erected on land belonging to the mission at a cost of 60*l*.

6. *Thropton*.—No school at present. Aid given to open one.

7. *Barton-on-Irwell*.—No day-school at present. Grant made towards mistress's salary. A good teacher should be engaged, and the school placed under inspection.

8. *Wigan, St. Mary*.—Grant made for books, forms, and repair of conveniences. The school is under inspection.

9. *Wigan, St. Patrick*.—Grant made for general support, on the ground of

numbers and destitution, in a new mission.

10. *Orrell*.—Grant made towards furnishing the school, which is under inspection, and promises well.

11. *Brewood*.—Grant made for general purposes, on the ground of poverty. The schoolrooms here are excellent, and the teachers efficient. The school is under inspection, and, we trust, will shortly have apprenticed pupil-teachers. The master has been examined for a certificate of merit, with prospect of future success.

12. *Carlton*.—A promising village school, under inspection.

13. *Sutton Coldfield*.—This school is under inspection, and has obtained an apprenticed pupil-teacher.

14. *Grantham*.—Grant made for general support. The school would profit from inspection.

15. *Houghton-le-Spring*.—A large congregation of labourers. School doing well, actively superintended by the priest, but deprived of Government aid from its position under the Church.

16. *Islington*.—Grant made for desks, forms, &c. Good school-rooms; under inspection.

17. *Penzance*.—Grant made for alteration and support; should be placed under inspection.

18. *Birtley*.—Unfortunate circumstances render the mission temporarily destitute; another case shewing the catholic benefit of a general fund. The school should claim inspection.

19. *Spanish Place District Schools*.—The Ragged Schools founded throughout this district, and actively superintended by the Rev. J. Bamber, command a large sympathy. By efforts such as these we shall keep our children from heretical

schools, where the "authorised" perversion of the Holy Bible is forced into their hands.

20. *Lea*.—Grant made towards support of school in a poor mission.

21. *Bolton, St. Mary*.—Grant made towards fittings. These schools should be placed under inspection.

22. *Bolton, SS. Peter and Paul*.—Grant towards general support. The Bishop attests the peculiar want of education in Bolton.

23. *Stockton*.—A small grant to relieve a pressing want arising from illness of one of the teachers.

24. *Portsea*.—Grant made to support the vigorous effort now being made to educate the children of this populous and immoral place.

25. *Turnham Green*.—Grant made in support of new school in a new mission.

26. *Dowlais*.—One of the poorest, most populous, and most ignorant congregations in the Welsh district, where education is imperatively required with no local means to provide it.

27. *Merthyr*.—As Dowlais.

28. *Cardiff*.—School under inspection. Master examined for certificate of merit. Will be a great benefit to the mission.

29. *Leek*.—School under inspection.

30. *Clapham*.—School under inspection. Grant for furnishing.

31. *Brook Green*.—An infant school doing well.

32. *Barnet*.—A new school in a new mission.

33. *Hampstead*.—Grant towards rent.

34. *Cottam*.—A new school, which it is hoped will improve and become permanent.

35. *Cambridge*.—The school is the main stay of this poor but important mission. Is under inspection.

36. *Woolston*.—Congregation chiefly farm-servants. School under inspection.

37. *Deptford*.—A large congregation, and perhaps the poorest in the London District. The schools under inspection, and producing results which would shame many more favoured institutions.

38. *Wrexham*.—Grant in aid of school generally.

39. *Fulham*.—Grant in support of the zealous and well-directed exertions of the missionary to promote education. Existing schools are under inspection and doing well, and extensive new schoolrooms are in course of erection.

40. *Wigton*.—Grant towards master's salary. The school should invite inspection.

41. *Skipton*.—Grant towards support of a new school.

42. *Poplar*.—Grant towards improvements. The schools are under inspection, and, notwithstanding the poverty and almost nakedness of the children, are doing very well.

43. *St. Leonard's-on-Sea*.—Grant towards furnishing books, &c. The school is under inspection and doing well. New buildings are in course of erection, which will greatly extend the blessings of Catholic education.

44. *London, St. Edward's School*.—Heretofore there has been no boys' school in the Warwick Street District. Grant towards the alterations required in constructing a boys' schoolroom on the extensive premises in Great Windmill Street, and for a gallery. The girls' school has been inspected.

45. *London, Bankside*.—A school in a densely populated part of Southwark, maintained almost wholly by the zealous missionary.

46. *London, Spitalfields*.—Schools in danger of being closed from temporary want of funds. Ought to be placed under inspection.

47. *Manchester, St. Marie*.—Grant towards furnishing and supporting schools in a numerous and low congregation.

48. *Radford*.—Grant towards the salary of the mistress. Would profit from inspection.

49. *Chorley*.—Grant towards general support.

50. *Guernsey*.—School under inspection. Grant towards general support.

51. *Crayford*.—Grant towards opening a school in a mission hitherto without one.

52. *Liverpool, St. Mary*.—Grant in general aid of schools, in an enormous and very destitute congregation.

53. *Doncaster*.—Grant towards support. The school would profit from inspection.

54. *East London*.—Grant towards sanitary improvements. The girls' school might well be placed under inspection.

55. *Leeds, St. Patrick*.—Grant towards support on account of poverty. Inspection should be invited.

56. *Congleton*.—Grant towards support. The school is cut off from Government aid by its situation underneath the church.

57. *Leyburn*.—Grant in aid of school in a mission where it is more than ordinarily necessary.

58. *Cobridge*.—Grant towards general support.

59. *Knaresborough*.—Grant in general aid. School is under inspection.

60. *Halifax*.—Fine school-rooms. Grant for general purposes. As soon as competent teachers are engaged the school should call for inspection.

61. *Hurst Green, Whalley*.—Grant to raise the master's salary to the amount requisite for obtaining the benefit of a Government certificate of merit.

62. *Chipping, Preston*.—Grant to enable the missioner to make an existing school more thoroughly Catholic.

63. *Southampton*.—Grant towards alterations and improvements. The school should invite inspection.

64. *Dover*.—Grant absolutely necessary to maintain the school.

65. *Oxburgh*.—In general aid.

EXAMINATION OF MASTERS.

We feel great pleasure in announcing the result of the Easter examination of Catholic schoolmasters. That out of so small a number of candidates as presented themselves, few of whom had received any systematic training, eleven should have been successful on the first trial of a novel system, is very encouraging indeed, and proves that notwithstanding all disadvantages our poor-schools hold a highly respectable rank when compared to others. We trust that any candidates, whose names may not now appear, will so exert themselves as to secure a place in the first class on the next opportunity, and thus convert a temporary disappointment into a permanent advantage.

The result to the successful will be an annual payment to each, varying from 25*l.* to 15*l.* according to class, and amounting to an aggregate of

210*l.* 10*s.* We understand that the list comprises the names of four masters connected with religious orders.

Having perused most of the questions put on this occasion, we cannot refrain from expressing our high opinion of the general style of the papers and the character of the knowledge required to answer them. There were perhaps one or two questions in ancient history to which, being from former pursuits of a critical turn of mind in such matters, we might make exception; but on the whole we never remember to have seen a set of papers better adapted to its purpose. We say this quite disinterestedly, having no notion at all of their authorship.

It has been thought well to add for general information a circular-letter, which is forwarded to the successful candidates on these occasions.

MASTERS IN ROMAN CATHOLIC SCHOOLS TO WHOM THE COMMITTEE OF COUNCIL ON EDUCATION HAVE GRANTED CERTIFICATES OF MERIT, AFTER EXAMINATION BEFORE T. W. MARSHALL, Esq., HER MAJESTY'S INSPECTOR, AT EASTER 1849.

FIRST CLASS.

Third Division.

McSwiney, John, Sunderland, St. Mary's R. C. S.

SECOND CLASS.

First Division.

None.

Second Division.

McKenzie, Thomas, Darlington, St. Augustine's R. C. S.

Third Division.

Chapman, Thomas, Durham, St. Cuthbert's R. C. S.
Dineen, John, Sunderland, St. Mary's R. C. S. (Assistant Master).

Jennings, George, Leamington, St. Peter's R. C. S.
McCarthy, Charles, Fulham R. C. S.

THIRD CLASS.

First Division.

Edge, Matthew, York R. C. S.

Lowry, James, Walsall, St. Mary's R. C. S.

Second Division.

Hegarty, Daniel, Poplar R. C. S.

Henry, Michl., Blackburn, St. Ann's R. C. S.

Third Division.

Spencer, Samuel, Newport-on-Usk R.C.S.

GRANTS UNDER MINUTES OF 1846.

Form No. 22.

Letter to Teachers accompanying Certificate of Merit.

All Communications to this Department are to be addressed to

"The Secretary,

Committee of Council on Education,
Privy Council Office, Downing Street."

You are requested to write the NAME OF THE SCHOOL to which your correspondence relates at the head of every Letter addressed to the Secretary, in like manner as you will observe that the Letters from this Department are headed.

Committee of Council on Education,
Privy Council Office, Downing Street.

18

School.

I HAVE the pleasure of announcing to you that I am directed by the Lord President to forward by the same post as this letter the certificate of merit which has been awarded to you by the Committee of Council on Education after considering the report of
, her Majesty's Inspector, upon

your qualifications, and after reviewing the papers worked by you during the examination held by him at following in the month of

You are requested to acknowledge by return of post the receipt of this certificate.

You will perceive that the certificate not only specifies the class in which you are placed, but also their Lordships' estimate of your attainments in each of the subjects upon which you were ex-

amined. It is calculated therefore to serve the purposes of advice as well as of encouragement, by indicating not merely what you have done, but also what you have still to do, in qualifying yourself for the discharge of the duties of your profession.

You will observe that, as your examination embraced *written papers* and the *instruction of a class*, so this certificate is framed with a view to record both your *intellectual qualifications* and your *practical ability as a teacher*. It is in your power to accumulate evidence of the former kind by presenting yourself with increased attainments at successive examinations, and of the latter by exhibiting the growth of your school in instruction, discipline, and organisation at each annual visit of her Majesty's Inspector.

You are doubtless aware that your certificate, although the primary, is not the only condition upon which my Lords are authorised to augment your salary.

You have already received with my circular, announcing the result of the examination, a broadsheet containing full information of all that relates to this part of their Lordships' Minutes of August and December 1846.

I beg leave to call your attention particularly to the times and modes in which the augmentation of salary corresponding to your certificate will, if allowed, be made. The augmentation commences from the quarter-day next following the date of your examination, viz. from _____, 184____, and is payable on the same day, 184____. Payment will be made by post-office orders directly to yourself.

In case you should remove from the school in which you are at present engaged, and enter upon the charge of another school, it will be necessary that you should carefully bear in mind the following directions for the continuation of your grant:—

1. The school of which you have charge must be rendered liable (if not so already) to inspection, and must fulfil the various conditions set forth in the broadsheet.

2. No grants of augmentation will be made for periods of less than a year, nor to teachers who have not been in charge of the same school during the whole of the year, in respect of which the grant is made.

3. If teachers remove from their schools before the year has expired, their Lordships will date the period at which their annual augmentations will be conditionally due from the quarter-day next following the commencement of their new engagements; and will direct the inspection of their new schools to take place within one year from that time.

The reasons for these regulations are as follows:—

Their Lordships cannot inspect two schools to determine whether the conditions of the augmentation of salary to one teacher have been fulfilled.

They think it desirable to encourage the permanence of engagements between teachers and school-managers.

If fragmentary payments were contemplated for services during portions only of the year, it would be impossible to provide for the inspection of the school before the removal of the teacher.

4. You will, therefore, in case you should remove from your present school to a new one, have the goodness to give me immediate notice, and to specify *the day of the month and the year* at which you entered upon your new engagement.

I beg leave to congratulate you on receiving your certificate, and to express my hope that it may form one of many evidences of your success in an honourable career.

I have the honour to be, &c.

EXAMINATION OF MISTRESSES.

THE annexed official announcement will explain the times and places fixed for the autumn examination of Catholic schoolmistresses who wish to obtain certificates of merit and augmentation of salary. The subjects of examination are, reading, spelling, penmanship, arithmetic, industrial skill (with the needle, &c.), English grammar, paraphrase of some passage from an English author, English history, geography (descriptive and physical) of the British Empire and Palestine, natural history, book-keeping, composition of the notes of a lesson on a subject connected with domestic economy and household duties, original essay on a subject connected with the art of teaching. Candidates are expected to answer questions in three out of four of the foregoing subjects; and, at their option, they may extend the examination to any or all of the following:—vocal music, drawing from models, history and etymology of the English language, biographical memoirs, any intellectual pursuit. The candidates will also instruct a class in the presence of the Inspector.

We trust that none of our good schoolmistresses will feel alarm at this

long array. Subjects of examination are always frightful on paper. We feel assured that any competent mistress may obtain a certificate; and in our last Number we named a few simple books which will be a help towards that desirable result.

Times and Places of Examination for Certificates of Merit of Female Candidates employed in Elementary Schools connected with the Roman Catholic Church.

Monday, Sept. 10th, at six o'clock in the evening, by T. W. M. Marshall, Esq., H. M. Inspector, at the St. John's Wood Roman Catholic School, London.

Monday, Oct. 1st, at six o'clock in the evening, by T. W. M. Marshall, Esq., H. M. Inspector, at the St. Patrick's Roman Catholic School, Manchester.

No candidate can be admitted unless application has been made by the managers of the school in which she is employed, to the Secretary, Committee of Council on Education, Council Office, Downing Street, London, before the 27th of August next.

SUBSCRIPTIONS RECEIVED OR PROMISED, FROM 24TH JUNE TO 30TH JULY.

WE trust that the contents of the present Number of the Catholic School will be allowed to be an excuse for an appeal on behalf of the Committee. Engaged, as the Committee is, in forming normal schools, and in other works for the general good, and already pledged to the extent of upwards of 3000*l.* to schools in all parts, it is hoped that a large accession of new subscribers will avert the dreaded alternative of a suspension of further grants. There is in the Catholic body, we know it well, wealth enough and generosity enough. We only ask our friends, and particularly the clergy,

to bring the case of the Committee under the notice of their affluent neighbours and parishioners. We ask no better fate than to be supported as our work deserves. It is the extent of that work, rather than lack of support, which obliges us to ask for more, in the name of religion, and for the sake of our poor children.

No return of the general collection is made here, because the list is still incomplete. We are happy, however, to announce that the proceeds will, in the aggregate, exceed the collection of 1848.

Subscriptions are received by any Member of Committee, and by the Secretary; or they may be paid into the London Joint-Stock Bank, either directly or through a banker, to the account of the Catholic Poor-School Fund.

Agar, Rev. W. S.	£1	10	0	James, Richard, Esq.	£1	0	0
Andrews, Mr. S.	1	0	0	James, Thomas, Esq.	1	0	0
Arundel, the Earl of.	100	0	0	Jeffries, Rev. G.	1	0	0
Atkinson, Rev. T. A.	1	0	0	Jerningham, Hon. Mr. Stafford	10	0	0
Barge, Rev. T. J.	1	1	0	Jones, Rev. J.	1	0	0
Beech, James, Esq.	1	0	0	Jones, Edward, Esq.	1	0	0
Beech, Miss	1	0	0	Jones, Philip, Esq.	10	0	0
Benson, Mrs.	0	10	0	Jones, Wyborne, Esq.	1	0	0
Blount, Charles, Esq.	1	0	0	Keasley, Rev. G.	1	1	0
Booth, J. B. Esq.	1	1	0	Kirk, Rev. Dr.	0	10	0
Brown, Right Rev. Bishop T. J.	5	0	0	Knight, Mr. Alexander	0	10	0
Burchall, Rev. J. W.	1	0	0	Knight, Mrs. A.	0	10	0
Burgess, Very Rev. Dr.	2	0	0	Laurenson, John, Esq.	1	0	0
Byron, S. Standish, Esq.	5	0	0	Marsland, James, Esq.	3	0	0
Camoy's, the Lord	20	0	0	Maxwell, Mrs. Constable	5	0	0
Carter, Rev. J.	1	0	0	Moore, Very Rev. John	1	0	0
Casey, Rev. W.	1	0	0	Morley, John, Esq.	1	0	0
Clare, the Countess of	10	0	0	O'Donnell, Rev. M.	1	0	0
Cookson, Rev. F.	1	0	0	O'Farrell, Rev. J.	0	10	0
Convert, a	1	0	0	Orrell, Rev. P.	1	3	4
Crook, J. C. Esq.	1	0	0	O'Sullivan, Rev. P.	1	1	0
Cullen, Rev. J.	1	0	0	Parke, Rev. J.	0	10	0
Davis, Mr. Michael	0	10	0	Petre, Hon. W. B.	20	0	0
Davis, William	0	10	0	Plowden, W., Esq.	10	0	0
Dawson, Rev. J.	1	0	0	Pyke, Joseph, Esq.	1	0	0
Duckett, Mr. James	0	10	0	Rinolfi, Rev. A. M.	1	0	0
Dunn, G. Esq.	1	0	0	Rolling, Rev. T.	1	0	0
Ellis, Rev. Michael	1	0	0	Roskell, Rev. Dr.	1	0	0
Fishwick, J. Esq.	1	0	0	Ryley, Rev. Henry	5	0	0
Fitzherbert, F. Esq.	5	0	0	Scott, Ernest, Esq.	20	0	0
Fletcher, Very Rev. William	1	0	0	Scully, Rev. E.	2	0	0
Gibson, Rev. T. E.	1	0	0	Sheridan, Rev. J.	1	0	0
Gillow, Rev. Thomas	1	0	0	Shrewsbury, the Earl of	100	0	0
Gillow, Rev. R. jun.	1	0	0	Shrewsbury, the Countess of	5	0	0
Gillow, Mr. Joseph	0	10	0	Shuttleworth, Miss	0	10	0
Gradwell, Rev. Henry	1	0	0	Slater, Rev. T. A.	1	1	0
Gradwell, George, Esq.	5	0	0	Smith, — Esq.	2	0	0
Gradwell, Richard, Esq.	1	0	0	Smith, Mr. Richard	0	10	0
Greenhalgh, Rev. Henry	1	0	0	Stourton, the Dowager Lady	5	0	0
Gulley, John, Esq.	1	0	0	Stourton, the Hon. Miss	1	10	0
H. C.	10	0	0	Stourton, the Hon. Miss A.	1	0	0
Hall, Rev. J.	1	0	0	Tate, Mr. Joseph	0	10	0
Hanford, E. C. Esq.	5	0	0	Taylor, Miss	1	0	0
Hardman, Johh, Esq.	5	0	0	Tempest, Miss	5	0	0
Harrold, J. J. Esq.	1	0	0	Thompson, Rev. R.	1	0	0
Haydock, Rev. G. L.	1	12	7	Thompson, Mr. Edward	0	10	0
Heptonstall, Rev. Thomas	1	0	0	Turpin, Rev. R.	1	0	0
Herbert, Herbert, Esq.	1	0	0	Waring, Right Rev. Bishop	5	0	0
Hodgson, Rev. R.	2	0	0	Walker, Rev. James	1	0	0
Holmes, William, Esq.	1	0	0	Weld, Joseph, Esq.	25	0	0
Horne, Miss Grace	0	10	0	Weld, the Hon. Mrs.	5	0	0
Huddleston, Ferdinand, Esq.	1	0	0	Woollat, Miss	1	0	0
Irving, Rev. T. S.	1	0	0	Wright, J. F. Esq.	5	0	0

Notices.

Subscriptions to the Catholic Poor-School Fund are considered to be due on the first of January in every year. It has been the subject of remark that our kind friends among the clergy who entered their names as annual subscribers have not been individually called on for their subscriptions for 1849. The omission arose from motives of respect; and it was thought that the General Collection would be a sufficient reminder. In future years, however, it may perhaps be well to obviate this cause of complaint.

Letters addressed to "T. W. Marshall, Esq., Privy Council Office, Downing Street, London," will at all times reach the worthy inspector.

Mr. W. Henlock writes to inquire respecting the examination allowance made by the Committee to masters. The allowance was confined to two masters in each district, nominated by the Bishops respectively. We should have answered Mr. Henlock privately, had he not omitted to date his letter.

Envelopes containing post-office orders have been received, one from Wigan, value 2*l.* 7*s.* 10*d.*, and another from Bolton, value 4*l.* 10*s.* The senders are requested to forward their names and addresses to the Secretary of the Catholic Poor-School Committee.

It is proper to state, that her Majesty's Inspector of Roman Catholic Schools is in no way responsible for the recommendations of particular books made in our last Number. Mr. Marshall's opinions, as far as we have the benefit of knowing them, coincide with our own; but for a formal expression of them upon this and other subjects the public must wait for the appearance of his reports.

In answer to inquiries respecting the *amount* of Government aid derived by Catholic schools, we have to observe, that it is not in the power of the Poor-School Committee *directly* to increase that amount. *Indirectly*, they are constantly endeavouring to do so by advice and information and encouragement. They have placed large advantages within reach of every permanent school in the kingdom. It remains for the local managers of the schools to realise them. If we get little, it is because we make few applications. Next month will afford an opportunity of exhibiting the general zeal. There is to be, as already announced, a general examination of our schoolmistresses in London and Manchester. The Poor-School Committee has undertaken to contribute, on a liberal scale, towards the expenses of *every candidate* on this occasion. Let the managers of our schools shew, by the number of candidates they bring forward, that they entertain a sincere desire to co-operate with us. We ought to present at least 100 mistresses. Managers of schools should specially observe, that application for the purpose must be made to the Committee of Council before 27th August. We shall succeed nobly in the grand work, if only we are not wanting to ourselves. We have done well hitherto. Let us not relax; but persevere, with patience.

The *English Review*, June 1849, contains an article upon "State Support to Popish Education," which is well worth perusal. Bigotry apart, it accurately describes our plans. We shall endeavour, in our next, to give some extracts.

In the Committee's Report for 1848, we gave a list of thirty schools to which statues of our Blessed Lady had been presented. We have now to add the following:

Barnard Castle.

Derby.

London:

Moore Street.

Lincoln's Inn Fields (6).

Poplar.

East London.

Erdington.

Northampton.

Lancaster.

Hathersage.

Chelmsford.

Birmingham.

Staplehill.

Barnet.
 Chorley.
 Manchester, St. Patrick.
 Blackburn.
 Congleton.
 Stockport.
 Stafford.
 Bedford Leigh
 Euxton.

Bangor.
 Knaresborough.
 Stone.
 Southampton.
 Lichfield.
 Wigan, St. Mary.
 St. Benedict Priory.
 Leyburn.
 Hurst Green.

Several private gentlemen have purchased the image for their own schools; a circumstance which we mention in the hope of finding imitators. It is on sale with Mr. Burns, 17 Portman Street, London; and Messrs. Lander and Co. 108 A New Street, Birmingham.

We beg to call the attention of the Clergy to the course invariably pursued by the Committee in reference to grants. Application for a grant can only be made upon printed forms, procurable from the Secretary. These formal applications are considered at the General Meetings held in the summer and the winter, and at those meetings only. When the application has been considered, and a grant voted, the applicant is duly informed by the Secretary; but the money is not remitted until called for, either by letter or personally. Only one "support grant" is made to a school in one year. "Building grants" are not paid until two-thirds of the money proceeding from private sources have been raised and expended. All applications received by the Secretary on or before 1st December, 1849, will be considered at the next General Meeting. It should be remembered that the Committee cannot assist cases, however distressing, which do not make known their claims and ask for aid.

Promoters of new schools, desirous of obtaining building grants from Government, have asked our direction under present circumstances. We advised as follow: Let the clerical promoter write to the Secretary, Committee of Council on Education, Council Office, Downing Street, London, stating that he requires aid in building new Roman Catholic Schools at such and such a place. This letter will bring down the regular form of memorial. Let the memorial be promptly filled up, signed, and returned. Further papers will then be sent, inquiring into the title of the present holder of the site, and offering a plan and elevation gratuitously. Let these papers likewise be filled up and returned. The next step is the trust-deed: but here we are stopped. Let the clerical promoter then write to the Secretary to the Committee of Council, stating concisely that, as the new schools are very much wanted, he does not feel justified in delaying the building; that, accordingly, he is about to begin; and that hereafter, when the terms of school-deeds have been arranged between the authorities of the Catholic Church and the Committee of Council, he proposes to renew his application. The Committee of Council will acquiesce in such a course; and in this way a grant will be secured, as soon as it can be accepted with safety.

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Catholic School.

No. XI.—SEPTEMBER 1849.

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LEICESTER, WORCESTER; AND BY ALL CATHOLIC BOOKSELLERS.

Notices.

WE are happy to know that the following schools, noticed in our last as proper subjects for inspection, have called for Government aid:—Penzance; Birtley; Bolton, SS. Peter and Paul; Spitalfields; Liverpool, S. Mary; East London; Leeds, S. Patrick; Hurst Green; Hampstead. Indeed more schools have been placed under inspection during the past month than in any equal period since the Parliamentary Grant was opened to us. We trust the movement will be zealously continued, until every one of our schools has secured certificated teachers, apprenticed monitors, and an adequate supply of books and maps.

Subscribers will kindly pardon us for reminding them that their contributions for 1849 are now over due. The Committee's work, which, without presumption, may be pronounced a national benefit, cannot be carried on without funds.

The Editor is acquainted with a promising schoolmaster, whom he would recommend to any clergyman in want of one.

We believe that, though admitted *last* to the privilege of Government examination, we are the *first* body (after the Establishment) which has succeeded in obtaining certificates of merit for its teachers. The names of the successful Catholic candidates, and the annual augmentation of salary to which they have severally entitled themselves, are as follows:

- Mr. Thomas Chapman, Durham (a convert), 2d class, 3d division, 20*l*.
- John Dineen, Sunderland (trained by the Brothers of the Presentation), 2d class, 3d division, 20*l*.
- Matthew Edge, York (trained by the Third Order of St. Francis), 3d class, 1st division, 18*l*.
- Daniel Hegarty, Poplar (self-taught), 3d class, 2d division, 16*l*. 10*s*.
- Michael Henry, Blackburn (trained by the Christian Brothers), 3d class, 2d division, 16*l*. 10*s*.
- George Jennings, Leamington (trained by the Christian Brothers), 2d class, 3d division, 20*l*.
- James Lowry, Walsall (trained under the Irish Commissioners), 3d class, 1st division, 18*l*.
- Charles M'Carthy, Fulham (trained under the Irish Commissioners), 2d class, 3d division, 20*l*.
- Thomas M'Kenzie, Darlington (trained by the Jesuits), 2d class, 2d division, 21*l*. 10*s*.
- John M'Swiney Sunderland (trained by the Presentation Brothers), 1st class, 3d division, 25*l*.
- Samuel Spencer, Newport-on-Usk (trained by the Brothers of Charity), 3d class, 3d division, 15*l*.

Our readers will the better appreciate the honour attained by Mr. M'Swiney of Sunderland, when they hear, that out of 123 successful Protestant candidates at the Easter examination, only one reached his place in the first class. While on this subject we cannot refrain from making Sunderland an example of the benefits *already acquired* by some of our schools. There are two masters at Sunderland, religious. They have passed examination, and secured between them 45*l*. per annum, and hereafter retiring pensions. Besides this, six pupil-teachers have been apprenticed in the school, and the payments on this account will average about 100*l*. per annum. Then there are the book grants. So that we are within limits in saying, that Sunderland school has got annually 150*l*. from the Parliamentary Grant. It should be added, that the attendance of children is found generally to be doubled after inspection of the school. These benefits are free and unconditional. We would unhesitatingly ask, "Has education, has religion, in Sunderland, lost or won by these things?" and we would affectionately urge the brothers of Christian doctrine to weigh well the answer which every candid person must return. Managers of schools cannot be expected for ever to sacrifice money and higher interests to a crotchet.

A return of the general collection made in the churches and chapels of England and Wales will be given in our next. Remittances from places in default are earnestly requested.

The Catholic School.

No. 11.

September 1849.



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MUNIFICENCE.

OUR last Number commenced with a "good example" of Catholic liberality, with which we may now compare that of others. For instance, "James Grant, Esq. late of Cheapside and Blackbeath, has bequeathed the sum of 5,000*l.* to the British and Foreign School Society, 1,000*l.* to the Ragged School Union,

and 1000*l.* to the City Mission."—*The Record* of Sept. 6.

Again: "During the last month St. Mark's College has been presented with a munificent gift of 1000*l.* from an anonymous donor."—National Society's *Monthly Paper* for September.

WHAT BECOMES OF OUR SCHOOL-BOYS?

PAINFUL and perplexing as are many of the questions affecting the relation between rich and poor, and the treatment of the latter by the former, none is to us more painful than the inquiry which we have placed at the head of these paragraphs. What becomes of our boys when they leave school? What proportion do those who continue attentive to their religious duties bear to the number who straightway vanish from the eyes of the clergy, drawn away into the vortex of the world, and lost—at least temporarily—to virtue and faith? If that proportion be a very small one, are our schools the valuable institutions which we love to represent them? and will education

ever produce the fruits we expect from it?

It is generally said indeed by the clergy—and we do not for one moment presume or desire to question the assertion—that persons who in early life have been well instructed in schools, with whatever *immediate* results, do in after years differ materially from those whose minds have received no cultivation, in retaining a consciousness of their duties, and yielding a readier and more intelligent acquiescence to the awful truths of religion; and that the valuable fruits arising in this way from our schools cannot be overrated. Let all this be granted to the fullest possible extent, and let us at least assume that

our schools are in moral and religious value second to no institutions in the land. Still the inquiry will recur, "Are not these schools capable of effecting more than at present? Is it for ever to hold good that nine-tenths of the boys, so well behaved and well disposed while with us, are, on leaving school, to fall away, and be lost perhaps up to the closing scene of life?"

It is with great diffidence that we venture to think improvement attainable, and that we offer such suggestions as have occurred to us on the means whereby it may be attained.

1. "Stick to your text," was the admonition of a judicious friend the other day. "What text?" "Why, that to do good, our schools must be under the clergy, and personally superintended by them." Our friend was right, we feel sure; and even at the risk of being wearisome, we are resolved to act on his advice now. In order to retain our youth steadfast in the practice of their religion, we believe it to be essential that they should form in early life an intimate personal acquaintance with their priest, and this can be done no where but in schools.

To elevate the man into the place of his office, and to make religion consist in following an individual, would be abhorrent to every Catholic mind; but it would, on the other hand, be foolish to refuse to avail ourselves for good of the weight of personal influence. We have somewhere met with the apothegm, that "every man overrates his talent, and underrates his influence;" and without pressing the former clause in the present instance, we are pretty sure of the truth of the latter. In youth, when the affections are warm, a few kind words may bind the heart for life, and a well-known face and much-loved voice will facilitate the performance of many a duty. It is this help which we wish the clergy to give to our poor scholars, and indeed to themselves also; for work amongst the young will save much and anxious labour upon the old. So earnest are we upon this point of clerical intercourse with schools, that although our immediate object here is to indicate this as one means whereby a hold may be obtained upon boys after they leave school, still we beg leave to

insert the following practical remarks in illustration of what may be done for them while still in school.

"There are two principal ways in which every clergyman by his visits may benefit his school; but they will effect little good if not carried out systematically, with forethought, labour, and persevering regularity; just as it is in any other like matter.

"First, the clergyman may take some part of the instruction; and with the universally existing deficiency of teaching power, he cannot fail to aid effectively the teacher's endeavours, if he do but take some definite portions of the work, corresponding with, and supplementing the rest.

"Secondly, the clergyman, by systematic and recurring examinations, which may be extremely brief, but must be carefully recorded for reference, may test the progress of each class in each principal part of its instruction. When an evil is once fairly manifested, the remedy will generally be easy enough. Had such a system been commonly pursued, I should not have so frequently heard at my examinations, 'Who could have thought it!' when the children were unable to answer the simplest questions on things with which they had been considered to have been long familiar, and not unfrequently, after the clergyman had been visiting his school with great perseverance, and a great sacrifice of time."—Mr. Thurtell's *Report* for 1847-8.

2. At every step in these hints we feel increased necessity for claiming the indulgence of our reverend readers. This indulgence, however, we are so constantly experiencing, that we are bold to mention what has appeared to us another likely means of keeping a hold upon young men after leaving school. It is, that a fixed place should be assigned them in church. We see frequently that boys, as long as they attend school, are anxiously watched by their masters, are collected on Sunday morning and taken to Mass, freely occupying a place which is specially reserved for them. Let them leave school, and all is changed. When first apprenticed to a trader, whose attention is confined to his business, among fellow-workmen of other creeds and careless habits, the Catholic

youth needs particular support; but instead of receiving it, he at this particular juncture loses all previous aids. His parents, perhaps—as, alas, is too often the case in London—neglect to attend Mass. The authority of the schoolmaster is withdrawn. The place in church lately reserved for him is no longer accessible without payment of a fee beyond his means. The small space for the poor is already crowded, and if he squeeze himself into it, he misses the kneeling board, and cannot use his book. If after a few trials, with such results, he, like his elders, prefers to spend his Sunday mornings in bed, or at the beer-shop; what wonder! And then, the law of the Church broken, his daily toil absorbing his energies, his holidays given to sloth or sin, he—for the years of manhood and health—is lost. Is the picture overdrawn? We fear not. As one remedy we would propose that a certain portion of every chapel at one Mass or more, on Sundays and days of obligation, should be appropriated to the youths who, say within five years, have left school with good characters. The clergy would know the proper subjects, and the schoolmaster, under their direction, might give to every such boy on his departure a ticket which would secure his place. By this means we think that the *habit* of hearing Mass regularly would remain unbroken; and that as the tickets would be of the nature of a *reward*, emulation would be excited, and they would come to be considered as an honourable distinction which all would strive to gain. This secured, we should have gained vastly. Our youths would be in the path of obedience. They would be regularly under the instruction of the priest, who might adapt his sermons particularly to their wants as often as he thought fit; and we are sanguine to believe, that many who now will stray might thus be preserved as consistent practical Catholics through life.

The privilege of serving Mass, or singing in choir, if extended to youths who added good characters to other qualifications, would possess influence for good. And so also confraternities.

3. But what a perversion of language it is to say that a boy's education is over when he leaves school! At ten,

eleven, or twelve years of age he becomes an errand boy, or is apprenticed, and leaves school. Is he educated? Do we think in this way of our own children? Then, why do we mete other measure to the sons of the poor? It is plain that at eleven the education of a boy is but begun. How can we continue it? During the day the necessities of life require his attendance, and his happiness will be found in the performance of his duties; but in the evening he may gain time for instruction. "Night-schools" possess, in our opinion, an importance which can scarcely be exaggerated, and they offer a ready means of attaining the end we contemplate. Their management will necessarily differ from that of ordinary schools, in allowing a greater freedom to the individual tastes of the scholars, and in combining a larger share of amusement with the instruction imparted. One will be found to have a turn for mechanics, another—the future emigrant—for geography and agriculture, another for history, another perhaps for the fine arts. And it will be wise to follow the bent of nature, in order that our scholars, now attaining to years of discretion, may take a greater pleasure in their school-work, and may feel that what they learn is of practical advantage to them. For amusements, we would name, singing, lectures on popular subjects delivered by competent persons, and illustrated by experiments or diagrams; an exhibition of engravings, specimens of natural history, and the like.

We would propose that the "good-conduct ticket" gained on quitting school be a title to admission to the night-school; and we must once again come down upon the clergyman, not only for such religious instruction and admonition as the scholars may from time to time require, but also for a general superintendence of the whole. Like other institutions, night-schools are liable to abuse, perhaps peculiarly so; but there is nothing inherently vicious about them. Abuse springs from neglect. Let them be carefully watched and well managed, and, as they are imperatively demanded, so, we are persuaded, their operation will be singularly beneficial,

There are, we hear, schoolmasters among us, who conceive that their duties are over at three o'clock in the afternoon, and that it is injustice to require any thing from them after that hour. Gracious heavens! is this the way our priests live? Is it not nearer midnight before their labours end? and how often after that comes the pressing sick call! Is this the rule with foreign schoolmasters? From nine in the morning to nine at night are the hours of the Xaverian Brothers. And if twelve hours' work is required in Christian Belgium, shall six be considered enough in heathen England? Catholics sometimes remark upon the singular hallucination of Protestants, who, while their existing churches are kept shut until eleven o'clock on Sundays, expend vast sums in building fresh ones, to be similarly useless for 164 out of the 168 hours which make up the week. Do we not lay ourselves open to a fair retort as long as, with our thousands of uneducated children, we regularly close the doors of our school-rooms during the afternoon and evening, and amuse ourselves with plans for fresh erections?

4. It has been the wisdom of the Church, in condescension to human weakness, to make religion attractive; and in education we should adopt the same principle. The master's rod is highly useful on occasions, but such occasions are rare; and it is a mistake to imagine that youths will willingly come to school to be caned. From our night-schools we would banish corporal punishments altogether. Liberty of attendance should be a privilege, forfeited by bad conduct. And that the privilege might be more easily appreciated, we would attach to regular and punctual attendance certain manifest benefits.

For example, once a year, on a festival of our Blessed Lady, or other special Patron of the school, should be held a fête. If in summer, an excursion up or down the river to some pleasant country place, where a round of

healthful recreations would terminate in a frugal but hearty and joyous repast. And here, again, we must, above all, have the clergy. The teachers also would share in the enjoyment, and our party would then be complete. We would admit no one unless concerned in the school, and no scholar unless regular in attendance. We would fling to the wind all intellectual distinction. The most backward should be as welcome as the furthest advanced—the dunce as the scholar; or even more so. But moral distinction we would most strictly maintain. No one should be admitted who was not exemplary for attendance alike at school and chapel, and for conduct while there.

Again; trial might be made of a Benefit Club, conducted upon such principles as would foster careful habits and prove really useful. Let us suppose every scholar deposited with the clergyman, as treasurer of the Club, a weekly contribution of sixpence. Then at Christmas, or any other period of annual distribution, to the twenty-six shillings thus accumulated there might be added a bonus of, say four shillings, and a ticket might be given, entitling the holder to obtain, at certain shops, thirty shillings' worth of clothes, or books, or implements of trade, or any other article sanctioned by rules previously agreed on. The more frugal or more prosperous might be encouraged, in addition to their contribution to the Club, to lay by a small sum to assure their lives, or to secure an annuity in old age. Small savings, begun in youth and constantly maintained, produce wonderful results. Were it not for our horror of politics, we might specify, as an alternative to life assurance, subscription to some one of the building societies or land societies now so common. A working man with a cottage and garden his own freehold property, and Catholic county voters, are charming pictures; and it would rejoice us to think that nothing worse ever "became of our School Boys."

RAGGED SCHOOLS.

MANY of our readers will have felt a deep interest in Lord Ashley's motion in the House of Commons, on the 25th of July last, on the subject of State encouragement to Ragged Schools; and there can be little doubt that, notwithstanding the failure of that motion, and the uncertainty which still attends the experiment lately tried in the deportation to Australia of 150 Ragged School children, the State will be compelled, sooner or later, either itself to originate measures for the moral and social elevation of the numberless children whom existing means of education fail to touch, or liberally to assist the schemes already instituted by private beneficence. It will be seen from the subjoined correspondence that the claim of Catholic Ragged Schools to a share in such aid, whenever afforded, has been duly brought under the notice of the proper authorities, and frankly acknowledged.

Meantime we strongly urge our readers to make themselves acquainted with this class of Ragged School-children, and to ascertain in what proportion they are by descent Roman Catholics. Such an investigation will shew how much work we have to do, and how essential it is that we should undertake it at once; unless indeed we are resolved to leave it to others, and those not of the Catholic faith.

Professor Maurice, of King's College, is reported to have said, at a meeting of the Clare Market Ragged School, Yeates' Court, St. Clement Danes, that "he was connected with a school for the education of clergymen close by; and he felt that those clergymen should be instructed, that to go forth among these poor children, as their brethren, as those to whom they had a message to deliver, was their duty, and their highest honour and privilege:" and accordingly, we are told in the *Ragged School Union Magazine* for September, that "a part of the *curriculum* for theological students at King's College is, instruction in the best mode of managing a Ragged School, and each student is expected to take a class one night in the week at least, at a school

formed under the superintendence of the principal of the College." Is not this a lesson to us?

18 Nottingham Street, Marylebone,
26th July, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—The attention of the Catholic Poor School Committee has been directed to the speech of Her Majesty's Secretary of State for the Home Department, as reported in the *Times* of the 25th instant, and particularly to the following passage.

"He (Sir G. Grey) was present at a meeting of the Committee of Council for settling the conditions on which assistance might be given to the Ragged Schools, and if the latter could be brought under the rules that Parliament had laid down, there would be no indisposition on the part of the Committee of Council on Education to give these schools their fair share of the Parliamentary Grant."

As the regulations of the Schools to which the designation "Ragged" is popularly confined are such as to prevent Roman Catholic children from attending them without doing violence to their conscience, it has become necessary to open for such children of the lowest class, separate schools of the same general character. Such schools have accordingly been established in various parts of the metropolis, and are numerous attended. Among others, I may specify the schools in Wyld Court, Plough Court, Tyndal's Buildings, Tavistock Mews, Bedfordbury, Moore Street, Bulstrode Mews, Orchard Place, and Butter Street, attended by upwards of 1500 children. The schools in question, however, are far from adequate to the wants of the population, while the difficulty of supporting those already opened renders it very doubtful whether new schools can be anticipated in time to benefit a generation now growing up in ignorance, and abandoned to criminal temptations.

Under these circumstances, any assistance which the Lords of the Committee of Council may please to afford will be received with gratitude, and ap-

plied, with unquestionable advantage, to the moral and social improvement of the most wretched and neglected class of Her Majesty's subjects, whose present condition cannot but be a source of anxiety to their Lordships.

I have the honour to be, Sir,

Your obedient servant.

(Signed) SCOTT NASMYTH STOKES.
Sec. Cath. P. S. Com.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
30th July, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—I have the honour to acknowledge the receipt of your letter of the 26th instant, in which you make an application for assistance towards Roman Catholic Ragged Schools.

Their Lordships are not at present extending any special form of assistance to Ragged Schools.

During the past year, 1500*l.* has been appropriated from the Education Grant to assist the emigration to Australia of 150 of the most deserving scholars from those institutions. This number has now been completed, and the Lords of the Treasury have intimated that they are not prepared to sanction any further outlay for the object in question.

Should any steps be hereafter taken by the Committee of Council, with special reference to schools of this class, my Lords will be ready to take into consideration the schools which you have named.

I am, Sir,

Your obedient servant,

R. R. W. LINGEN,
Acting Assistant-Secretary.

Scott N. Stokes, Esq.
18 Nottingham Street, Marylebone.

LANCASHIRE SCHOOLS.

OF all the faults of omission and commission alleged against the Government scheme for promoting education in Great Britain, none possesses greater strength than the probability that the rule of affording aid only to those places which raise the larger portion of what is wanted from other sources, will leave uninstructed the very parts where instruction is most imperatively required; that those who want little will get much, and those who want all will get nothing. That such is the tendency of the rule in question is undeniable. Its operation is obviously favourable to that body which, while it possesses all the ecclesiastical endowments, all the wealth of the ancient colleges and grammar schools, does not possess the affections and confidence of the poor. The result is what might have been predicted. In schools, as in churches, the Establishment is over-built. This is plainly proved by the Reports of the Inspectors. And a marvellous anomaly is witnessed amongst us in schools wanting scholars, co-existent with scholars wanting schools.

Now we can have no wish to question

that, by means of the rule under consideration, the annual Parliamentary Grants have elicited a very large amount of charitable assistance, and have thus produced very extensive results. And so long as the wealthy of the land, and the few among the poor who follow the religion of the wealthy, wanted schools, so long the rule was reasonable enough. Politicians will naturally take it as an axiom, that recourse should be had to national funds in the smallest proportion which the case requires; and as far as voluntary efforts can be relied on, so far the taxes should unquestionably be spared. If this is wisdom in the statesman, it is as surely mercy to the poor man, upon whom taxes mainly fall.

Now, however, wealthy religionists have their schools—more schools indeed than they can fill—yet no effect is produced upon our social evils. Pauperism increases, crime multiplies, juvenile depravity becomes infantile. Pauperism in England counted 1,876,541 souls in 1848, against 1,471,133 in 1847. If our paupers were collected together, they would equal the population of London

and its suburbs. The expense of prosecutions, removals, and subsistence of convicts, is 343,000*l.* a-year. The schools of the rich, it is but too plain, will not heal our sores. It is high time, then, for Government to investigate somewhat more deeply; to be content no longer with saying, "We will contribute 100*l.* to any rich man who gives 300*l.* for building a school;" but to examine what children they are who require schools, what schools they are willing to attend, what kind of education that is which will be able to benefit them. Surely by this time it is seen, that to teach reading from James I.'s Bible is not synonymous with Christian education. If what we now witness is all the result we expect from education, then the country had better save its 120,000*l.* a-year, which would not be more thoroughly wasted if it were spent on the African blockade, or on Protestant missions to the heathen. But every rational person believes that education has not hitherto produced its legitimate fruits. And this is just the point to which we wish to come. We have been educating, but have not bettered the people. We call upon the Government to investigate the reason of this failure, and to take instant measures to remedy it.

Government, however, contents itself with alleging that, though fresh measures and more abundant help may be needed to carry education down to the classes which really want it, yet such measures cannot be originated, because the sum voted by Parliament is inadequate to bear the additional expense. The only hope, then, is with Parliament, or rather with popular feeling, which Parliament reflects. The nation must give expression to its wishes on this matter; and we think it a fair inference from the annexed letter of the Secretary to the Committee of Council, that the Government will be extremely ready, if supported "out of doors," to adopt measures, of which the policy and the benefits cannot be denied.

Meantime, no virtue will be more advantageous to Catholics than *self-reliance*. With the aid of Divine Providence, we can do much for ourselves. Let us each one do all we can. At no time was the precept more imperative

than now: *Quodcumque potest manus tua, instanter operare; venit enim nox, in qua nemo potest operari.*

18 Nottingham Street, Marylebone,
22d May, 1849.

ROMAN CATHOLIC SCHOOLS }
IN LANCASHIRE. }

SIR,—The Catholic Poor School Committee has been called on by the local committee in Manchester to communicate with you respecting the state of education in that borough and its neighbourhood, with the view of ascertaining how far the Lords of the Committee of Council on Education may graciously be pleased to aid in providing remedies for evils of extraordinary magnitude. The Roman Catholic Bishop of the District has sanctioned this application, and has directed that it be extended so as to embrace Liverpool, which his Lordship represents to be suffering more deeply than Manchester from the immigration of destitute Irish families.

In order that the information laid before their Lordships may be undoubtedly authentic, I beg your permission to quote largely from the documents forwarded to the Catholic Poor School Committee.

The Manchester Committee, under date 25th April, 1849, write as follows, through their Secretary, Mr. George Richardson, of Charlotte Street, Manchester: "Of all the plans which ingenuity could devise for the spread of education, I know of none more admirable in the very anomalous position of our country as regards religion, than the one which has been adopted by the Committee of Council, nor of any liable to so few objections; but so far as the teeming population of Manchester is concerned, without some alteration be made in the distribution of funds, it may already be pronounced upon as being in a great measure a failure. The rule that the Committee of Council will only 'help those who help themselves' is good, where the stimulus only requires to be applied to *existing means*, and the emulation which it has excited between the Church of England and the sectarians has already supplied the town with numerous schools. These schools, however, are for the most part

placed in the immediate vicinity of the churches and chapels which the poor do not frequent, and the masses who most need instruction have as yet no provision made for their education. And why is this? It is that the factory population, living principally in the more obscure parts of Manchester, belong to *us*, and *we* cannot provide the proportion of capital to make the Government assistance of any value. Our poor are in an overwhelming ratio to the rich, and the consequence is, that education is amply provided where it is *little* needed, and entirely neglected where it is *most* required.

“At this early stage of Parliamentary interference and beneficence, and before schemes are confirmed which cannot be productive of extended good, it might be desirable to have the matter thoroughly investigated from this point of view. It may appear ungracious in Catholics, after being admitted to a participation on equal terms in the benefit of the grant, to ask at once for the greatest share; but, as far as Manchester is concerned, if the intentions of the Government are honest, such a petition should be successful. It is the object of the legislature to *educate the people*. Of these, in Manchester, the Catholic population forms a very large proportion, and *they* can only be educated through the Catholic clergy. The choice is between continued ignorance and a greater amount of assistance to us than is afforded to other religious bodies. If this be not given, other denominations will have *large* schools and *few* scholars; the Catholics numerous objects for education, and no adequate schools. It cannot be otherwise. The Catholics are totally unable either to compete with their wealthier Protestant brethren, or effectually to educate their own poor.

“There is already a clamour made by a disappointed set of religionists in Manchester for parochial or district education totally unconnected with religion. It can never succeed with the people, or ever be used by us; but one of their strong arguments is, that money is granted *most* where it is *least* wanted, and that the strongholds of ignorance here are still unattacked by the modern champions of education.

“The cause of the Government and ours is identical, though the object be not the same. Whatever advances the education of Catholics will develop the wisdom of the Government scheme; and, on the other hand, wherever the blessings of the Government provisions are widely and wisely diffused, there also Catholicity must reap the more abundant harvest.

“It must be remembered that the peculiar claims of Manchester Catholics (80,000 in number), as also of the Catholics of Liverpool (100,000), and many other manufacturing towns of Lancashire and Yorkshire, depend upon the fact, that the tide of Irish immigration has flowed most towards them; and that, unlike Preston, and perhaps some smaller towns, there was not originally a resident Catholic population, whose capital and industry might have grown with their growth, and have been, to some extent, now available for the education of the children of their poorer brethren.”

Such are the statements and reasoning of the Manchester Committee. From Liverpool I have been requested to ask your favourable consideration for St. Mary's Schools. The congregation of St. Mary's is represented to be “*the poor Irish congregation of the town, containing thousands of poor children.*” The schools are held in a large building, capable of holding in two rooms about 1000 children. The managers are anxious to place the girls' school under inspection, and to obtain pupil-teachers, and augmentation of mistress's salary. But the building is chargeable with a debt of considerable amount. That the circumstances may be fairly before their Lordships, I beg to enclose copies of the School Report for 1847 and 1848, together with a “*general bill of mortality in the parish of Liverpool for the year 1848,*” returning the number of baptisms for last year in St. Mary's Roman Catholic Church, at 1196 out of 9960 in the entire parish, or upwards of one-ninth of the whole number.

Indeed, I cannot but call your attention to the evidence afforded generally by this bill to the extent of the Catholic population in Liverpool, since it appears that, out of 11,516 baptisms, no less than

than 2015 were performed in Catholic churches or chapels, and this notwithstanding no returns were made from two large Catholic chapels, namely, St. Anthony's, Scotland Road, and St. Joseph's, Grosvenor Street.

It may not be out of place here to subjoin some extracts from a statement relating to St. Helen's, Lancashire, signed by the Rev. J. J. Bond, the Rev. John Rigby, John Mercer, and Edward Thompson, and forwarded in the course of last month to the Catholic Poor-School Committee.

The abovenamed gentlemen state that "the (Catholic) congregation of St. Helen's amounts to upwards of six thousand, and out of these, fifteen hundred are poor children dependent upon partially gratuitous instruction for the elements of education. The present school-rooms attached to the chapel afford accommodation for only one hundred children. The congregation are now making a vigorous effort to remedy this unfortunate state of matters, by providing educational means in some degree commensurate with the wants of the mission, and have commenced the erection of new schools, capable of accommodating eleven hundred children and infants. The total expenses of these schools, with the requisite outbuildings and furnishings, will amount to fully sixteen hundred pounds, and although both the congregation and the Catholics in the neighbourhood have contributed liberally, we are very far from possessing funds sufficient to complete the undertaking.

"A glance at the general statistics of the neighbourhood will enable you to form an opinion as to the urgency of our case.

"St. Helen's stands in the centre of a large coal-field, and is the market town of a considerable manufacturing district. This district comprises three very extensive plate-glass manufactories (the largest, we believe, in England), two crown-glass works, at the principal of which upwards of five hundred hands are constantly employed, three flint-glass manufactories (one of them very extensive), five chemical works (all very large), three iron foundries and engine factories, two large potteries, and many other manufac-

tories of less extent and importance. The entire of the establishments just enumerated are situated far within the limits of the St. Helen's mission. Where the means of employment are so abundant, the population necessarily increases with great rapidity, and this town, which some twenty-five years since was a mere village, now counts, with its immediate neighbourhood, a population of 24,000 souls, and is continuing to increase at a ratio seldom witnessed even in manufacturing districts. A great proportion of those for whom we are anxious to provide school accommodation are the children of Irish labourers employed at the various works, and who have settled here permanently. Unless some control can be had over these children during the week, it is impossible to induce them to attend to their religious duties on the Sunday."

The Catholic Poor-School Committee would not place St. Helen's on a par with Manchester and Liverpool in respect to educational destitution, but they adduce it rather as an example of the efforts now made by Catholics to provide education for their poor children, and of the large proportion of her Majesty's subjects, whose moral and religious welfare is so intimately concerned in the success of these efforts.

Neither would the Committee presume to dictate to their Lordships the measures which ought to be adopted. Persuaded as they are of the deep interest felt by their Lordships in the diffusion of education, they consider that it will have been enough to call attention to the condition of not less than 250,000 residents in the manufacturing districts, and chiefly in Lancashire, who may at present be said to be without means of education, and to leave to their Lordships' wisdom the adoption of such steps as they may think suited to meet the evil, whether by a relaxation in the conditions which restrict the appropriation of Government grants, or by a general preliminary inquiry into the educational wants of the Catholic inhabitants of the districts in question.—I have the honour to be, Sir, your obedient servant, S. NASMYTH STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
9th August, 1849.

ROMAN CATHOLIC SCHOOLS }
IN LANCASHIRE. }

SIR.—I have the honour to acknowledge the receipt of your letters, dated the 22nd of May and the 6th instant, and to inform you that they have been laid before the Committee of the Privy Council on Education.

I am directed to convey to the Roman Catholic Poor-School Committee the expression of their Lordships' sympathy in the endeavours of the committee to extend the blessings of education to classes so urgently demanding an increased provision of this nature as the Roman Catholic population in and near Liverpool, Manchester, and St. Helen's.

The present mode of administering the Parliamentary Grant for education has been dictated both by its limited amount and by the state of public opinion. The amount is such as must at once be absorbed with very little effect upon the education of the country generally, if it were treated, even in comparatively few instances, as the sole or main fund to be depended upon.

The state of public opinion at the time when Parliament first began to vote these grants was in many quarters strongly expressed, to the effect that they would paralyse the zeal of voluntary contributors; while at the same time it was urged, that Parliament would never be in a condition to vote grants to such an extent as to supply the void which it was creating.

Under the system of administration hitherto adopted by their Lordships, both these difficulties have, in the main, been obviated. For the grant has been so combined with voluntary contributions, as to stimulate, rather than supersede, them, and in this manner has been made to accomplish results disproportionately greater than itself.

At the same time my Lords are well aware that this system does not meet all the exigencies of public education. —Under its operation districts destitute of education will undoubtedly too often continue destitute. Nor is such a result peculiar to education only, but

it is liable to happen under every system that relies largely upon the voluntary principle.

So long, however, as the Legislature decides that the public fund for education shall be limited to its present amount, raised in the present manner, and allotted only as assistance is applied for by the promoters of particular schools, the board charged to superintend its expenditure has no alternative, in regard to very destitute quarters, but to trust that they may be gradually reached by the expansive benevolence of more opulent localities, or by the activity of central societies, while at the same time my Lords would undoubtedly be prepared to grant aid to them from the money at their disposal, on the most liberal scale that was consistent with the necessary principles of their administration.

Their Lordships are happy to be able to quote instances proving that this system has been far from inoperative even with regard to districts the most characterised by the denseness and poverty of their population. For example; in Bethnal-Green, 8 schools accommodating 3,462 children, have been erected at a cost exceeding 12,000*l.*, towards which their Lordships have not been prevented by the conditions of their minutes from awarding 3766*l.* from the Parliamentary Grant. In these schools 17 pupil-teachers are employed, at an annual expense to the same fund of not less than between 220*l.* and 230*l.* in the past year, including the gratuities for their instruction as well as their own stipends. Books and maps have also been purchased since last October, through the Committee of Council on Education for these schools, to the extent of 98*l.*, at prices reduced, by their Lordships' arrangements, about 43 per cent below the ordinary price of publishing, and towards this sum my Lords have been able, without departing from their usual terms, to allow 28*l.*

Their Lordships trust, therefore, that even in districts so destitute as those described in your letter, the benefits of their minutes may not be wholly unattainable by any class of applicants, and although they can hold out at present no prospect of any general modifi-

cation of the terms upon which aid is granted, they will be prepared to go to the full extent of those terms in relieving the necessities to which you call their Lordships' attention.

I have the honour to be, Sir,
Your obedient servant,
R. R. W. LINGEN,
Acting Assistant Secretary.
S. Nasmyth Stokes, Esq., &c. &c.

NOTICES OF BOOKS.

Tactics for the Times: as regards the condition and treatment of the dangerous classes. By Jelinger C. Symons, Esq., B.A.

THIS work deserves the attention of all concerned for the condition of our country, whether as philanthropists or statesmen. It contains, among other information, an interesting account of the admirable and successful establishment for the reformation of juvenile offenders at Mettray in France. How different in its results from Parkhurst and Pentonville! When will English good sense recognise the fact—as patent as the sun at noonday—that the remedial measures upon which, with the best intentions, the nation is always lavishing such large amounts of treasure, are perfectly inoperative against the vices of human nature? When shall we estimate the full value of the circumstance, that intelligent men amongst us, as one after another they witness the failure of all our own attempts, carry us for examples of success—whither? Why, invariably to institutions where smaller display, meaner instruments, and fewer outward appliances are vivified and made effectual by the instrumentality of an element which English pride and ignorance reject with scorn—the spiritual powers of the Catholic Church. It is as though we carried our cholera patients into hospitals, adorned indeed with fine fronts of stone, and spacious galleries, and ample rooms, but whose wards were attended by no physician, and furnished, in place of medicine, with naught but baleful drugs; and then wondered that so many whom we had housed at such a cost, died of disease, neglect, and poison. Some day we shall learn that, if we would effect cures, we must call in the physician and the medicine—the Catholic Church and her sacraments.

Some of Mr. Symons's sentiments command our fullest sympathy; *e. g.* the following:

“It is usually the case in this land of false estimates and misdirected energies, that they who need education most have it least. The amount and degree given throughout the country are in exact inverse ratio to the need for it. The dangerous classes have least of all; and the philosophers and Christians are not wanting, who think and say that they should have less still, in order that the ‘respectable’ classes should maintain their authority over them! To overcome evil with good, to reclaim sinners, and to shower down moral benevolences, especially on those who are sick, and need the physician, are precepts which have but partial practical sanction from English Christianity.

“There is more real Christianity in one ragged school than in a score of National ones, with their comely, well-clothed Sunday-schooled children, or a whole herd of heathen missions. Our charities must descend several degrees in the scale of society, if they are to rise in that of the gospel. We must accustom our elegant humanities to contact with the real misery and rough vices of low life; nor must it recoil from its most revolting aspects or debasing incidents.”

We are impelled here to make one remark. There are places, we have heard, where, although perhaps nine-tenths of the shoeless children are Catholics, it is the rule of the Catholic school to admit no child without shoes. Can this be the spirit of the Gospel? Surely it is rather, *Quidquid venerit ad Me, non ejiciam foras*. Let us have two classes of schools if you will, but let us never cut off from Catholic education any child desirous of receiving it.

Wales: the Language, Social Condition,

Moral Character, and Religious Opinions of the People, considered in their Relation to Education; with some account of the Provision made for Education in other Parts of the Kingdom.

By Sir Thomas Phillips. Pp. 606.

IF this elaborate essay prove any thing besides the industry of the author, it is that the Welsh, as a people, altogether repudiate the Anglican establishment, notwithstanding the power and wealth of its supporters; and that such repudiation is abundantly explained by the corruptions of its administration. "The Church of England," indeed, it is all over the world; and its adherents, wherever their local habitation, will be found to belong to our nation and to no other. What a striking contrast is this to the Catholic Church, as exhibited by an ordinary congregation in any city on the face of the earth at any time, from St. Peter's first sermon down to our own day.

To us the book is chiefly noticeable from the chapter upon Ireland, which gives us an opportunity of adding another "testimony" from unbiassed witnesses in favour of religious schools. Sir Thomas quotes the Commissioners of Irish Education Inquiry to the following effect:

"Besides the male schools just referred to, there are several for females only, under the care and management of the different nunneries established throughout the country. The Order of the Presentation was instituted for the express purpose of giving instruction, and the sisters have about twenty schools under their immediate direction; and there are about ten schools superintended by nuns of other orders. In all these schools, except four, the children are instructed free. There are in the whole upwards of 6000 children attending these schools, of whom about twenty are Protestants.

"We have visited many of these schools, and found them conducted with great order and regularity; and the children are in general well supplied with books and every school requisite. The nuns are the teachers, and devote themselves to the duty of instruction with the most unwearied assiduity and attention. We were much impressed with the appearance of affection and re-

spect on the part of the pupils toward the teachers, which characterises these institutions in a remarkable degree. A few of these convent establishments have also boarding-schools attached to them, but in general they are day schools.

"It will appear from the inspection of this list that no class of schools, generally speaking, is more numerous attended. It is scarcely necessary to add that the instruction given is, in the strictest sense of the word, Roman Catholic. The new system is generally introduced, and besides the usual school instruction in reading and writing, they are taught needlework. The children (except the few Protestants who attend) are all taught the Roman Catholic catechism. The scriptures are not read in any of these schools; but compilations from the Old and New Testament, such as Reeve's *History of the Bible* and Gahan's *Summary*, are used, together with other works inculcating the doctrine of the Roman Catholic religion."

Further on, in describing the national system, he observes, "The proportion of teachers in national schools of Church principles will be indicated by the fact, that of 282 teachers in training by the Board in 1846, 229 were Roman Catholics, 36 were Presbyterians, and 16 only were Churchmen. Where religious distinctions stand out in bold relief, the religion of the school patron and teacher—and especially of the latter—will indicate the denomination of the scholars, and to so remarkable an extent is this ordinarily the case in Ireland, that in the Redesdale Girls' School, built in the grounds of Archbishop Whately's country residence, and patronised by Mrs. Whately, who contributes clothing, and affords special advantages to the scholars, not one of the thirty girls in attendance was a Protestant, although Protestant families reside in the village; and the remarkable example was thus afforded, of a school established by an Archbishop of the Irish Church, which was avoided by children of his own communion because the mistress was a Roman Catholic, and the religious instruction was given by sisters of a Roman Catholic order, who attended at appropriate times, to watch and superintend the religious growth of the children."

This behaviour cannot but be creditable to Dr. Whately, and leads us to express the surprise which we have often felt that, whereas liberal Protestants in Ireland contribute so generously to Catholic schools, here in England the wealthy Irish, whether Catholic or Protestant, help us but little, although a very large proportion of the children, for whom at such difficulty we maintain schools, is by birth or extraction Irish. We are not, however, certain that this does not arise mainly from our own fault in not begging with sufficient pertinacity.

A Catholic Hymn-Book for Schools and

Private Use.—The Little Catholic Hymn-Book. London: Burns.

WE strongly recommend these little publications, which will be found highly useful in many ways. They are devotional, will kindle an intelligent love for Church services, and supply a safeguard against the tendency of popular theories to exalt the mind above the soul. Good Christians will never be all intellect. And it is cruel to confine boys and girls perpetually to that trick of "reckoning" which fitteth the spirit of a tapster." Elevate at times the imagination, if you think yourself to be dealing with souls and not clods.

LIST OF SUBSCRIPTIONS, AUGUST 1849.

Agar, Charles J., Esq.	£1 1 0	Fisher, Rev. William	£1 0 0
Alderson, Mr.	1 1 0	Ford, Mrs.	1 0 0
Anderson, Edward R., Esq.	1 1 0	Foster, Mary	0 2 6
Anderson, Mrs.	1 1 0	Frith, Rev. Randolph	1 0 0
Anderson, Robert H., Esq.	2 2 0	Goldie, George, Esq.	1 1 0
Ashton, Margaret	0 5 0	Goldie, Mrs.	1 1 0
Audaer, Judith	0 5 0	Gorman, James	0 2 6
Austin, William	0 2 6	Grant, Patrick	0 2 6
Balerna, Louis, Esq.	1 0 0	Gray, Joseph	0 2 6
Bickerdike, James, Esq.	1 1 0	Guinan, William	0 2 6
Birch, Mrs. Elizabeth	0 5 0	Hadfield, M. E. Esq.	2 2 0
Bonomi, Miss	1 1 0	Haggerty, James	0 2 6
Bonomi, Miss Justina	0 10 6	Harrison, George	0 1 6
Bradley, Mr. John	0 5 0	Harrison, Ralph	0 10 0
Brown, Anthony	0 2 6	Harrison, Rev. Mr.	2 2 0
Brown, Mrs.	0 2 6	Hewison, John	0 10 6
Browne, John	0 2 6	Jackson, John	0 10 6
Burns, Rev. Mr.	1 1 0	Johnson, John	0 10 6
Byrne, Mr.	1 1 0	Kelly, Thomas	0 2 6
Byron, R. Esq.	2 2 0	Kerstein, G. Esq.	2 2 0
Chapman, Henry	0 10 6	Kirby, Thomas, Esq.	2 0 0
Cleiser, Andrew	0 5 0	Knowlson, Richard	0 12 0
Coates, Robert	0 2 6	Kufe, John	0 2 6
Constable, Miss M. A. S.	5 0 0	Lanigan, Miss	0 2 6
Craggs, Elizabeth	0 3 0	Leadbitter, John, Esq.	1 1 0
Croskell, Charles	0 10 6	Lee, William	0 5 0
Crummack, Edward	0 10 0	Leigh, William, Esq.	2 0 0
Darnell, Captain R. M.	2 0 0	Lewis, Rev. Peter	1 0 0
Dilger, Mr.	0 3 0	Lockwood, Mrs.	0 7 6
Duckett, Rev. James	1 0 0	McCabe, Patrick	0 10 0
Dunn, Mr.	1 0 0	McHale, James (donation)	0 2 6
Eckersley, James	0 5 0	McNulty, Mr.	0 10 6
Egan, Mr.	0 10 6	McNulty, Mr. M.	0 5 0
Ellis, Mr.	1 1 0	Mahoney, Michael, Esq.	2 2 0
Evans, Thomas	0 5 0	Mitchell, Captain	0 2 6
Eyre, Rev. Mr.	1 1 0	Morine, Mrs.	1 1 0
Falkingham, Mr.	0 2 6	Morris, James	0 2 6
Farrell, Mr. John	1 0 0	Murphy, Dennis	0 2 6
Fisher, Anna Maria	0 10 0	Nettleton, Richard	0 6 0

Norris, Mr.	£0	10	6	Smith, Elizabeth	£0		
Oddy, Mrs.	0	2	0	Smith, Mary	0	10	
O'Hara, Mr. M.	0	2	6	Smithson, Mr.	0	10	
Parsons, Joseph, Esq.	1	0	0	Spencer, John	0	10	
Peacock, Mr. John	0	5	0	Sullivan, Peter	0	2	
Precious, Mary	0	2	6	Swale, John, Esq.	2	0	
Radcliffe, Helen	0	10	0	Swale, Joseph, Esq.	0	10	
Randerson, William	0	2	6	Thompson, Elizabeth	1	1	
Render, Very Rev. J.	2	10	0	Thompson, Rev. John	1	0	
Rimondi, Charles, Esq.	1	0	0	Tiladam, Mrs.	0	10	
Rimondi, Miss	0	2	6	Toole, Thomas	0	2	
Rochfort, Mr.	1	1	0	Town, James	0	5	
Rose, Elizabeth	0	2	6	Walker, Michael, Esq.	1	1	
Scholes, Miss	0	2	6	Walker, William, Esq.	1	1	
Schwerer, Matthew	0	10	0	Walsh, Mr. Robert	0	2	
Scully, Mr.	0	10	6	Waterhouse, Mr.	1	0	
Scully, Mr. John	0	2	6	Westwood, Mr.	1	1	
Scully, The Misses	2	0	0	Whelan, J. Esq.	1	0	
Sellers, Mrs.	0	2	6	Wilson, John, Esq.	1	0	
Shaw, William	0	5	0	Wiseman, Right Rev. Dr.	50	0	
Slinger, William	0	2	6	Yond, John, Esq.	1	0	

Subscriptions and Donations paid to account of the Catholic Poor-School Fund by John Wilson, Esq., Local Treasurer of the York District, 1849.

Congregational Collection	£11	10	6	Jackson, Mr. John	£0	10	
Agar, Charles J., Esq.	1	1	0	Johnson, Mr. John	0	10	
Anderson, Robert Henry, Esq.	2	2	0	Kirby, Thomas, Esq.	2	0	
Anderson, Mrs.	1	1	0	Knowlson, Mr. Richard	0	12	
Anderson, Edw. R., Esq.	1	1	0	Leadbitter, John, Esq.	1	1	
Audaer, Mrs. Judith	0	5	0	Lee, Mr. William	0	5	
Bickerdike, James, Esq.	1	1	0	Lockwood, Mrs.	0	7	
Birch, Mrs. Elizabeth	0	5	0	McCabe, Mr. Patrick	0	10	
Bonomi, Miss	1	1	0	Mitchell, Captain	0	2	
Bonomi, Miss Justina	0	10	6	Morine, Mrs.	1	1	
Bradley, Mr. John	0	5	0	Murphy, Mr. Dennis	0	2	
Brown, Mrs.	0	2	6	Nettleton, Mr. Richard	0	6	
Brown, Mr. Anthony	0	2	6	Oddy, Mrs.	0	2	
Chapman, Mr. Henry	0	10	6	Precious, Mrs. Mary	0	2	
Cleiser, Mr. Andrew	0	5	0	Radcliffe, Mrs. Helen	0	10	
Coates, Mr. Robert	0	2	6	Randerson, Mr. William	0	2	
Craggs, Mrs. Elizabeth	0	3	0	Render, The Very Rev. J.	2	10	
Croskell, Mr Charles	0	10	6	Rose, Mrs. Elizabeth	0	2	
Crummack, Mr. Edward	0	10	0	Schwerer, Mr. Matthew	0	10	
Darnell, Captain R. M.	2	0	0	Sellers, Mrs.	0	2	
Fisher, Rev. William	1	0	0	Shaw, Mr. William	0	5	
Fisher, Mrs. A. M.	0	10	0	Slinger, Mr. William	0	2	
Foster, Mrs. Mary	0	2	6	Smith, Mrs. Mary	0	10	
Gray, Mr. Joseph	0	2	6	Smith, Mrs. Elizabeth	0	5	
Goldie, George, Esq., M. D.	1	1	0	Swale, John, Esq.	2	0	
Goldie, Mrs.	1	1	0	Swale, Mr. Joseph	0	10	
Harrison, Mr. Ralph	0	10	0	Thompson, Rev. John	1	0	
Harrison, Mr. George	0	1	6	Thompson, Mr. Elizabeth	1	1	
Hewison, Mr. John	0	10	6	Walker, Michael, Esq.	1	1	
Hilton, Mr. George	0	5	0	Walker, William, Esq.	1	1	
Hilton, Mr. Thomas	0	5	0	Wilson, John, Esq.	1	0	
Hunt, Mr. Joseph	0	10	0	A Friend	0	0	

THE

Catholic School.

Nos. XII. AND XIII.—NOVEMBER 1849.

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LONDON:

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SOLD BY

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Notices.

GRANTS OF MONEY.—The Committee will meet at the end of the year to make grants and transact general business. No grant will be made without a formal application, lodged in the Secretary's hands on or before the 1st of December.

OUR ORGANISING MISTRESS.—Miss Margaret Gaynor, engaged by the Committee as organising Mistress upon the highest testimonials of proficiency, has passed three months in St. Anne's Training School, Birmingham, devoting her services to the St. Chad's school. She is now with the Sisters of the Holy Child, at St. Leonard's-on-Sea. Any convent, or other institution for training Schoolmistresses, may obtain her assistance by applying to the Committee.

NORMAL SCHOOLS.—St. Anne's House, Birmingham, under the Sisters of Mercy, receives a certain number of properly qualified young women, to train as schoolmistresses. Persons desirous of securing the great advantage of training in the House, are recommended to apply to the Secretary. If Catholic gentlemen would undertake the expense of maintaining young females in whom they are interested during the period of training, they would combine a sort of charity with a very large measure of public utility.

MUSIC.—The Committee at its July meeting voted a sum of money sufficient with a small payment from each school to enable Mr. Crowe to teach singing for the year in twelve London schools. He has now under his care, St. John's Wood, Chelsea, Hammersmith, Fulham, and Somers Town Schools. The Associated Charities were unable to keep up the instruction which their schools last year received. As the number of schools is incomplete, the managers of any Catholic school in London may, for 8*l.*, obtain for twelve months the services of a highly competent singing-master, under the arrangement made by the Committee.

From a Correspondent.

Your remarks in your last Number of the "Catholic School" highly delighted me: How to preserve, and not lose our boys and young men. Had I time, I would willingly entertain you a little on what they do in France for that purpose. You are perhaps aware, that in many towns, particularly in Paris, Nantes, &c., the Clergy have bought, or rented, *des enclos*, enclosed gardens, or, I may say, parks, for all their boys and young men, where they take them all from Sunday morning till Sunday night. There they all sing High Mass, Vespers, Benediction and plenty of Canticles, for there they have chapels, &c.; there they approach the sacraments; there they save their faith and their souls; and the remainder of the day is employed in very lawful and agreeable recreations: and they find an immense deal of good resulting from this. At my first visit to town, I will have the pleasure of calling on you, and speaking about this very useful employment of the Sunday.

INSPECTION.—The following schools have been placed under Inspection since our last, namely:—Saffron Hill, London; Banbury; Alton; Ince Blundell; Grafton; Grantham; Garstang; Bury.

Catholic School.

Nos. 12 and 13.

November 1849.



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PUPIL-TEACHERS.

PUPIL-TEACHERS have, up to the first of October 1849, been apprenticed by her Majesty's Government in the undermentioned Catholic schools:

Newcastle	6	Brought forward	49
Edinburgh	10	Macclesfield	2
Blackburn	4	Deptford	1
Durham	2	Liverpool, St. Nicholas	4
Darlington	2	Fulham	2
Walsall	2	Brewood	2
Sutton-Coldfield	1	Litherland	2
Preston	1	Leamington	1
Newport-on-Usk	2	Hartlepool	3
Birmingham	6	London—	
St. Leonard's-on-Sea	1	Lincoln's Inn	3
Sunderland	6	Windmill Street	2
Stella	1	St. George's	1
Poplar	2	Moorfields	3
Hammersmith	1	St. John's Wood	4
Dumfries	2		—
Carried forward	49		79

Statement apportioned to Districts:

Scotland	12	Central District	12
Wales (including Monmouthshire)	2	Northern „	20
England	65	Yorkshire „	0
viz. London District	20	Eastern „	0
Lancashire „	13	Western „	0

In explanation of the fact that the large and zealous district of Yorkshire is, up to this time, without Pupil-teachers, it should be known that schools in that county have not, as yet, been inspected. The Inspector's summer tour

brought him to Yorkshire in the middle of August, when the managers of schools represented that the attendance of children was so much lessened by the harvest as to render it desirable to defer his visits to a later period. Inspection and its benefits were accordingly postponed.

We cannot but notice the success of the Northern schools. One fourth of the whole number of Pupil-teachers has been apprenticed in the Northern District; and out of our eleven certificated masters, no less than four were supplied by the same quarter. If called on to state in one word the cause of the success, we should not hesitate to answer, THE CLERGY. It is on them, and their exertions, that the success of schools depends. That they are overworked already we know well enough, and ever most gratefully acknowledge. Pulled this way, and that way, all day long, and not suffered to pass even their short night in rest, *we nevertheless must have them in our schools.* Is not the example of Preston worthy of imitation elsewhere? Here, we understand, one priest is specially charged with the oversight of the schools and the spiritual direction of the children. In every large town, could not an additional clergyman be appointed to this duty? We are persuaded that a portion of the school funds could not be more beneficially employed than on the stipend of a school's chaplain. His exertions, more than any thing, would raise and improve our education; and would, moreover, in a financial view, increase the confidence and generosity of the laity.

The present appears a proper opportunity for offering a few remarks upon the subject of these Pupil-teachers.

The Inspector is called in to a school, say of one hundred boys. On the day of inspection, all the scholars above thirteen and under sixteen years of age may, with the managers' approval, offer themselves as candidates for apprenticeship, the more the better. All upon that day present in the school are considered scholars, and may become candidates. But, as a preliminary proceeding, the teacher, if he have not obtained a certificate of merit, is briefly examined, with a view of satisfying the

Inspector of his competence to instruct Pupil-teachers to the end of their first year's course; since it would be an idle waste of time and money to apprentice lads to any master who did not possess at least so much ability to teach them. It must also be ascertained that the schoolroom is suitable for the purpose of education, and properly supplied with books, &c. These preliminaries over, those among the boys who are candidates for apprenticeship undergo examination in—

1. Reading.
2. Writing from dictation.
3. Arithmetic.
4. Grammar.
5. Geography.
6. Teaching a class.

The requisite amount of attainments in these various subjects is, of course, not high; but candidates should be able:

1. To read well, shewing not merely that they are acquainted with the words, but understand the sense of what they read.

2. To write in a good hand, without mistakes in spelling or stops, some simple sentence read aloud to them.

3. To write down from word of mouth,* not from the black board or a book, simple and compound sums in addition, subtraction, multiplication, and division; and to work them; also to say the tables of weights and measures.

4. To name the parts of speech in a plain sentence.

5. To shew some acquaintance with the elements of geography.

6. To discharge the ordinary well-known duties of a monitor to a class of young children.†

Now; there is nothing here that an intelligent lad of thirteen ought not to do with perfect ease, or may not be taught to do with a very brief prepara-

* If any reader wishes to ascertain the importance of this distinction, let him go into a school, and tell the children to write in figures, "ninety thousand and nine." He will be surprised to find how few do it correctly. Numeration is neglected to a most absurd extent, rendering all arithmetic worthless.

† In addition, girls should be able to sew and knit.

tion. In Protestant schools, it is not too much to say, that *thousands of children* have passed the ordeal; and in our own lately recognised schools we have examples of success in all varieties and localities,—in large towns, as London, Liverpool, and Edinburgh; in small towns, as Walsall and Newport; in villages, as Stella and Brewood; and in institutions surrounded by the deepest poverty, as in Poplar, Deptford, and Hartlepool. These examples are enough to shew, that every one of our schools has this advantage within reach; and we proceed to notice the inducements which should lead them to claim it:

1. The apprentices themselves receive no small advantages. Not only do they obtain an excellent education free of cost, but they are actually *paid* while receiving it, and that not at the cost of school funds, but from national resources. The payment advances with the growing value of the apprentice's services, and throughout the five years averages 15*l.* per annum. Now, in a purely social point of view, we say this is no slight advantage. Already, seventy-nine poor Catholic families have secured for one of their sons or daughters a provision, which, while it suffices for their support, carries with it the title to a superior education and a competent maintenance for life. In every mission throughout Great Britain, some of the children may obtain, and, to speak our mind, ought to obtain, this privilege; and there is no longer any Catholic youth of superior abilities and perseverance, who, however miserable his home, however ragged his clothing, is not offered an opening for getting his talents noticed, and liberally rewarded. If the Catholics remain the helots of the people, it is now from choice, and no longer of stern necessity.

2. But if the benefits are so great to the apprentices and their families, they are no less important to our schools. For example, let a master have in charge 100 boys. He can do justice to no more. His school is full, and his time fully occupied. But give the same master four paid assistants, every day growing in efficiency, and forthwith his powers of instruction are doubled

at the very least. Instead of being overburdened with 100, he can now direct the education of 200 with ease. The increased number of scholars entitles him to further assistance, and his powers are limited only by the capacity of the school-room. Thus it will be seen that the Pupil-teacher system enables us at once to extend education without extra cost to a large number of poor children, who are now either excluded from our schools, or, if admitted, are, from the disproportion between the teachers and scholars, necessarily neglected. Another advantage of no inconsiderable importance may be mentioned without offence. No man living is incapable of improvement, and the easiest road to advance in learning is, the instruction of intelligent scholars. This road our teachers will be paid to take. They will be called on to devote special attention to the apprentices, and for their pains will be paid 5*l.* or more per annum. Every year, as the Inspector comes round, the teachers will have to shew that they are one year's work in advance of the pupils; and thus, while receiving rewards for the past, they will be incited to further exertion, until the master, who has taken an apprentice through the five years' course, and been paid for doing so, will, at the expiration of that period, occupy a very different position in the scale of intellectual attainments from that whence he started. So that we shall be at once training fresh teachers, raising the qualifications of those already employed, educating increased numbers, and benefiting the teachers, the scholars, and their families.

3. But perhaps the advantage which will be ultimately of far greater value than all the others remains to be told. It is the advantage which Catholic education will derive from the services of teachers trained under the apprentice system. The difficulty at present of securing a competent teacher is insuperable. There are none to be had. Nor can there be, without Normal schools. Our apprentices, after five years' instruction, will be superior to nine-tenths of the present race of teachers. But their education will not close with their apprenticeship. They

IV. ANNUAL EXPENDITURE OF THE SCHOOL—

Salary of Master.	Salary of Mis.ress.	Salary of Infant-Mistress.	Salary of Assistant Teachers (if any).	On Books and Stationery.	On Fuel and Lights.	On Repairs.	Other Incidental Expenses.	TOTAL.

V. How is the deficiency (if any) supplied?
 Are there any debts remaining to be liquidated except those of the current year?

VI. What is the name of the Master?
 What is the name of the Mistress?

We cannot forbear to mention an actual example of the *incidental* benefits we may expect. The Catholic school of a metropolitan parish claimed Pupil-teachers. The claim was allowed, and several promising boys selected. But ere the indentures of apprenticeship could be completed, the cholera came upon us, and one of the accepted Pupil-teachers was, with two younger brothers, left a destitute orphan and carried away to the workhouse. The priest of the parish, with the sound sense which characterises his behaviour, presented himself to the Board of Guardians and stated the case, assuming that, thorough Protestants themselves, they would not desire to violate the religious rights of Catholic paupers; and shewing that, as Government had offered to apprentice the boy at a salary sufficient for his

maintenance, he would, if left at school and assisted for the first year, afterwards be no burden to the parish. So reasonable a view commanded general assent, and the guardians voted the sum of 8*l.* towards the orphan's support for the ensuing year, allowing him to remain at his post in the Catholic school. Encouraged by this success, the good priest brought forward the case of the two younger brothers; and on his undertaking the charge of conveying them to and fro, the guardians assented to their continuing their daily attendance at the Catholic school, and to their assisting at Mass on Sundays. Thus, in a single instance, has the Pupil-teacher system been the means of rescuing three Catholic boys from the corrupting demoralising effects of the workhouse and its school.

CHRISTIAN BROTHERS.

THE following statement of the advantages which the excellent Brothers of Christian Doctrine might derive for themselves and their scholars from the Government grant has been handed to

us for publication.

From Battesby's *Catholic Directory* for 1849, it appears that the Christian Brothers possess in England schools as follows:—

Name of Place.	Number of Schools.	Number of Children.	Total in each Diocese.	Dioceses.		
Preston	2	300	2440	Lancashire District.		
Manchester, St. Patrick's	3	450				
„ Salford . . .	2	300				
Liverpool, St. Patrick's .	4	450				
„ Copperas Hill	2	250				
„ Seel Street and St. Mary's .	} 4	450				
„ St. Anthony's.					2	240
Leeds, St. Ann's	2	240			240	York District.
Sunderland	1	240			240	Northern District.
London, St. Patrick's . .	2	300			1240	London District.
„ Virginia Street .	1	200				
„ Spanish Pl. and Gate Street .	} 4	500				
„ Cadogan Terrace			4	240		

Total, 31 schools and 4160 scholars ; or, deducting Sunderland, now taught by Presentation Brothers, 30 schools and 3920 scholars.

Now, it may be assumed that at least 30 brothers are constantly employed in teaching these schools, and that all of them, as they receive 52*l.* 10*s.* a year each, with furnished lodgings, are accomplished masters, well competent to obtain the certificate of merit, as the Sunderland brothers have already done.

These thirty masters might therefore secure 25*l.* each per annum, or 750*l.* They would also be entitled to retiring pensions at the expiration of 15 years' service.

Of the 3920 scholars in the Christian schools, 1 in 25, or 156, might be apprenticed as Pupil-teachers. Each Pupil-teacher would receive during the five years of his apprenticeship 75*l.*, making a total of 11,700*l.*, or an average of 2340*l.* per annum.

For the extra instruction given to the Pupil-teachers, the masters would receive for the first 30, 5*l.* each, and for the remainder, 2*l.* 10*s.* each per annum, reaching a total on this head of 465*l.* So that the masters and scholars in the Christian schools in England are in a position to claim annually grants to the amount of 3555*l.*

In addition to all this, the number of scholars would entitle these schools to grants towards a supply of books to the amount of 163*l.* 6*s.* 8*d.*, and the books so

purchased would, besides, be sold to them at half price. Assuming, as is likely, that the brothers would prefer to use their own elementary works, yet maps and scientific books might be bought with the book grants. And indeed there is no reason, but the contrary, why the Christian Brothers' publications should not be added to the Privy Council lists, if the publishers were authorised to offer them at reduced prices.

Turning to other than pecuniary benefits, these striking results may be expected to follow upon the brothers claiming their due.

Being reinforced by an active corps of 156 young teachers, they would be able materially to enlarge the attendance on their schools. Indeed, there can be no doubt that the attendance would be doubled, and Catholic education afforded to 8000 instead of 3900 of the children of the necessitous, without one shilling additional expenditure of Catholic money.

From the Pupil-teachers apprenticed to them, they would obtain a ready and constant supply of novices, trained from early youth under their own eye, and habituated by a long course of study to all the details of school-management.

But those Pupil-teachers who did not remain with them for life would prove of very great value to Catholic schools generally, having been reared in virtue and sound learning under the good brothers.

By exhibiting the admirable working of our largest schools, viz. those in their hands, they would demonstrate incontrovertably to the Imperial Government the special fitness of Catholic principles for training Christian youths, and not leave our education to be judged (as at present seems likely) from the results of smaller and less perfect schools.

They would likewise shew that they have not, as is alleged, materially departed from the sentiments which actuate their brethren on the continent of Europe, and lead them to discharge the duties of good citizens.

Lastly, by taking the course proposed, they would elevate religion in the mind of our country and the civilised world ;

giving by their high certificates a practical denial to the charges of ignorance and prejudiced obstinacy, sometimes brought against them; shewing that intellectual eminence is not incompatible with moral worth, nor high attainments in teaching with a humble and childlike spirit; and proving that, in their appreciation of the virtue of loyalty and obedience, they are not a whit behind those other religious, who have already offered their co-operation to the State for the good of our poor children; viz. the Sisters of Mercy, of St. Paul, of Notre Dame, and of the Holy Child, and the Brothers of the Presentation, of St. Francis, and of Charity.*

READING AND WRITING.

EVERY one who has had experience in ordinary schools must have seen much reason to lament the time expended in acquiring the mechanical arts of reading and writing. The period allotted to the education of the poor seldom exceeds three years; and a very large portion—often the whole—of this is spent upon nothing else; and we dismiss our children, and flatter ourselves that, forsooth, they are educated!

A good Catholic of Leicester, named Dolier, has for years devoted his attention to shortening the usual process of teaching to read and write; and those who, like ourselves, have tested what he can accomplish in a short time, will be prepared to testify to his success.

Mr. Dolier starts with three principles:—1st, that writing and reading should be taught simultaneously; 2d, that the Italic character, or ordinary writing, should be taught before the Roman, or printed; 3d, that a beginning should be made from one letter, and not from twenty-six.

These principles, though not so self-evident as the axioms of geometry, will readily be admitted. The first is already received by all whose occupation in the instruction of infants has led them to notice the early strength and development of man's imitative propensities. The second is more no-

vel, but not less rational. Writing was anterior to printing; and it is reasonable to teach the written character before the printed type. Moreover, it is found by experience, that while there are thousands who can read print and yet remain unable to decipher writing, there is not a child who, when acquainted with writing, cannot, from the strong analogy, make out print. As to the third principle, it commands our readiest sympathies in offering a way of escape from the barbarity of teaching infants to say the alphabet—a senseless exercise of memory—to which the most accomplished scholar might be unequal without any loss of reputation.

Having established these three principles, Mr. Dolier proceeds thus: taking to himself the blackboard, he writes *o*. Every child at once knows round *o*. He then makes a series, *ooo oooo*, and adds besides *j* and *l*. These letters presenting little difficulty, the series of *o*'s is speedily transformed into *god is good*, which is his text. He now teaches the children to sing after him a simple verse containing the great truth with which he starts. Again

* If the brothers did not desire at first to offer themselves as candidates for certificates, the schools might still enjoy all the valuable benefits arising from Pupil-teachers.

he writes on the blackboard, *god is good to all men, and it is good to love god.*

The children take their slates, and rule lines. Mr. Dolier applies to the hand of each a mechanical power, and guides it, so as to form, *god is good.* After this operation has been several times repeated, the child's fingers become able to form the letters without assistance, and he thus receives his first lesson in writing.

The termination of the sentence is now altered, and it becomes, *god is good to all men, and it is good to love the lord.* And so, one after another, the letters are all learned.

Mr. Dolier's system is a sort of Ollendorf's Method of Teaching to Read and Write.

The children display the greatest delight in their suddenly acquired powers, and will speedily write from a printed book, say the Catechism, with perfect

facility, maintaining at the time a silence which proves how deeply their faculties are engaged.

In order to meet the difficulty felt by so many, that while slate-writing is very different from writing upon paper, yet copy-books are too expensive to be generally used, Mr. Dolier has invented some delible ink, with which the same paper may be employed over and over again.

There are many other parts of his system which we cannot here describe; but we hope that our readers will make themselves personally acquainted with the whole.

Mr. Dolier is now in London, and is ready to introduce his improvements into our schools on very moderate terms.

In speaking of the scholars, we have employed the term "children." We ought not, therefore, to omit to mention that this method is equally well adapted, perhaps more so, to adults.

CERTIFICATES OF MERIT, AND HOW TO SECURE THEM.

MR. VERNON, the certificated teacher of an infant school in Bristol, lately addressed a meeting of the Home and Colonial School Society, in terms which deserve the consideration of our masters. He said:

"Probably I cannot do better than describe the certificate, its nature, some of its advantages, how procured, and state some of the difficulties in obtaining it, giving a few hints on the way to overcome them. The certificate is a sheet of parchment, about 20 inches in length, and 14 in breadth. On the top is her Majesty's coat of arms, and printed in large letters, the degree of merit which the holder of the certificate has obtained. A few lines of reading follow, as to the time, place, &c. of the examination; then the list of subjects on which the teachers are to be examined. Opposite to each subject are blank spaces, which are filled up by the opinion of the examiners (after they have perused the papers or answers in writing of the teachers,) as to the proficiency or skill of such teachers in the different subjects.

At the bottom of the certificate a considerable space is left ruled, that the Inspector may append his report for five succeeding years on the school and the teacher.

These reports not only enable a teacher to know whether progress is made in teaching, management, and school-business generally, but they are also necessary to enable the teacher to receive the additional stipend granted by Government.

Among the advantages may be briefly noticed, the credit, recommendation, and emolument, which accompany a certificate. On the latter,—the augmentation of salary,—I must make a few special remarks. I am sorry to find that some committees of schools are lowering the salaries they formerly gave, because teachers obtain help from Government. I think this is hardly right; the Committee of Privy Council on Education putting 10% in one pocket, and the Local Committee taking 5% out of the other. If a committee have agreed to give so much money for so much labour, and a teacher engages to

do a little more work for another party, and to be paid for the same by that party, surely the first engagement should be kept; the Committee ought not to lessen their pay while the teacher performs the amount of work he did before, and, in fact, does it much better. The Committee of Privy Council wish to improve, to raise the teacher, to increase his comforts, and better his circumstances. They know that we are a valuable but ill-paid part of the community,—that very much depends on our labours. May we not, without injury to our Christian character, act with the Committee, and stand firmly and respectfully in defence of that which is right?—"The labourer is worthy of his hire." The certificate, whilst it procures an addition to the salary, is also a mark of efficiency, consequently it becomes a strong recommendation; and if we are compelled to give up our school, may we not hope for one equally good, if not better? Let me add, as an incidental advantage, that though Pupil-teachers may be procured by masters and mistresses not possessing certificates, they, *i. e.* the masters or mistresses, must be examined every year by the Inspector; but the master or mistress who gains a certificate escapes these annual trials, and the nervous fevers generally attendant for a few weeks previously.

I hope I may take it for granted that all present think it desirable to obtain that which is creditable, recommendatory, and profitable. A standard of knowledge must be reached, an amount of skill must be shewn. What is required may be thought by some to be beyond their reach; by others as not necessary; and there may be a few who may even think it useless. I think, however, that on general, nay on Christian principles, every teacher should be a well-informed person. But take lower ground. Remember the three or four thousand Pupil-teachers, who, in two or three years, will be our opponents, well informed, and most of them well initiated into school-work; will they not drive many out of the field? We all know, by daily experience, that any object we desire to obtain, we must strive for. The toil comes before the reward, and means must be used before

effects can be produced. In the Word of God, the Christian is commanded to strive, to run, to fight, and all that he may attain. The man of the world fully knows how to use means to procure wealth, pleasure, or any other desirable object. It was by application and steady perseverance that Sir Isaac Newton rose to eminence and honour. Some of you may remember the anecdote of the convict, who, with only the half of a pair of scissors, severed the links of the chain which bound him to another. It was a work of time, of patience, and of perseverance, only carried on while his companion was asleep. He gained his liberty: and does not this teach us a lesson, what we can do in a good cause?

There are difficulties, and our respected friend who occupies the chair wishes me to say a few words respecting them, and how they may be overcome. The first will be that of obtaining the amount of knowledge; but what I have just said about perseverance will meet this difficulty. Want of time to study is another. Many of you are engaged in duties independent of those connected with school; they are good and praiseworthy, but still I think it is well not to have too many things to attend to. The bow should not always be bent, or its elasticity will be destroyed. I like to be free every evening, and to toil only five days in the week. A hardworking teacher exhausts much strength, and consequently rest is required to replenish and keep it up; nevertheless, all present have some time to spare,—make the most of that time. It would be well to set apart two hours daily for study or self-improvement; and if one part of the day be better than another, I think the morning preferable, for one hour then is worth two at night. It is to early rising, and taking care of every moment of time, that, under God's blessing, I attribute any success I have received.

Some feel no interest in some of the subjects. This is rather an unfortunate difficulty, because, however hard a teacher may study a subject, not feeling a pleasure in it would greatly retard progress. This feeling of dislike must be overcome to get on pleasantly.

THE INSPECTOR'S EXAMINATION.

As many of our readers have expressed a great interest in the subjects and character of the examination which our teachers are now invited to undergo for their own profit, we print here the entire set of papers, as given to the schoolmistresses who presented themselves last September in St. John's Wood School.

When we generally express our satisfaction with these papers, it is scarcely possible to refrain from offering a remark or two upon some of them. For example, in the English Language paper, we find, "What Latin particles are of most frequent use in the English language? Give a list of Latin, and another of Saxon terminations, with their meanings." Now, unless our mistresses are expected to understand Latin and Saxon, this seems little better than an invitation to display ignorance; against which, in the name of all real etymology, we beg leave to protest.

Again, in the questions on Domestic Economy, the mistresses are desired to "describe the benefits, moral and economical, of savings' banks." The examiner, whoever he was, might have remembered that many of our teachers come from the sister island, where unhappily these banks have lately proved the reverse of beneficial.

Slight as these blemishes may be thought, we should be glad to see every defect removed from a system, in the success of which we believe the best interests of the country to be involved.

GENERAL EXAMINATION OF SCHOOL-MISTRESSES.

Autumn, 1849.

Write, at the top of the page, your name, age, and the time that you have been the mistress of an elementary school, the name of your school, and of the nearest post-town.

This Examination Paper is divided into Sections. You are not at liberty to answer more than one question in each Section. Your knowledge and merit will be accounted greater if you answer one of the later questions in

each Section, rather than one of the earlier.

The questions in each Examination Paper are intended to afford you an opportunity of shewing the extent of your knowledge on that subject; and if you are enabled to shew a competent knowledge in a fair proportion of the subjects of Examination, the Committee of Council will be disposed to grant you a Certificate of Merit.

ENGLISH LANGUAGE.

Section 1.

1. Enumerate the various kinds of pronouns, and shew in what they differ from each other.
2. Explain accurately the distinctions which exist between the different moods of the verb.
3. What is a participle, and what are its various uses?

Section 2.

1. What is meant by the word syntax, and what advantages result from studying it?
2. Is the arrangement of words in a sentence a matter of importance, and why?
3. Explain the construction of the following sentences—

The army which he conquered, was feeble.
The army which conquered him, was strong.

Section 3.

1. What Latin particles are of most frequent use in the English language? Give examples of their employment.
2. What are diminutives, and how are they formed?
3. Give a list of Latin and another of Saxon terminations to English nouns, with the meaning of each.

Section 4.

1. Give some historical account of the formation of the English language.
2. Enumerate some of the principal writings now extant belonging to the different stages of the English language while in the course of its formation.

3. Who are the most remarkable female writers in English literature, and for what are they particularly celebrated?

Section 5.

Write out the following passage in prose order, without altering the words, and mention any constructions or phrases which would not have been used in prose :

“ Native of heaven, for other place
None can than heaven such glorious shape
contain ;
Since, by descending from the thrones above,
Those happy places thou hast deigned awhile
To want, and honour these, vouchsafe with us
Two only, who yet by sovran gift possess
This spacious ground, in yonder shady bower
To rest ; and what the garden choicest bears
To sit and taste, till this meridian heat
Be over, and the sun more cool decline.”

GEOGRAPHY.

Section 1.

1. Into how many, and what, branches is the science of Geography divisible?
2. To what motions, irregular or periodic, is the water of the sea subject?
3. What are the latitude and longitude of any place? how may they be determined?
4. Give some account of the constitution of the atmosphere.

Section 2.

1. What is an estuary? Describe fully any two examples which you may select.
2. Trace the course of the Severn, the Tyne, and the Clyde, and state the nature of the traffic on each of those rivers.
3. Enumerate the principal mountains of Great Britain, and the rivers which flow from them.
4. What are the monsoons, and by what are they caused? What analogy can you trace between these winds and the land and sea breezes?

Section 3.

Each of the questions in this Section may be illustrated by a map.

1. Describe the position of Aleppo, Damascus, Cesarea, Tyre, Jericho, and Bethany.

2. Trace the course of the Jordan.
3. Point out the situation of the chief cities on the Tigris and the Euphrates, and of those which lie between them.
4. Shew the relative positions of the hills and mountains in and around Jerusalem.

Section 4.

1. Enumerate the political divisions of Europe.
2. Name the islands belonging to the British Empire, and the dates at which they were acquired.
3. What are the chief productions of Turkey in Asia?
4. With what countries and in what articles do the following places chiefly trade: Glasgow, Liverpool, Bristol, and Hull?

Section 5.

1. Why is the temperature of the ocean more uniform than that of the atmosphere?
2. Explain the causes of the overflowing of the Nile, and describe the benefits which result from it.
3. In what countries does the Mahomedan religion prevail, under what political governments, and with what distinction of sects?

ENGLISH HISTORY.

Section 1.

1. Give an account of the invasion of Britain by Julius Cæsar.
2. What people possessed the British Islands at the time of the coming in of the Romans? And in what way were they treated when the Roman dominion was established there?
3. Mention the principal events connected with the conquest of England by the Saxons, and state from what part of Europe they came.
4. Give a chronological list of the Danish kings who reigned in England, and narrate the chief occurrences of their reigns.

Section 2.

1. In what year did William I. conquer England? Give an account of the battle of Hastings.
2. Narrate the chief events of the Scotch

war of independence against the English under the Edwards.

3. What right had Henry IV. to the English crown? By whom and in what manner was his authority opposed in Wales?
4. Compare the power of the Parliament under the reigns of Henry VII., Queen Elizabeth, and William III.

Section 3.

1. Describe the chief circumstances connected with the usurpation of Lady Jane Grey.
2. In what year did the civil war break out during the reign of Charles I.? Who were the principal characters on both sides?
3. Give an account of the loss of Calais.
4. Sketch the history of the Act of Union between England and Scotland, and trace the results of it to both countries.

Section 4.

1. What were the chief voyages of discovery made by English seamen in the reign of Queen Elizabeth?
2. What has been the effect of the discovery of America on the distribution of the population of England?
3. Characterise and compare the foreign policy of England under Walpole, Chatham, and Pitt.
4. Describe the rise and progress of the principal branches of manufacture in Great Britain.

SCHOOL MANAGEMENT.

Section 1.

1. Describe the organisation which you would adopt, and the accommodation which you would desire for the instruction of—
 1. An Infant-school of 100 children with 1 Pupil-teacher.
 2. A Girls' school of 120 children with 2 Pupil-teachers.
 3. A mixed school of 70 Girls and 50 Infants with no Pupil-teachers.
2. How will you undertake to render a school of children unaccustomed to order amenable to organisation and discipline?
3. Draw out, in sufficient detail, a time-

table of a day's occupation for either of the above schools, with such modifications as a course of complete instruction may dictate in the course of the week. Add any special considerations which would influence you to the adoption of the scheme of lessons which you propose.

Section 2.

1. By what methods will you ensure a proper progress in reading and spelling throughout the classes; shewing clearly the differences between those employed in the higher and those in the lower classes?
2. By what methods will you cultivate the intelligence of every member of a class upon the text of a reading lesson; and upon what subjects and by what arrangements and methods will you cultivate habits of general intelligence through express collective lessons?
3. Describe the arrangements which you would adopt for the needlework, so as to occupy fully the time of all, with the best effect upon their habits of neatness, order, obedience, and industry.

Section 3.

Write notes of two collective lessons, one to younger children, and one to the upper classes in a girls' school, on any of the following subjects, in sufficient detail to shew how each part of the lesson would be successively conveyed:

1. Some plain moral duty—
Prayer. Good Temper.
Cleanliness. Diligence.
2. Some familiar plant or animal—
Potato. Sheep.
Rose. Dog.
3. Some artificial or imported article of familiar use—
Bread. Knives.
Tea. Linen.
4. The geography of Italy, South America, New Zealand, or the county in which your school is situated.
5. The construction of pronouns,

the rules of punctuation, or the mode in which verbs form their past tense.

6. The Norman conquest, the wars of the Roses, the death of Wolfe, or the Habeas-Corpus Act.

Section 4.

1. How will you endeavour to engage the good will of the parents of the children?
2. What will be the best course to maintain your own health of body and liveliness of mind through a long course of duty?
3. How will you strive practically to purify and elevate the moral tone of your school?

NATURAL HISTORY.

Section 1.

1. Into what three kingdoms are all natural bodies divided? Point out the characteristics of each.
2. Enumerate the metals found in Great Britain, and their uses. In what localities do they severally abound?
3. What is the origin of coal, and where are the carboniferous strata chiefly found?
4. Name the mineral constituents of volcanic rocks, and state the theory of the formation of granite.

Section 2.

1. Mention the principal trees found in England which are *not deciduous*.
2. Name the common flowers which appear at the earliest, and those which appear at the latest periods of the year.
3. Shew, by examples, that aquatic plants are adapted to their peculiar localities.

What is the food of vegetables? By what process is it received into their structure?

Section 3.

1. Mention any transformations of insects with which you are acquainted.
2. What do you understand by the migration of birds? Name the migratory birds which visit the British Isles.
3. Describe the form and habits of one

species of carnivorous and one of granivorous birds.

4. What peculiarities do you observe in the structure of fishes, and how is it adapted to the element in which they live?

Section 4.

1. Enumerate the animals of prey which are found in South America. Describe the form and habits of any one.
2. What animals have been domesticated in England in modern times, and from what parts of the world were they introduced?
3. What are the peculiarities of the saurian, cetaceous, quadrumanous, and pachydermatous tribes?
4. Shew briefly the wisdom and benevolence of the Creator in the existing geographical distribution of animals.

ARITHMETIC.

Section 1.

Explain the working of one of the following questions:

1. Subtract 3618 from 8015.
2. Divide 872*l.* 13*s.* 4*d.* by 85.
3. If five yards of ribbon cost 6*s.* 8*d.*, what will be the price of 13 yards?

Section 2.

1. How many lbs. are there in 5 tons, 7 cwt. 3 qrs. 5 lbs.?
2. A merchant bought 612 yards of cloth for 350*l.* 18*s.*, and sold it at 14*s.* 7½*d.* per yard; how much did he gain on the whole?
3. The poor's rate on a certain property, at 2*s.* 2¾*d.* in the pound of the rental, amounts to 974*l.* 16*s.* 3½*d.*, what is the rental of that property?

Section 3.

1. If two persons offer their services at needlework, one for 1*s.* 4*d.* and the other for 1*s.* 8*d.* per day, but their dexterity with the needle differs in the same proportion, how many days would the former have to work at what would occupy the latter 17 days?
2. If 36 men can do a piece of work in 63 days, in what time will 21 men do it?

3. If the 9*d.* loaf weigh 54 ounces when wheat is at 64*s.* per quarter, what would the shilling loaf weigh when wheat is 60*s.* per quarter?

Section 4.

Find by Practice the value of—

1. 5981 yards at 3*s.* 10*d.*
2. 6087 articles at 9*l.* 7*s.* 8 $\frac{3}{4}$ *d.*
3. 285 cwt. 3 qrs. 7 lbs. at 3*l.* 17*s.* 8*d.* per cwt.

Section 5.

1. What plan would you teach for keeping the accounts of any common retail business?
2. What are the uses of the cash-book, the day-book, and the ledger?
3. How would you ascertain the exact state of any common retail business?

DOMESTIC ECONOMY.

Section 1.

1. What are some of the cheapest, and at the same time most nutritious dinners for a labourer's family?
2. What advantages does oatmeal present as food for the poor?
3. What different ways are there of cooking meat, and which are the most profitable?

Section 2.

1. What are the most useful vegetables for a cottage-garden, and how may they be best employed?
2. If a labourer, with a wife and four children, earn 12*s.* per week, what portion should be devoted to food; what to clothing; and how should each be expended?
3. Describe the benefits, moral and economical, of Savings' Banks.

Section 3.

1. What are the chief advantages of good ventilation?
2. State the principal moral and physical benefits arising from a strict attention to personal cleanliness.
3. Write a letter to a housemaid describing the duties of her station.

Section 4.

1. What are the simplest remedies for chilblains?
2. Enumerate any habits prejudicial to health, and shew the advantages of counteracting them.

3. What are the most common complaints among the poor, and by what are they caused?

Section 5.

1. Calculate the comparative economy of the consumption of stale bread and new.
2. State simple remedies for sores.
3. Why should windows be made to open at the top and bottom?
4. State any simple antidote for poison, should no medical man be at hand.

MUSIC.

Section 1.

1. Describe the method you consider best adapted for teaching simple airs to a class of children.
2. What do you consider the best mode of teaching children to sing at sight?

Section 2.

1. Describe the different kinds of time employed in music, and shew how you would make them intelligible to a class of children.
2. Write out passages of music in six different kinds of time, and shew where the accent falls in each.

Section 3.

1. How would you make the use of different keys in music intelligible to children?
2. Write some short passages of music in four different keys, shewing the proper signature of each, and the relative minor.

Section 4.

1. Name the most common chords employed in harmony, and give examples of them.
2. What is meant by the inversion of a chord? Shew what different chords become when inverted.

Section 5.

1. Explain the principle on which the figured notation of harmony is constructed.

BIOGRAPHICAL MEMOIRS.

Section 1.

- Write a short account of any one of the following persons:—

Queen Elizabeth,
Lady Rachel Russell,
Mademoiselle de la Rochefou-
cault,
Sir Thomas More,
Christopher Columbus,
Sir Walter Raleigh,
William Penn.

Section 2.

Relate some eminent instances, especially such as are mentioned in Scripture, of woman's

Filial devotion,

Conjugal affection,
Fortitude,
Presence of mind,
Industry and self-denial,
Active benevolence, and general
exemplification of the Chris-
tian character with due ac-
knowledgment of its source.

Section 3.

Name and describe some of the charac-
ters which you would more espe-
cially recommend to the attention
of the young.

GRANTS FOR TEACHERS' HOUSES.

(No. 1.)

18 Nottingham Street, Marylebone,
10th August, 1849.

SIR,—I request you to inform me, for the guidance of the Catholic Poor School Committee, upon what conditions, and to what extent, their Lordships are willing to aid the erection of Teachers' residences in connexion with Poor Schools built without assistance from the Parliamentary Grant for Education.—I have the honour to be, &c.

(Signed) SCOTT NASMYTH STOKES,
Sec. Cath. P. S. Com.

The Secretary,
Committee of Council on Education.

(No. 2.)

Committee of Council on Education.

ROMAN CATHOLIC SCHOOLS.

SIR,—I beg leave to acknowledge the receipt of your letter of the 10th instant, in which you inquire "upon what conditions, and to what extent, their Lordships are willing to aid the erection of Teachers' residences in connexion with Poor Schools built without assistance from the Parliamentary Grant for Education."

In reply, I beg leave to direct your attention to the first volume of their Lordships' Minutes for 1844, pp. 54-63.

I have the honour to enclose a copy of the volume.

I am, Sir, your obedient servant,

(Signed) R. R. W. LINGEN,
Acting Assistant Secretary.

S. N. Stokes, Esq.

18 Nottingham Street.

18 Nottingham Street, Marylebone,
24th August, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—I have the honour to acknowledge the receipt of your letter of the 13th instant, enclosing a copy of the first volume of their Lordships' Minutes for 1844, and calling my attention to pages 54-63 in that volume, as explaining the conditions and extent of their Lordships' grants towards the erection of Teachers' residences in connexion with Poor Schools built without assistance from the Parliamentary Grant for Education.

After an attentive perusal of the pages indicated, I beg leave to say that I find in them no intimation of the extent of the grants in question beyond the very general statement, "that their Lordships grant only a certain proportion of the money required." Of the ratio of the amount granted to the whole expenditure, and of the circumstances which affect it, nothing is therein defined. My inquiry, therefore, respecting the extent of these grants appears to be scarcely satisfied by your reference to their Lordships' Minutes for 1844, and I would beg respectfully to repeat it.

The conditions of the Grants as drawn out in the letter given in the "minutes" I understand to be as follow:

1st, Inspection of the school must be secured by deed.

2d, The site and premises must be

placed in trust, either generally, for school purposes, if the site be already in trust, or specially, as a dwelling for the master.

I presume that Roman Catholic schools, by fulfilling the above-stated conditions, may obtain from their Lordships this valuable description of aid.

I have the honour to be, Sir,
Your obedient servant,

(Signed) S. N. STOKES,
Sec. Cath. P. S. Com.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
not dated.

ROMAN CATHOLIC SCHOOLS.

SIR,—I have the honour to acknowledge the receipt of your letter of the 24th instant.

I am not able to point out any other official document than the one to which I have had the honour of referring you on the subject of grants from the parliamentary fund for the erection of Teachers' residences.

In all such cases, the first step taken is, to call for the trust-deed of the school; and their Lordships are guided in entertaining the case by their approval of the existing deed, if there be one, or of the deed to be executed, if no deed be as yet in existence. My Lords would require a deed affecting the whole school, and not the residence only; since it is only in relation to the school generally that my Lords would feel at liberty to apply the Education grant for the erection of Teachers' residences.

My Lords would require the plans, specifications, and estimates of the undertaking to have been in the first instance submitted to, and approved by, them. As regards the amount of their Lordships' grants, I can only state, that this is a point on which their Lordships have not seen fit to limit their discretion by any official declaration. I believe it will be found, on reference to the grants made for Teachers' residences only, that they have rarely exceeded one fourth of the estimates approved by my Lords; but I have no grounds for stating that my Lords would regard this proportion as binding upon them.

These remarks apply equally to schools of every denomination.

I have the honour to be, Sir,

Your obedient servant,

(Signed) R. R. W. LINGEN,
Acting Assistant-Secretary.

S. N. Stokes, Esq.
18 Nottingham Street.

18 Nottingham Street, Marylebone,
1st September, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—I have the honour to receive from you to day a letter, without date, in reply to my communication of the 24th ultimo.

While conveying to you the thanks of the Catholic Poor-School Committee for the information therein afforded respecting the terms and extent of their Lordships' grants towards the erection of Teachers' residences, and regretting the necessity of any further inquiry upon the same subject, I am desired, in order to escape misconception, to ask, whether in the case of Roman Catholic schools already in trust, or hereafter to be placed in trust, the Committee may understand that their Lordships are willing to contribute, in such proportion as they deem proper, out of the parliamentary grant, towards the erection of Teachers' residences, without insisting upon the insertion into the school-deed of one of the "management clauses."

The Poor-School Committee have reason to know, from statements made to them, that the desire of the promoters of Roman Catholic schools to avail themselves of their Lordships' building grants, has been very generally checked by the discussion which has unfortunately arisen upon the management clauses; and they fear that the extension of education among those classes of her Majesty's subjects whom they believe to stand most of all in need of it, will be thereby seriously retarded. To the aid procurable for Teachers' residences, and to any other means whereby the benefits of co-operation with your department may become experimentally known, they are led at the present time to attach an importance far exceeding the amount of pecuniary gain, because they anticipate that, without the prospect of those ad-

vantages, the friends of education will be prevented by a feeling of disappointment, or even perhaps of injury, from undertaking the establishment of new schools; while the large numbers of Roman Catholic children without school accommodation, and, in a less degree, the detrimental overcrowding of existing schools, cannot, as they feel, be contemplated without a deep sense of sorrowful alarm.

I have the honour to be, Sir,
Your most obedient servant,
(Signed) S. N. STOKES.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
20th September, 1849.

ROMAN CATHOLIC SCHOOLS.

SIR,—I have had the honour to receive, and submit to the Lord President of the Council, your letter of the 1st instant, in which you inquire, “whether in the case of Roman Catholic schools already in trust, or hereafter to be placed in trust, the Committee may understand that their Lordships are willing to contribute, in such proportion as they deem proper out of the parliamentary grant, towards the erection of Teachers’ residences, without insisting upon the insertion into the school-deed of one of the management clauses?”

The Lord President directs me to acquaint you, for the information of the Roman Catholic Poor-School Committee, that, with reference to Roman Catholic schools in the case supposed, the Committee of Council on Education will adopt the practice which is pursued in reference to all other schools coming before their Lordships in like circumstances.

As respects schools already placed in trust by a legal instrument, my Lords have no power to insert therein any new management clause, or in any way, by any subsequent deeds, to vary the trusts created by that instrument. The only exception to this statement is furnished by the Act 7 and 8 Vic. cap. 37, which enables the trustees or managers of certain schools to bind themselves and their successors to admit her Majesty’s Inspectors, even though, by the trusts of the deeds of

those schools, no provision for such inspection is made. When, therefore, on behalf of a school already in trust, an application is made for a grant towards the erection of a residence for a master, though no new management clause can be inserted, my Lords always require that the trust-deed of the school be submitted to their counsel, in order that he may report, and they determine, how far that deed, being then irrevocable and unalterable, except in reference to inspection, should or should not exclude the school from the receipt of a grant for the master’s house.

In determining this question, my Lords ascertain from the date of the deed, whether it was executed at a period when it could not fairly be expected that the promoters of the school should be aware of the views which their Lordships entertain on the subject of the deeds of schools aided by the parliamentary grant. If the date of the deed be subsequent to that period, the regulations of this Committee are strictly enforced; and any objection which would be fatal before the execution of the deed, is held to be fatal still; if, on the other hand, it be seen to have been executed at an earlier period, the same strictness is not used, and the case is entertained, if there be no considerable variance from the regulations of their Lordships.

I am unable, from obvious reasons, arising out of the great variety of possible trusts, to specify what degree or kind of variance is considered fatal in such a case;—every separate application is determined on its own merits.

As respects schools to be hereafter placed in trust, the requisitions of the Committee of Council in reference to the management clauses are precisely the same, whether the applications be for aid towards the building of the schools, or the houses of the teachers of the schools. The houses are regarded as merely adjuncts of the schools.

I am, Sir, your obedient servant,
(Signed) HARRY CHESTER,
For Assistant-Secretary.

S. N. Stokes, Esq.
18 Nottingham Street.

INFANT-SCHOOLS.

THERE is a class of schools which, though found for many years past to possess the very highest practical value, has as yet received too little attention from English Catholics. We refer to schools organised with special reference to the wants and intellectual capacities of children between two and seven years of age.

It is but too plain, from the early period at which the children of the poor generally abandon their schooling for the duties of active life, that no effective system of education *can afford* to neglect the period of infancy; while, on the other hand, to introduce the very young into schools conducted with a view to the instruction of older children, is found by experience to offer very serious interruptions to the general progress, without conferring any corresponding advantages upon the little ones, whose peculiarities it is impossible to consult. In a few Protestant schools indeed, and those not the least ably conducted, infant and juvenile children are taught together, upon a system specially adapted for the infants, and gradually modified in regard to the older and more advanced classes; but we are not aware that this method has hitherto been tried in a Catholic School, or that any Catholic teacher has been trained* for such a sphere of duty.

Every reader will for himself perceive at once that an Infant-School ought to differ considerably from one of the ordinary class. Where is the use of *books* to an infant? How can a little thing of three stand quietly in class for an hour, or sit still upon a form for double that time? What can be the result of such coercion, but to blight the expanding faculties, and, in place of the flowers of intellect, to produce a dry-as-dust a-b-c stolidity, redolent of mental exsiccation? Our Infant-Schools will, we trust, be something very different indeed.

Psychologists teach that the faculty of earliest development is observation. The system of infant tuition is founded upon this truth, and instruction is ac-

cordingly communicated by means of visible objects. Thus we have pictures instead of books, and oral instruction in place of reading. Then there is the singing, to teach the first principles of order, and also articulation; and the frequent marching, to exercise the body, and prevent over-fatigue of mind; and sundry other devices to meet the purpose in view.

Every suggestion of improvement among us is very readily met, and too often quashed, by the single word,—Expense. But to the magic effects of that word we invariably refuse to succumb. Good methods of education are cheaper than bad, even without taking into account the incalculable difference in results; and the financial argument is all in favour of improvement. We could name places where 100*l.*, or more, is spent annually upon foul dens, called schools, wherein ignorant cripples are employed to crush the vital energies of a handful of squalid urchins who represent the Catholic hopes of the rising generation; while we have no hesitation in saying, that the same income, or less, would suffice, under improved management, to support an institution for the education, in a well-ventilated, properly arranged room, under a trained and well-qualified master, of five times the number of children. As to results, our own conviction is, that if a good school be a great blessing, a bad one is little better than a cankering curse; and we have sometimes thought that a real regard to moral and religious interests would lead to the arraignment of the maintainers of bad schools, upon the charge of extorting money under false pretences.

But in respect to the foundation of Infant-Schools, we already possess certain appliances, which remove much even of the apparent difficulties of expense. For in those of our schools which are conducted by two mistresses, or, indeed, by two masters, an Infant-School may readily be formed without additional cost. Every convent, for example, undertaking to teach the children of the poor, might with perfect ease establish an Infant-School; and

* Whichever way we look, we are constantly reminded of our crying fundamental need—
NORMAL SCHOOLS.

Miss Gaynor, the Committee's Organising Mistress, whose services are at the command of any such community, is well qualified to remove any difficulties in the way of effecting so good an intention, and to introduce the most approved and successful methods of teaching infants. The same remark will apply to the schools taught by catechists from Doneraile, by Christian Brothers, and all teaching in pairs, whose labours will produce double fruit when distributed among two classes of scholars.

It will be a great satisfaction to us to find that the short hints which we have gathered from the successful attempts of others are useful in promoting Catholic Infant-Schools.

The best form, then, of a school-room is allowed to be an oblong, with sides in nearly the ratio of three to two; and a scale of dimensions has been put forth by the Home and Colonial School Society, to whom we are indebted for much that follows—

For 40 children, 20 feet by 14 or 15 feet.

70	„	28	„	16 or 17	„
100	„	34	„	18 or 19	„
120	„	38	„	20	„
150	„	48	„	22	„
200	„	55	„	27	„

These dimensions do not include space for gallery and class-room, both essentials.

The room should, if possible, be situate upon the ground-floor, and be of good height, with boarded floor, and papered, or at least smooth-worked walls. All obstacles to marching,* such as pillars or projections, are to be avoided; and pains must be taken to escape the injurious annoyance of an echo.

We have said that the room, exclusive of gallery and class-room, should be a plain oblong, and the arrangement of the whole, as suggested by the Society already named, for a school of 100 infants, thus disposes of the parts:—

Suppose an oblong measuring 36 feet by 34 feet; cut off 18 feet breadthwise, and so obtain a space 34 feet by 18 feet, from the main room. Divide the remaining moiety into three parts; first the gallery 18 by 15, next a passage or cloak-room 18 feet by 4; and the remainder will make a class-room of the

* For this reason, all doors should open outwards.

same size as the gallery. The class-room should itself be furnished with a small gallery in one corner.

A gallery for infants is the simplest thing possible, precisely resembling ordinary stairs, and is found to answer better without the tidy little forms which look so pretty in design. The gallery in a school for 100 ought to hold at least 60, that in the class-room about 30. The width should be from 12 to 15 feet, and the steps 18 inches broad, varying from 7 inches to 9 inches in height. The gallery may be made to hold a cupboard.

Persons of experience state that the walls of an Infant-School should be boarded to a height of three feet or more from the ground; and that where this is not done, a single board about 10 inches wide, ought to be fastened against the wall at fifteen inches from the ground, in order to prevent the children's backs from touching the walls.

The forms should all be movable, about 8 inches wide, and from 7 to 9 inches high. If any desks are wanted, as will be the case where writing is taught, they should also be movable, and so constructed as to be stowed away along the walls when not in use, and to occupy the smallest possible space.

A black-board, or large slate, will be wanted; and lesson-posts for the different classes have a neat appearance.

There is a matter of greater importance than all the fittings of a school, which seems to be too often neglected: this is, ventilation. Fresh air, we are persuaded, is as essential to the progress of children as to the growth of plants, while we expect them to vegetate in a close, fœtid atmosphere which is all but poisonous. Small wonder that the children spend three years in learning to read! Small wonder that the teachers are troubled with headaches and stupidity during school-hours, and can do little but sleep when school is over! The gases of a Pimlico sewer are only more noxious than the air of some school-rooms; and it would be a comparative mercy to remove the scholars to a down, and teach them beneath the rain and wind of heaven. In an Infant-School, above all, free ventilation is indispensable. Fresh air should be admitted by apertures close to the floor:

behind the stove is a good position for them. There should also be ventilators in the windows, either of pierced glass or zinc. Lantern-lights in the roof are highly useful in affording egress to foul air, and where these cannot be secured, valvular openings must be made into the chimney. The windows generally should be placed as high in the wall as possible, and they should all invariably open at the top. There should be windows on opposite sides of the room. It is a mistake to leave the ventilation wholly in the power of the teacher, whose life of confinement and in-door habits, or supposed ailments, make him shudder at a draught with feelings far different from those of his scholars. The health and happiness and mental vigour of the latter must not be sacrificed to a fancied shiver, nor noisome abuses tolerated in schools which the good sense of the age has banished from our goals.

Essential also to health, mental activity, and moral growth, is the playground, which many persons now call "the unroofed school-room." It should be not less than three times the size of the school-room, protected by a close fence, just too high for an infant to climb, and furnished with a covered shed for wet or very hot weather. Attention to the drainage of the ground is very necessary, and to the material of which it is made. Wood pavement is very suitable; likewise India-rubber, but the expense is serious; and good binding gravel, well sifted and rolled, answers all purposes. As the school-room has its working apparatus, so the playground should be provided with implements of sport, such as a climbing stand, horizontal bar, parallel bars, wooden swings, and a double inclined plane. We fear to conclude without adding, that these are all simple and cheap.

PLOËRMEL NORMAL SCHOOL.

THE subjoined letters have appeared in the *Weekly Register*:—

SIR,—I presume that a short narrative of a visit paid to this excellent institution last April will not be uninteresting to the readers of the *Weekly Register*, since Ploërmel has now become a name dear to the heart of every English Catholic who feels his country's wants and the necessities of his poorer brethren. On arriving at Rennes, some time in the beginning of last April, I was told on inquiry that the celebrated Abbé De Lamennais,—celebrated for his works of charity (as his brother also is for his fall from the simplicity of Catholic truth),—resided at no great distance from the city of Rennes, and that the English novices would be delighted to see a countryman. I accordingly on the following morning left Rennes in one of those clumsy awkward vehicles called a Diligence, dressed *en soutane* with a Roman collar (in fact, *comme un ecclésiastique anglais*), little dreaming of the trouble I should meet with from the gendarmes and the other plagues of French

travelling. We left Rennes at six, and arrived at our destination. On arriving at Ploërmel, I was immediately eyed with much suspicion by the mustachod sharks above referred to, and *Votre passeport, M. l'Abbé, je présume*, was addressed to me. I shewed him that precious document, with a smile, and added, "I suppose my habit made you ask for my passport?" *Oh, non, non, M. l'Abbé.* After having eyed the document for a second, he returned it, saying, *Je vous demande pardon, Monsieur, mais votre profession, s'il vous plait?* I told him I was an English ecclesiastic; and then bidding him *bon jour*, started for M. De Lamennais' house, situate at the corner of the one street which adorns the town of Ploërmel. On ringing the bell, a brother opened the door; and on asking for the good superior, was immediately ushered into his apartment. He is an old man between 70 and 80, his eyes still beaming with love and intelligence. As soon as he learnt I was English, he sent for the novices, five in number, viz. brothers Chrysostom, Jerome, Patrick,

Austin, and Bernard (brothers Edward, Alphonsus, and Wulstan had not then arrived), who, as you may well imagine, were delighted to see me. They seem quite happy, and were delighted with their position, and expressed great gratitude to Mr. Stokes for sending them to Ploërmel. Were it allowable for a stranger to judge, I should certainly think they were as happy as the angels in paradise, for certainly this lovely spot is a perfect paradise. There are about two hundred brethren, who learn every trade imaginable; they have a nice library of their own, to which, under certain regulations they are allowed access, and M. De Lamennais never seems so happy as when among his children, as he calls the brethren. They all love and doat on him. Three priests are attached to the house; but every thing will be conducted, after the decease of M. de L., by a brother elected by the professed brethren, and styled Frère Supérieur General. Our English postulants expect to be allowed to take the habit on the Festival of the Assumption, to which they are looking forward with great delight. During my stay at Ploërmel, brothers Alphonsus and Wulstan arrived at the institution, and I am sure they could not have been received with greater kindness or love than they were by M. L'Abbé de Lamennais. I further stopped a day or two on my way home at the houses of the order of Denan and St. Servon, and certainly was much delighted at the manner in which they conduct their schools.

I am, Sir,

Your obedient servant,

HENRICUS.

N.B. I had the pleasure, while at Jersey, of meeting with brother Edward, from whom I received a letter a day or two after his arrival at Ploërmel. He seemed delighted with his position, and anxious that his friends in England should be aware of it. I forgot to state that my English costume got me into no small difficulty at Hennebon (situated between Rennes and Ploërmel) with the gendarmes, who seem to take a delight in teasing *les Anglais*. On the

fellow being convinced that I was *un prêtre catholique*, he apologised, and asked my pardon *mille fois*.

SIR,—The account which "Henricus" has, through your pages, given to the world respecting his visit to the Training School of the Abbé de Lamennais, leads me to anticipate that a few additional particulars will not prove uninteresting to your readers.

The Catholic Poor-School Committee has now ten subjects in training at Ploërmel. Seven of them took the habit at the conclusion of their annual retreat. One was prevented doing so by his youth, and the other by his recent arrival. At Christmas we propose to send out two more subjects, of whom one is admirably fitted to become master of the Model School which it is intended to establish in connexion with the English Training Institution.

Of the English Brothers already with him, the excellent Abbé continues to speak in the highest terms; and in a letter which I had the pleasure to receive from him a few days back, he mentions "the dear child brother Wulstan" as a "wonder;" and the others, he says, are all like him.

Perhaps you will allow me to express my deliberate conviction, that if Almighty God vouchsafe to bless the Institution which, under the special patronage of His Holy Mother, the Catholic Poor-School Committee propose to found by means of the Brothers of Ploërmel, it will within a few years prove the source of unnumbered benefits to the English Catholic Church. The one thing needed in this generation to propagate the faith, and indeed to hold our own, is the spread of sound popular education. To build churches and forget schools, is seen to be a grievous mistake.

In conclusion, I would say that "Henricus" has not accurately named M. De Lamennais' order:—they are "Frères de l'Instruction Chrétienne," and not the Christian Brothers so well known among us.

I am, Sir,

Your obedient servant,

SCOTT NASMYTH STOKES.

QUEEN'S LETTER.

ONCE in three years a collection by Royal authority is made throughout the Established Church for the National School Society. The "Queen's Letter" just issued on this behalf may interest our readers, and lead them to estimate and emulate the vigorous exertions of Protestant education.

VICTORIA R.

Most Reverend Father in God, our right trusty and right entirely beloved councillor, We greet you well. Whereas the President and Governors of the Incorporated National Society for the Education of the Poor in the Principles of the Established Church in England and Wales, have by their petition humbly represented to us, that the President and Governors of the Society have now, during a period of thirty-eight years, zealously and perseveringly laboured to carry into effect the great work for which the Society was incorporated, and that they have now expended the whole of the funds, which, either through the munificence of the Sovereign, or the liberality of the public, have been placed at their disposal, for the purpose of extending and improving education among the poorer classes.

That the produce of the collections made under the authority of the Royal Letters which for some time past have been triennially granted on their petition, has been mainly expended in building School-rooms and Teachers' Residences, permanently secured for the education of the children of the poor, and in the organisation and improvement of those already erected.

That the general principles upon which the Society has conducted its operations have received the sanction of the Legislature, as well as the approbation of our subjects at large.

That the plan which the Society has pursued since its foundation, in the year 1811, of encouraging local voluntary efforts, by granting moderate sums of money to aid in the erection of Schools and Teachers' Houses, has been adopted by our Government in distributing the grant voted away by Parliament, in furtherance of National

Education; and that, with respect to the approval and co-operation of the people in general, it will be sufficient to observe, that the number of children attending Schools in immediate connexion and correspondence with the Society, amounted, in the year 1813, to 40,484; in the year 1833, to 400,830; in the year 1837, to 597,911; and in the year 1847, when the last return was made, to 816,874; and has since proportionately increased; while the whole number of children in attendance at Church Schools is estimated at above a million and a half.

That the Training Institutions maintained by the Society have, during the last five years, sent out 1042 trained Teachers (553 Masters, and 489 Mistresses) into Schools in various parts of the country.

That during the last five years, the Society have expended in aid of building, enlarging, or otherwise improving School-rooms and Teachers' Residences, the sum of 139,197*l.* 11*s.*, in 1940 cases of application, thereby affording accommodation for 265,542 children, at a total outlay of 767,980*l.*

That the great progress which has been made in extending education among the poor, renders more desirable than ever the adoption of effective measures for its improvement, and that for this purpose the Society will continue to maintain its Central Schools for Boys, for Girls, and for Infants, and will afford support to its various establishments for instructing and training young persons of either sex, as well as adults, to be teachers, and will give aid towards the expense of inspecting, organising, and remodelling schools, so that the most improved methods of teaching may be speedily and effectually spread throughout the country.

That, as well from the rapid increase of the population of this kingdom, as from the numerous applications continually made to the Society, both for aid towards erecting School-rooms, and the assistance of duly qualified Teachers, it is evident that liberal contributions to the funds of the Society will be required, in order to meet the pressing demands for assistance constantly made

upon its resources, the increase of which demands is one of the many proofs of the general feeling which exists throughout the country, strengthened by the late events in other nations, that it is only by providing a sound religious education for the growing masses of the population, that the social and religious institutions of these kingdoms can be preserved.

The President and Governors of the Society therefore earnestly pray that we will be graciously pleased, by issuing our Royal Letters directing collections to be made throughout England and Wales in aid of the funds of the Society, to place in their hands the means by which the objects of the Society can be maintained and extended, so that at length the poor in every parish throughout the kingdom may have the opportunity afforded them of obtaining for their children the inestimable blessing of a sound Christian education.

We, taking the premisses into our Royal consideration, and being always ready to give the best encouragement and countenance to undertakings which tend so much to the promotion of piety and of our holy religion, are graciously pleased to condescend to their request; and do hereby direct you that these our Letters be communicated to the several suffragan Bishops within your province,

especially requiring you and them to take care that publication be made hereof on such Sunday, and in such places within your and their respective dioceses as you and the said Bishops shall appoint; and that upon this occasion the Ministers in each parish do effectually excite their parishioners to a liberal contribution; whose benevolence towards carrying on the said charitable work shall be collected the week following at their respective dwellings by the Churchwardens and Overseers of the Poor in each parish; and the Ministers of the said parishes are to cause the sums so collected to be paid immediately to the Treasurer for the time being of the said Society, to be accounted for by him to the said Society, and applied to the furtherance of the above-mentioned good designs; and so we bid you heartily farewell.

Given at our Court at St. James',
the twenty-seventh day of August,
1849, in the thirteenth year of our
reign,

By Her Majesty's Command,
(Signed) G. GREY.

To the Most Reverend Father in God,
our Right Trusty and Right en-
tirely Beloved Councillor, John Bird,
Lord Archbishop of Canterbury,
Primate of all England and Metro-
politan.

CONGREGATIONAL COLLECTIONS,

AS PAID TO ACCOUNT OF THE CATHOLIC POOR-SCHOOL FUND FOR 1849.

London District.

Acton	£1 11 3	Cowes (Isle of Wight)	£1 7 1
Arundel	1 2 6	Crayford	0 10 6
Barnes and Mortlake		Croydon	1 11 0
Bermondsey	10 0 0	Deptford	2 2 3
Brentwood	3 3 0	Dover	7 0 0
Brighton	8 1 0	East Hendred	2 11 4
Brockhampton	4 8 0	Epsom	
Brook Green	0 9 6	Fulham	7 14 6
Brompton	2 0 0	Gospport	2 7 0
Burton Green	1 2 6	Gravesend	
Burton Park		Greenwich	3 15 0
Calehill		Guernsey	6 9 6
Canterbury	1 0 5	Hackney	7 1 6
Chelmsford	1 14 6	Hammersmith	6 8 6
Chelsea	23 3 0	Hampstead	12 0 8
Clapham	2 18 0	Highbridge	
Clewer Green		Horsham	
Colchester	0 18 8	Isleworth	

Islington	£8	4	11	Portsea	£3	4	0
Jersey (Isle of—)				Pylewell	1	1	0
English Chapel } 1848 &				Reading	6	0	0
French ditto } 1849				Richmond	5	5	0
Kentish Town, 1848 & 1849				Ryde (Isle of Wight)	9	10	0
Kensington, 1848 & 1849				Sheerness	1	6	0
London—				Slindon House	13	2	3
St. Mary's, Moorfields	10	2	0	Somers Town	7	13	0
The German Chapel	5	4	0	Southampton	5	4	6
Virginia Street	9	8	0	St. Alban's			
The Sardinian Chapel	9	13	7	St. Edmund's Coll., Old Hall Green	6	14	0
SS. Peter and Paul				St. John's Wood	20	0	6
St. Patrick's	13	0	0	St. Leonard's-on-Sea	5	16	0
The Bavarian Chapel	34	8	10	Stratford	3	18	0
The Spanish ditto	35	4	0	Swanmore			
The French ditto	30	4	7	Thorndon Hall	0	16	0
Westminster, 1848 & 1849				Titchbourn	2	15	0
St. George's Ch, Southwark	18	1	0	Tottenham	1	0	0
Webb Street	4	3	6	Tunbridge Wells	2	5	0
The Oratory				Walthamstow	1	13	8
Margate and Ramsgate	4	4	5	Wandsworth	1	19	6
Midhurst				West Grinstead			
Newport (Isle of Wight)	2	0	0	Weybridge	2	16	0
New Hall	2	10	0	Wimbleton			
North Hyde	0	7	9	Winchester	5	0	0
Norwood	2	2	1	Witham	4	1	2
Peckham	0	10	0	Woolhampton	2	10	3
Poplar	3	18	0	Woolwich	4	4	6

Central District.

Abbot Salford	1	5	0	Erdington			
Acton Burnell				Foxcote	1	16	0
Aldenham Hall & Bridgnorth	1	11	6	Glossop	6	10	0
Alton	3	0	7	Grace Dieu Manor	2	10	0
Alton Towers	4	9	1	Grafton	5	0	0
Ashbourne				Great Haywood			
Ashley				Hampton Cottage, Grove Park	2	0	0
Atherstone	0	9	7	Hanley Castle	2	10	
Baddesley	1	6	0	Harvington Hall	1	15	0
Banbury	5	0	0	Hassop	1	13	0
Barrow Hall				Hathersage	3	0	0
Bilston	5	0	0	Hethe	2	2	0
Birmingham—				Heythorpe	1	6	0
Handsworth	3	0	0	Hinckley	3	16	10
St. Chad's	15	12	0	Holt	0	8	9
St. Peter's	8	1	0	Husband's Bosworth	2	16	6
The Oratory	1	12	2	Kenilworth	1	7	7
Bloxwich				Kidderminster	2	0	0
Brailes	1	0	0	Leamington Priors	14	15	0
Brewood	5	0	0	Leek	3	0	0
Broadway	1	6	0	Leicester	2	15	0
Buxton				Lichfield	1	3	6
Caverswall Castle	2	10	0	Little Malvern			
Cheadle	1	12	6	Longton	5	0	0
Chipping-Norton				Loughborough	1	6	0
Cobridge	4	0	0	Madeley and Wellington	2	7	0
Colston Bassett, <i>see</i> Eastwell				Mawley	2	17	6
Coughton Court	5	8	4	Melton Mowbray	0	10	0
Coventry	1	19	0	Moseley	2	11	6
Creswell	6	0	0	Newark	1	6	3
Derby				Newcastle-under-Lyne	2	0	0
Dudley	5	14	0	New Mills			
Eastwell and Colston	2	2	1	Nottingham	9	0	6

Nuneaton	£2	1	7
Oscott			
Oxford	1	3	4
Plowden	1	5	0
Princethorpe	4	3	6
Radford	3	10	0
Ratcliffe College	0	19	0
Redditch	2	5	6
Rugby	2	16	6
Rugeley	0	18	10
Salter's Hall			
Sedgley Park	3	17	10
Shepshed	0	3	3
Shrewsbury, 1848 & 1849			
Solihull	2	0	2
Spetchley	2	0	0
Spinkhill, Mount St. Mary's	2	6	7
Stafford	4	10	6
St. Benedict's Priory	2	0	0

St. Bernard's Abbey	£1	14	4
Stone, with Aston Hall	4	16	1
Stonor	2	10	0
Stourbridge	2	3	0
St. Wilfrid's, Cheadle	2	0	0
Sutton Coldfield	3	0	0
Swynnerton Park	3	5	6
Tamworth	2	8	0
Uttoxeter	2	10	0
Walsall	5	18	0
Wappenbury	1	4	0
West Bromwich	2	15	0
Whitwick	0	6	6
Wingerworth	0	11	0
Wolverhampton	11	0	0
Woodlane	1	10	0
Wootton House	5	0	0
Worcester	5	0	0
Worksop	4	0	0

Lancashire District.

Aigburth	2	5	2
Alston Lane	2	0	0
Altringham			
Appleton	3	4	4
Ashton-in-the-Willows	2	7	10
Aughton	3	7	2
Barton-on-Irwell	1	13	0
Bedford Leigh	3	9	0
Billington			
Birchley	2	11	1
Birkenhead	9	5	5
Blackbrook	2	4	6
Blackburn	7	14	10
Bollington	1	11	8
Bolton-le-moors— SS. Peter & Paul	4	10	0
St. Mary's	6	0	0
Bootle			
Brindle			
Brown Edge	1	9	9
Burnley	9	1	8
Burscough Hall			
Bury	2	11	0
Chester	4	5	0
Chipping	1	14	0
Chorley	6	10	0
Claughton	4	6	2
Clayton Green	4	0	0
Clitheroe	1	16	6
Congleton	1	15	0
Cottam	4	0	0
Crewe	0	11	0
Croft	1	7	0
Edgeley or Stockport	5	5	6
Enfield Lane	7	13	4
Euxton	1	7	6
Fernyhalgh	9	5	0
Fleetwood	2	3	5
Formby			
Garstang	7	0	0
Gillmoss	3	12	0

Goosnargh	1	2	6
Great Crosby	5	0	0
Great Eccleston	5	15	0
Hindley	1	15	0
Hooton Hall	2	8	6
Hornby	0	10	6
Ince Hall	7	6	3
Isle of Man— Castleton } 1848 & 1849			
Douglas }			
Lancaster	35	10	4
Lea	1	14	5
Lee House			
Leyland	1	0	0
Liscard	3	10	6
Little Crosby	3	19	0
Liverpool— St. Nicholas	23	10	2
St. Patrick	16	12	10
St. Peter	14	11	0
St. Oswald	12	10	6
St. Mary	11	9	6
St. Francis Xavier	11	2	6
St. Joseph	8	0	0
St. Anthony			
St. Ann's			
Lydiate	2	10	0
Lytham	9	0	0
Macclesfield	2	12	0
Manchester— St. Augustine	21	0	0
St. Wilfrid	11	2	3
St. Chad	7	15	9
St. Patrick	6	14	0
St. Mary	5	0	0
Mawdesley	5	0	0
Neston and Park Gate	1	14	0
Netherton	2	3	0
Newsham	3	3	8
Oldham			
Ormskirk			

Orrell	£2 11 0	Southport	£6 8 7
Osbaldeston	2 2 0	Staly Bridge	
Pleasington Prior	1 15 6	Standish Hall	
Portico	2 2 0	St. Helen's	15 8 3
Poulton-in-the-Fylde	5 6 6	Stonyhurst	8 12 2
Preston—		Stydd Lodge	0 10 3
St. Mary		Thurnham	4 0 0
St. Wilfrid	20 11 3	Ulverston	1 15 6
St. Augustine	9 10 0	Warrington	5 8 0
St. Ignatius	5 12 0	Weld Bank	5 0 0
Rainhill	4 7 1	Wigan—	
Rawtenstall	3 14 0	St. John	11 0 0
Rixton		St. Mary	5 0 0
Rochdale	1 11 6	St. Patrick	1 0 0
Runcorn		Willows—	
Salford		Kirkham	7 2 0
Scarisbrick Hall		Woolston	2 13 8
Scorton	3 0 0	Woolton Much	7 10 4
Southbank, Samlesbury	1 15 0	Wrightington Hall	
South Hill	3 8 0	Yealand	12 0 2

Northern District.

Alnwick	2 19 3	Hutton House	3 2 6
Barnard Castle	3 16 4	Kendal	6 6 7
Bellingham	1 15 0	Longhorsley and Amble	1 1 0
Berwick-on-Tweed	3 11 3	Maryport	1 11 6
Biddieston		Minsteracres	
Birtley	2 14 0	Morpeth	0 10 0
Bishop Auckland	0 16 0	Newcastle-on-Tyne—	
Brooms	1 9 9	St. Mary	17 11 7
Callaly Castle	1 13 0	St. Andrew	11 1 6
Carlisle	6 6 0	North Shields	5 2 6
Cheeseburn Grange		Penrith	0 7 6
Cockermouth	0 10 4	Sedgefield	
Cowpen	1 15 0	Stella	3 0 0
Croxdale Hall		Stockton-on-Tees	4 0 0
Darlington	5 0 0	Sunderland	9 0 0
Durham	6 0 0	Sunderland Bridge	3 0 0
Ellingham and Wooler	1 0 0	Swinburn Castle	0 9 0
Esh Laude		Thropton Hall	0 15 3
The Felling	1 10 0	Warwick Bridge	3 4 1
Felton Park	1 0 0	Whitehaven—	
Haggerstone Castle	2 6 6	St. Gregory, }	1 5 6
Hartlepool	6 0 0	St. Mary }	
Hexham	2 19 5	Wigton	
Houghton-le-Spring	4 0 0	Workington	1 1 2

York District.

Aberford	2 0 0	Carlton	3 10 0
Aiskew	0 14 0	Clifford	4 6 6
Allerton Park	3 17 6	Crathorne cum Osmotherly	
Ampleforth College		Dewsbury	0 11 3
Barnsley		Doncaster	
Beverley	0 3 0	Easingwold	0 14 6
Bishop Thornton	1 17 0	Egton Bridge	1 0 2
Bradford	7 3 0	Everingham	14 9 0
Brandsby Hall	1 6 7	The Grange	0 13 3
Brough Hall	5 6 0	Halifax	1 7 0
Broughton Hall	1 0 0	Hazelwood Hall	12 0 0
Burghwallis		Hedon	

Holme	£10 0 0	Middlesbro'-on-Tees	£0 10 6
Houghton Hall	21 10 3	Myddelton Lodge	3 11 6
Huddersfield	2 0 0	Pontefract	1 11 5
Hull	11 11 10	Richmond	4 10 0
Keighley		Scarborough	15 1 6
Kilvington	2 5 0	Selby	1 3 4
Knaresborough		Sheffield	13 18 7
Lartington	0 14 1	Skipton	2 10 0
Lawkland	1 5 8	St. Clare's Convent	5 0 0
Leeds—		Stockeld Park	4 17 0
St. Ann		Ugthorpe	10 0 0
St. Patrick	2 0 0	Wakefield	2 11 10
Leyburn	1 4 0	Whitby	3 2 6
Linton-on-Ouse	2 10 0	Wycliffe	1 12 6
Malton		Yarm	1 4 11
Marton	3 0 0	York	11 10 6
Masbro'	1 0 0		

Western District.

Axminster	1 1 3	Marnhull	0 17 0
Bath, St. John's	15 0 0	Midford Castle	2 3 9
Bodmin		Northfield House	
Bonham House	2 12 7	Penzance	0 15 0
Bridgwater (<i>see with Cannington</i>).		Poole	1 10 0
Bristol (Trenchard Street)	4 10 0	Prior Park	1 0 0
Cannington and Bridgwater	23 3 3	Plymouth (<i>see Stonehouse</i>).	
Cheltenham	6 10 0	Salisbury	2 1 9
Chidiock	1 6 0	Shepton Mallet	1 0 0
Clifton	10 9 4	Shortwood	
Chipping Sodbury	0 8 0	Spetisbury	3 0 0
Downside College	2 0 0	Stapehill	0 10 0
Exeter	3 13 6	Stonehouse and Plymouth	4 2 0
Fairford		Taunton	0 15 0
Falmouth		Tawstock	5 1 0
Follaton	0 5 10	Tiverton	0 15 3
Gloucester	2 16 8	Torquay	
Helston		Ugbrook	2 1 6
Hill Grove	1 6 2	Upton House	6 1 0
Kemerton	5 0 0	Wardour Castle	
Llanherne	0 9 0	Weymouth	0 11 7
Lulworth Castle	6 6 0	Woodchester	2 1 6
Lyme	3 5 3		

Eastern District.

Aston-le-Walls	0 4 6	Kings Cliff	
Aylesbury		Lincoln	3 3 1 $\frac{1}{2}$
Barton-on-Humber	0 16 0	Louth	2 5 6
Boston	1 10 0	Lynn	
Brigg	2 6 1	Market Raisen	4 3 0
Bungay	2 0 0	Northampton	2 6 4
Bury St. Edmund's	1 2 8	Norwich—	
Cambridge	4 1 9	St. John	2 13 6
Coldham Cottage	1 0 0	The Holy Apostles	8 15 0
Cossey, St. Wolstan's	3 0 0	Osgodby	1 5 6
Cossey Hall		Oxburgh	5 5 0
Grantham	1 16 0	Peterborough	
Great Marlow	1 2 0	Salt Hill	
Hainton	4 0 0	Sawston Hall	1 10 0
Ipswich	0 16 0	Shefford	2 7 6
Irnham Hall	16 0 0	Stamford	

Stoke-by-Nayland	£5 14 0	Weston Underwood	£4 10 0
Thetford	0 10 0	Wolverton	1 0 6
Weedon Barracks		Yarmouth	

Welsh District.

Abergavenny	6 0 0	Monmouth	5 8 0
Bangor	4 1 2	Nant-y-glo	
Brecon	1 12 0	Newport	4 18 6
Cardiff	2 5 0	Pater and Tenby	2 0 0
Chepstow	1 2 0	Pontypool and Aberstychan	1 5 0
Coedangred	0 13 0	Rotherwas	
Courtfield		St. Beuno's College	0 7 6
Dowlais	0 12 6	Swansea	
Hereford	5 0 0	Talacre Hall	6 0 0
Holywell	3 11 6	Usk	1 9 1
Llanarth Court	4 10 0	Weobley	0 19 9
Milford and Haverfordwest		Wrexham and Mold	6 14 2

SUBSCRIPTIONS ANNOUNCED SINCE SEPTEMBER.

Ainsworth, Matthew, Esq.	£0 5 0	Jerningham, Hon. G. Stafford	£5 0 0
Arkwright, James, Esq.	0 10 0	Jones, Miss Jane	1 0 0
Bamber, Rev. J.	1 0 0	Jones, Rev. John	1 0 0
Baron, Rev. John	1 0 0	Kaye, Rev. Mr.	0 10 0
Berkeley, Robert, Esq., for 1848 and 1849	50 0 0	Kendal, John, Esq.	1 0 0
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Capes, Frederick, Esq.	2 0 0	Knight, Henry, Esq.	10 0 0
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Caswall, Edward, Esq.	1 1 0	Longman, Rev. T.	1 0 0
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Cowban, John, Esq.	1 0 0	Polding, John, jun., Esq.	2 0 0
Critchley, John, Esq.	0 10 0	Polding, Henry, Esq.	1 0 0
Dalton, Rev. J.	1 0 0	Railton, John, Esq.	1 0 0
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Furlong, John, Esq.	0 5 0	Simpson, Richard, Esq.	2 0 0
Furniss, Rev. J.	5 0 0	Sparrow, John, Esq.	2 0 0
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Glenie, J. M., Esq.	1 1 0	Swettenham, —,	0 10 0
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Hanford, C. J., Esq.	10 0 0	Wharton, Edward, Esq.	0 10 0
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Herbert, J. A., Esq.	5 0 0	Witherington, Richard, Esq.	1 0 0
Hogan, Rev. Edmund	1 0 0	Woods, Alexander, Esq.	0 5 0
Jackson, George, Esq.	1 0 0	Woollett, Rev. W.	1 0 0
		Wrigley, George, Esq.	1 0 0

THE
Catholic School.

NOS. XIV. AND XV.—FEBRUARY 1850.

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LONDON:

PUBLISHED BY THE CATHOLIC POOR-SCHOOL COMMITTEE.

SOLD BY

BURNS AND LAMBERT, PORTMAN STREET, PORTMAN SQUARE; AND PATERNOSTER ROW;
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Notices.

THE Catholic Poor-School Committee have for certain reasons altered the times of ordinary General Meetings. Under the new arrangement, applications for aid will be received up to Low Sunday and All-Saints Day in every year. The Clergy are particularly requested to observe this announcement.

As the funds of the Committee are now entirely exhausted, subscribers are requested to forward their annual contributions immediately. Subscriptions become due on the 1st of January, and are received at the London Joint-Stock Bank, 69 Pall Mall, by any member of the Committee, and the Secretary.

In the case of schools inspected in 1849 with the view to apprenticeship of Pupil-Teachers, but without success, fresh applications to the Committee of Council are earnestly recommended. Education is a matter in which patience and perseverance are especially needful. Ultimate success is certain in all cases.

On and after the 1st of March, 1850, the *Catholic School* will be published on the first day of every alternate month, in an enlarged and improved form.

The Easter examination of Catholic schoolmasters will be held by T. W. M. Marshall, Esq., H.M. Inspector, at London and Sunderland, shortly after Easter-day, 1850. More definite notice will be given. Towards the expenses of masters attending this examination the Committee will contribute 1*d.* per mile travelled in going to, and returning from, the appointed place, with 10*s.* added.

The secretary is acquainted with two or three promising schoolmistresses, whose names he will be happy to give.

Additional pupil-teachers have been apprenticed at Alton (1), Allerton (1), Towneley (2), Hurst Green (1), and Knaresborough (1).

The
Catholic School.

Nos. 14 and 15.

February 1850.



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RESCRIPT FROM THE HOLY SEE IN FAVOUR OF THE CATHOLIC POOR-SCHOOL COMMITTEE.

BEATISSIMO PADRE,—I Cattolici d'Inghilterra hanno formata sotto il titolo di Comitato delle Scuole dei Poveri, una Commissione, laquale invigila sotto la direzione dei Vescovi alle collette ed alle altre cose che possono promuovere l'educazione Cattolica dei poveri Cattolici. I Vescovi hanno stabilito che le collette si debbano fare tutti gli anni nella Domenica dopo l'Ottava del Corpus Domini, festa in Inghilterra del S. Cuore.

I Vicarj Apostolici dell' Inghilterra e per essi Nicola Wiseman Vescovo Melipotamense Vicario Apostolico del Distretto Londinese, umilmente supplicano che Vostra Santità si degni, onde favorire a questo oggetto pio, accordare *in perpetuum* l'Indulgenza Plenaria applicabile anche alle anime del Purgatorio a tutti quelli che in qualunque Distretto dell' Inghilterra, in quel giorno, od entro la sua ottava, confessati e comunicati daranno qualche limosina per l'educazione dei poveri Cattolici nella Fede Cattolica da erogarsi nel modo approvato dai rispettivi Vicarj Apostolici. Come pure l'Indulgenza Plenaria perpetua ed applicabile alle anime Sante da lucrarsi da tutti gli associati contribuenti alle collette del

sudetto Comitato sotto la dipendenza dei Vicarj Apostolici liquali nella festa di S. Giorgio Martire e di S. Edoardo Re e Confessore e nelle loro Ottavo, previa la Confessione e la S. Communion, pregheranno in qualche Chiesa, Capella, o pubblico Oratorio giusta la mente del sommo Pontifice. Che ed.



Utendo facultatibus a SSmo Domino Nro PIO Div. Provid. P.P. IX. nobis specialiter tributis, annuimus in omnibus pro gratia juxta petita: contrariis quibuscunque non obstantibus.

Datum Romæ ex æd. S. C. de Propaganda Fide Die 31 Octobris, 1849.

Gratis sine ulla omnino solutione quocunque titulo.

ALEXANDER BARNABO,
a Secretis.

TRANSLATION.

MOST HOLY FATHER,—The Catholics of England have formed a Commission, under the name of "Poor-School Committee," to take charge of the collections for the Catholic education of the Catholic poor, and of other matters tending to promote the same, under the direction of the Bishops;

and the Bishops have appointed the collections to be made every year, on the Sunday after the Octave of Corpus Christi, which Sunday is in England the Feast of the Sacred Heart.

The Vicars Apostolic of England, and Nicholas Wiseman, Bishop of Melipotamus, Vicar Apostolic of the London District, on their behalf, humbly beseech your Holiness to deign, for the promotion of this pious object, to grant *in perpetuum* a plenary indulgence, applicable also to the souls in Purgatory, to all who, in any of the Districts in England, on this day (the Feast of the Sacred Heart), or within the Octave, after confession and holy communion, give alms to be applied in the manner approved by the Vicars Apostolic to the education of the Catholic poor in the Catholic Faith; and also *in perpetuum* plenary indulgences, applicable too to the holy souls, to be gained by all those of the subscribers and contributors to the funds of the above-named Committee (under the control of the Vicars Apostolic) who shall, on the Feast of St. George the Martyr and St. Edward the King and Confessor, after confession and holy communion, pray for the intention of the Sovereign Pontiff in any church, chapel, or public oratory. And, &c.



In virtue of the faculties specially bestowed upon us by our Most Holy Lord

Pope Pius the Ninth, we freely allow all the above requests; any thing whatever to the contrary notwithstanding.

Given at Rome, from the House of the Sacred Congregation de Propaganda Fide, this 31st day of October, 1849.

Gratis, &c.

ALEXANDER BARNABO,
Secretary.

By this Rescript, his Holiness, October 31, 1849, grants perpetually:

1st. A plenary indulgence to all who, on the Feast of the Sacred Heart, the Sunday after the Octave of Corpus Christi, or within eight days after, shall go to confession and communion, and subscribe to the Poor-School Committee's Fund.

2d. A plenary indulgence to all contributors to the same who, on the Feasts of St. George or St. Edward the Confessor, or within their octaves, shall go to confession and communion, and pray for some time for the intention of his Holiness the Pope.

3d. Both indulgences are applicable by way of suffrage to the faithful departed.

✠ NICHOLAS,
Bishop of Melipotamus.

By order of the Right Reverend the Lord Bishop.

SCOTT NASMYTH STOKES,
Secretary to the Catholic Poor-School Committee.

DESTITUTE CATHOLIC CHILDREN.

OF the more popular tests for discovering the pure religion of the Gospel amidst the various false creeds which poison and corrupt the English nation, none can be more convincing than the treatment of the poor. *Beati pauperes* is the sentence of Almighty God, *maledicti pauperes* is the response of Antichrist; yea, cursed beyond rogues and felons and beasts of burden. Thus, while the spirit of the Church would be aptly symbolised by a monastery, with its guest-room for all comers, and poor monks in the gate dispensing food and

raiment to the indigent, Protestantism would rather find its emblem in the treadmill and boneyard of a workhouse.

But, unhappily, though that workhouse is essentially uncatholic in its origin and principles, it embraces more than Protestants. Our own poor Catholics are there, men, women, and children, and the wrongs they suffer are more than corporal. Insufficient food, poor clothing, pestilent dormitories, inhuman toil, separation from kindred, association with vice—all is an inadequate expiation of the sin of po-

verty as long as there remains the solace of true faith : this they must lose to be indeed wretched.

“ A curse shall return upon the head of him that uttered it,” says the wise man ; and the proverb is verified here. The poor Catholic children who, with the aids of their religion and a useful education, would have become valuable citizens and subjects, rendered infidel and corrupt by the approved workhouse system, are in a few years the founders of a pauper race ; and the intolerant shopkeepers, proud erewhile to grind out of a Papist the principles of a faith hated for its Founder’s sake, are now beggared by poor-rates exacted to maintain the offspring of their victims.

Catholics of the upper and middle classes can alter all this if they please. The wronged are ever strongest, and the persecuted will triumph at last. The fashionable profession of the day is religious tolerance and equality. Government, in all its branches, is nominally conducted upon this principle. We have but to claim our rights perseveringly, to shew by our zeal and steadfastness that the injuries of our poorer brethren are felt as our own, to raise our voices on every occasion of wrong, to register these wrongs, and the amount of redress accorded or denied in each case, to appeal to authority, and not to neglect public opinion,—and by such measures we shall most assuredly obtain justice. What can ruin so good a cause but the faithlessness of its supporters ?

Some correspondence of considerable importance, touching the Catholic pauper children of Marylebone parish, will be found appended to this paper, and will be seen to have led to the distinct enunciation on the part of the Poor-law Board of the legal religious rights of children in union-houses.

A short history of the case may be instructive, and must be prefaced with a declaration made in all sincerity, that with the single exception of our children, the Catholic inhabitants of Marylebone workhouse receive all the consideration which the nature of such an institution permits.

This being premised, we must remark that for years past the conviction has been growing upon the minds

of all intelligent persons conversant with the interior of a workhouse, that such a place is, of all others, the most unsuitable for the education of children ; and that, unless the country is prepared, generation after generation, to maintain by its industry, and ultimately to be ruined by, a race of inveterate hereditary paupers, it is essential to remove the young from the contamination of intercourse with the adults, and to train them in distinct establishments to habits of industry and independence. On the 9th of July, 1849, the guardians of Marylebone parish presented to the vestry a Report explaining the “ data upon which they had arrived at the conclusion that there is an absolute necessity for the removal of the schools from the workhouse.” This report starts by shewing that, whereas the workhouse premises cannot properly accommodate more than 1749 persons, the average actual number of inmates during 1848 was 2077, and the maximum 2264 ; “ every ward being crowded, and the shops used as dormitories.” But this consideration is subsidiary to the main argument, viz. the impossibility of eradicating pauperism by means of education conducted in schools contaminated by contact with vicious adults. It is stated that, “ from July 1840 to July 1849, 326 female inmates, between the ages of thirteen and twenty, have been provided with 896 situations from the workhouse, being an average of nearly three situations to each. It is submitted, that if a young woman possessed a proper spirit of self-dependence, she would, after being provided with a situation and a suitable outfit of clothing from the workhouse, endeavour to keep it until she had an opportunity of bettering her condition by entering upon another, obtained through her own exertions : such is commonly the case with girls brought up in the orphan schools ; and especially so with respect to the girls brought up at the St. Marylebone charity school ; the instances being *very rare indeed* of a girl brought up in *that* school applying, under any circumstances, to the parish for relief. Such, however, is not the case with girls brought up in the workhouse. It

is evident from the number of times they return (in some instances as many as thirteen) that a feeling of abject dependence is fostered. . . . It is impossible to prevent the contamination *even* of the children, consequent upon their residence in the same house with adult paupers: communication cannot be wholly prevented; demoralising conversation and excitement to insubordination are carried on over walls, and through windows, besides the frequent employment of adult paupers in the management, attendance, and even instruction of the children. The evil consequences of the present system may be traced in the painful history of the young females who have been sent out of this house within the last nine years to domestic service (not including apprentices); and whose age and subsequent history is given as far as it can be ascertained.

“Of 326 females who left the school between the ages of thirteen and twenty,

89 are now leading abandoned lives.

20 have had illegitimate children that have become chargeable.

37, after having had several situations and outfits, have emigrated.

10 are married.

1 passed.

7 dead.

10 are receiving relief either in or out of the house.

45 are supposed to be in service.

99 nothing certain is known.

8 taken out by friends.

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“From 1843 to the end of 1847, 137 youths from fifteen to eighteen years of age left the workhouse, and engaged themselves in the sea-service; and of these, eighty-three returned, and became subsequently chargeable. It would be scarcely possible to arrive by any minute calculation at the precise *cost* to the parish on account of young persons who have been brought up in the schools; and who, for want of self-dependence, become, by *themselves* and their *illegitimate children*, a burden upon the parochial funds; but when the frequency of their admission and discharge into the workhouse is taken into account; their maintenance in it during a considerable portion of the year; the recurrence of outfits of cloth-

ing *beyond the first*; the casualties resulting from misconduct, such as charge for lying in, permanent charge on account of illegitimate children, the necessity for frequent medical attendance and the like, it certainly cannot be estimated as imposing burdens upon the parish, simply resulting from the confirmed habits of pauperism engendered by the workhouse education, of less than from 1000*l.* to 1500*l.* per annum. Nor is this the worst feature; for many would still be preying on society either as beggars, thieves, or criminals, alternating their time between the workhouse, streets, and prisons. . . . The only effectual remedy for this is the removal of the schools to some other locality, which would prevent association with adult pauperism, conduce to that self-respect so important in the training of children, so impossible to obtain while they daily observe themselves to be members of a despised class; and which, moreover, would afford the opportunity of adopting a course of industrial training that should inculcate on *all* the important lesson, that they are destined to earn their livelihood by the sweat of their brow; —which should gradually inure them to labour, and systematically teach them the practical duties of life, neutralising the repugnance and irksomeness now felt to patient industry when placed out in the world, and imparting to them the knowledge, duty, and dignity of self-dependence and self-support. . . . A consideration of these unfavourable circumstances has convinced the majority of the directors and guardians, that *so long as* these schools are maintained in their *present* locality, it is impossible to effect the real object of education, viz. the rearing of hardy, intelligent, moral, and industrious men and women, whose characters and habits may afford the best security to the property and order of the community, as well as ensure the cessation of dependence of these children on the rate-payers at the earliest period.”

We have quoted largely from this Report, which we believe to represent fairly the state of workhouse schools, and the madness of continuing to rear children in them. But be this as it may, the evils of existing arrangements

having been allowed by the directors and guardians, and the removal of the children recommended, it was thought to be a favourable opportunity to offer upon fair terms to remedy the causes of complaint, so far as the Catholic children were concerned, by removing them to other establishments. Accordingly, such an offer was made and entertained. But after a return of the number of such children (said to be about sixty, but probably, in reality, nearly 200) had been obtained, a difficulty was discovered in some Act of Parliament, and the offer rejected. A refusal to specify the obstructing act was subsequently given, and the case in that position sent to the Poor-law Board. The Board replied that no difficulty arose from any *general* act relative to the poor; and, in the letter dated 29th November, 1849, laid down the following grand principles:

1. No Catholic child can by law be compelled to attend any religious services to which he or she objects.

2. A child may object to attend a service in any way which is positive and undecided.

3. A Catholic child may claim instruction from his priest.

4. A Catholic parent in a workhouse may claim the aid of a priest in giving religious instruction to his child; but a parent out of a workhouse cannot so claim for his child while in it. The child in that case must claim for himself.

In addition to the Poor-law Board, the attention of the Privy Council has been called to Catholic interests in this matter; and it is possible that many of our readers may learn now for the first time—we promise them it shall not be the last they hear of it—that the workhouse schools are now regularly inspected by five gentlemen, who, unlike the other Protestant inspectors, are laymen, and who must exercise a general control over the education of all destitute children, Catholic as well as Protestant. From the Privy Council a general pledge has been secured in favour of the maintenance of religious rights.

In conclusion, we would venture to make a few suggestions to our readers who, we feel sure, will, like ourselves, be conscious of the sacred obligation of

watching in this matter over the interests of our poor children.

1. Let the priest of every mission containing a workhouse look well to its conduct.

2. Let Catholics throughout the kingdom take every opportunity to become members of Vestries and Boards of Guardians.

3. On occasion of every wrong, let appeal be made in the first instance to the local authorities; and failing redress, let a statement, capable of exact verification, be forwarded to the Catholic Poor-School Committee, for transmission to the Poor-law Board.

4. Let every opportunity be taken to impress upon Members of Parliament how deeply all Catholics feel in this matter.

5. Let an effort be made to establish for destitute Catholic children, under the best arrangements and supervision, District Industrial Schools.

18 Nottingham Street, Marylebone,
23d August, 1849.

GENTLEMEN,—I have the honour to submit to you a proposal, which, affecting in the first instance the orphan Roman Catholic children in your workhouse, may be extended at your pleasure to any number of pauper Catholic children chargeable to your parish.

The proposal which I am directed by the Right Rev. Dr. Wiseman to make to you is, to receive from your hands the orphan Catholics of St. Marylebone, to be boarded, lodged, clothed, and educated upon such terms as shall appear to your Board fair and reasonable. Ample accommodation, in charitable institutions lately established for orphans, in healthy localities, is at command for this purpose, the house for boys being situated at Southall, and that for girls at Norwood. These institutions, if you entertain the proposal, will be under your inspection, and will be at all times open to you, or to persons authorised by you, to examine them.

The consideration which influences us in making this proposal is not one of gain, and accordingly we are willing to accept such remuneration as will

cover the bare amount of the children's expenses; indeed, whatever payment your Board may please to sanction will be wholly expended upon the children, without charging any part of the rent, &c. to the account of the children, and without the possibility of making a profit by them. We are actuated solely by the desire to promote the welfare of the destitute children of our religion; and for this end we are ready, in the public institutions to which I have referred, to make pecuniary sacrifices which cannot be expected from individuals.

In conclusion, I would beg briefly to mention some of the advantages which I—myself a rate-payer—believe would accrue to the parish from the adoption of the proposal.

1. The children will be well treated. They will be placed where no one will have any interest in stinting their food, clothing, or education.

2. This will be effected at the lowest cost to the parish, and under the inspection of your Board.

3. The course pursued towards the children will be such as to provide, not merely for their comfort and good conduct in youth, but also for respectable behaviour in after life; and it is not doubted that we shall be able to qualify them for useful situations, in which they will maintain themselves creditably, and cease to be, either in their own persons or through their offspring, a burden upon the parochial rates.

I have the honour to be, Gentlemen, your obedient servant,

SCOTT NASMYTH STOKES,
Sec. Cath. P. S. Com.

To the Guardians of the Poor of the
Parish of St. Marylebone.

Sec.'s Office, St. Marylebone Workhouse,
August 24th, 1849.

SIR,—I have to acknowledge the receipt of your communication addressed to the Directors and Guardians of the Poor, which was laid before the Board at their meeting yesterday; and I am to inform you that the Board ordered a return to be laid before them on Friday next of all orphans in the workhouse of the Roman Catholic religion, and also the children of Roman Catholic parents; and that the Board will be specially

summoned for Friday next to consider your communication.

I have the honour to be, Sir, your very obedient servant,

THOMAS THORNE,
Secretary.

S. N. Stokes, Esq.

Sec.'s Office, St. Marylebone Workhouse,
24th September, 1849.

SIR,—I have to transmit to you the copy of a Report of a Committee of the Directors and Guardians of the Poor of St. Marylebone, which has been adopted by the Board in reference to the proposal some time since made to them by the Catholic Poor-School Committee.

I am, &c. &c.

THOMAS THORNE,
Secretary.

The following is an extract from the Report of a Committee of the Directors and Guardians of St. Marylebone, under date 20th September, 1849:

“The Committee having duly considered the application of the Catholic Poor-School Committee respecting the orphan Roman Catholic children, with reference to the Acts of Parliament under which this Board is appointed, are of opinion that the Board cannot legally sanction the proposed removal of any of the children; and they recommend that this answer be returned accordingly.

Signed by all the Members of the Committee, and adopted by the Board, September 21st, 1849.

THOMAS THORNE,
Secretary.

18 Nottingham Street, Marylebone,
26th September, 1849.

SIR,—I have the honour to acknowledge the receipt of your letter of the 24th inst., enclosing a copy of the resolution of the parochial authorities upon the proposal which I was desired to make to them in reference to the Roman Catholic orphans of the parish.

Although I cannot but deeply regret the tenour of that resolution, I am at the same time fully sensible of the courteous and liberal spirit in which the Directors and Guardians of the Poor

of St. Marylebone entertained my proposal; and I would venture to hope that if hereafter the legal difficulties should be removed, I may with a fair prospect of success renew the proposal.

With this view, I shall esteem it a favour if you will kindly indicate to me the particular clauses of the Acts of Parliament which curtail the liberty of the Guardians of the Poor in this matter.

I am, Sir, your obedient servant,

SCOTT NASMYTH STOKES,

Sec. Cath. P. S. Com.

Thos. Thorne, Esq.

Sec's. Office, St. Marylebone Workhouse,
29th September, 1849.

SIR,—I have to acknowledge the receipt of your letter under date Sept. 26, which I felt it my duty to lay before the Board of Directors and Guardians of the Poor; and I am not authorised by the Board to give any further reply than that contained in the Report of the Committee upon the subject, a copy of which was forwarded.

I am, Sir, your very obedient servant,

THOMAS THORNE,

S. N. Stokes, Esq.

Secretary.

18 Nottingham Street, Marylebone,
20th October, 1849.

SIR,—I have the honour to invite your attention to the enclosed copy of a correspondence which has passed between the Guardians and Directors of the Poor of Marylebone parish and myself, in reference to the Roman Catholic children in the workhouse.

You will observe the correspondence to commence with an offer made by me to receive such children into institutions established expressly for the benefit of their class, and, without any additional expense to the parish, to provide for their moral and physical well-being during life, so far as judicious treatment and sound education in childhood can affect that purpose. The parochial authorities, having ascertained from the reports of their officers that the workhouse contains fifty-six children born of Roman Catholic parents, came at length to a resolution that legal difficulties prevented them from entertaining my proposal; and,

in reply to a subsequent application, they declined to specify the Act of Parliament with which such difficulties were supposed to originate.

It remains, therefore, to lay the case before the Poor-Law Commissioners; and to request to be informed, whether the law, in its present state, is as the Marylebone Guardians understand it.

If the law do not sanction the removal of children from the workhouse, then I would further beg to know what regulations have been made to provide for the religious liberty of Roman Catholic children in workhouses, and to preserve them from compulsory instruction in creeds differing from that of their birth.

I am conscious that it would be idle in me to do more than summarily advert to the enormous avowed evils arising from the present system of retaining destitute children in the workhouses, since those evils and their remedies are known to have occupied, for many years, the serious consideration of the Commissioners. Neither can I doubt that the Commissioners are ready to recognise and respect the right of the poorest orphan to follow the faith of his fathers, and to receive religious instruction from the ministers of that faith.

And if this be so, I cannot but anticipate that the Commissioners would regard with favour any attempt made by Roman Catholics to establish district schools for destitute children; where the results of the present system—so ruinous, whether regarded politically, economically, or morally—might be avoided, and a useful education imparted, without violation of the rights of conscience or any increase in parochial rates.

It has been computed that the workhouses of England and Wales contain no fewer than 5000 Roman Catholic children; and in some instances charges, which it would be very painful to credit, have been brought of systematic compulsory proselytism.

You will permit me to add, that the Committee to which I am secretary is concerned in the welfare of all these children, having been appointed by the Roman Catholic Bishops to watch over the general interests of the education

of the poor; and having been honoured by the recognition of the Lords of the Committee on Education of her Majesty's most honourable Privy Council by Minute, dated 18th December, 1847.

I am, Sir, your obedient servant,
 SCOTT NASMYTH STOKES,
 The Secretary, Sec. Cath. P. S. Com.
 Poor-Law Board.

Poor-Law Board, Somerset House,
 23d October, 1849.

SIR,—I am directed by the Poor-Law Board to acknowledge the receipt of your letter of the 20th inst., transmitting to them a copy of a correspondence which has passed between yourself and the Guardians and Directors of the Poor of St. Marylebone, in reference to the Roman Catholic children in the workhouse of that parish.

I am directed to state, that your communication will receive the consideration of the Board.

I have the honour to be, Sir, your obedient servant,

EBRINGTON,
 S. N. Stokes, Esq. Secretary.

Poor-Law Board, Somerset House,
 27th October, 1849.

SIR,—I am directed by the Poor-Law Board to state that they have carefully considered your letter of the 20th instant, and the correspondence enclosed in it between yourself and the Directors and Guardians of the Poor of St. Marylebone, relating to the case of the Roman Catholic children in the workhouse of that parish.

It appears from the resolution of the Directors and Guardians, contained in the letter of their Secretary dated the 24th ult., that they entertain doubts, founded upon certain local Acts of Parliament, as to their own power to sanction such an arrangement with regard to the Roman Catholic children as was proposed to them.

The Poor-Law Board can express no opinion with regard to the legal difficulties suggested, as the difficulties themselves are not specified, nor even the particular statute or statutes upon which they are supposed to arise. If a legal opinion is desired, perhaps the most satisfactory course would be to

take the advice of some eminent counsel, to whom the various local acts might be submitted. The provisions made by the general law with regard to the religious instruction of pauper children in workhouses will be found in the 4 and 5 William IV. c. 76, s. 19.

The Poor-Law Board have no authority to direct the Guardians of Marylebone to enter into such an arrangement as that proposed. Should the present difficulties be obviated, and any agreement of this kind be hereafter submitted to the Poor-Law Board for their assent, they will be prepared to give the subject the full consideration which its importance merits.

I am, Sir, your obedient servant,
 EBRINGTON,
 S. N. Stokes, Esq. Secretary.

Copy of Clause XIX., 4 and 5 William IV. cap. 76.

“And be it further enacted, that no rules, orders, or regulations of the said commissioners, nor any bye laws, at present in force, or to be hereafter made, shall oblige any inmate of any workhouse to attend any religious service which may be celebrated in a mode contrary to the religious principles of such inmate, nor shall authorise the education of any child in such workhouse in any religious creed other than that professed by the parents or surviving parent of such child, and to which such parents or parent shall object; or in the case of an orphan, to which the godfather or godmother of such orphan shall so object.

“Provided also that it shall and may be lawful for any licensed minister of the religious persuasion of any inmate of such workhouse at all times in the day, at the request of such inmate, to visit such workhouse for the purpose of affording religious assistance to such inmate, and also for the purpose of instructing his child or children in the principles of their religion.”

18 Nottingham Street, Marylebone,
 22d November, 1849.

MY LORD,—I have the honour to acknowledge the receipt of your Lordship's letter, dated 27th October, and numbered 30075.

While tendering to your Lordship

my respectful thanks for the suggestion conveyed therein, to take the advice of some eminent counsel, with a view to ascertain whether the local Acts of Parliament under which the Board of Guardians and Directors of the Poor of St. Marylebone is constituted, render the removal of the Roman Catholic children from the workhouse, on the terms proposed, an illegal proceeding, I beg leave to explain that as yet that suggestion has not been acted upon, because information, received from unofficial but authentic sources, appears to shew plainly that the Guardians' objection arises not from the provisions of any local Acts of Parliament, but from a disinclination to "sacrifice their independence," by co-operating with the Poor-Law Board to the extent which, in the case of pauper children farmed out of the parish, is made necessary by an Act of Parliament passed subsequently to the catastrophe in the pauper establishment at Tooting.

Against a prejudice, which rests upon no more substantial basis than the fear of central authority, or the love of petty power, it is feared that the opinion of eminent counsel upon the true interpretation of legal enactments would avail little.

Meantime, with reference to the fifty-six children in the Marylebone Workhouse, whom the Guardians have ascertained by reports of their officers, and acknowledged by entry in their Minutes, to be Roman Catholics, I am desired to inquire the precise extent of religious rights guaranteed by 4 and 5 William IV., cap. 76, sec. 19, to which your Lordship is so good as to refer me.

I am desired to ask :

1. Whether in the enactment that "No rules, &c. shall oblige any inmate of any workhouse to attend any religious service which may be celebrated in a mode contrary to the religious principles of such inmate," children are included under the words "any inmate."

2. Whether any formalities are necessary to be observed by a parent or godfather in "objecting" to the education of a child in a religious creed differing from his own?

3. Whether the privilege of receiving religious instruction from a licensed

minister of his own persuasion is limited to a child whose parent is an inmate of the workhouse?

4. Whether orphans or deserted children, whose religion up to the time of entering the workhouse is acknowledged, and whose progenitors' religion for centuries is matter of notoriety, are permitted, under the administration of the Poor-Law Board, to assert a conscientious objection to attending religious services, or to receiving religious instruction, in a persuasion different from the faith of their birth and baptism, and to obtain the assistance of a licensed minister in learning and following the principles of that faith?

The Poor-Law Board will not fail to perceive how deeply the principles involved in the foregoing inquiries affect all her Majesty's poorer subjects who are not members of the Established Church, and, above all, those who by birth or extraction are Irish.

I am directed to convey to your Lordship the respectful thanks of the Catholic Poor-School Committee for the assurance that the Poor-Law Board will be prepared to give favourable consideration to the question of District Schools for Roman Catholic pauper children, and at the same time to enclose copies of letters upon this subject which have passed between the Committee on Education of her Majesty's most honourable Privy Council and the Poor-School Committee, and to request the attention of the Poor-Law Board to their contents.

I have the honour to be, &c.

S. N. STOKES.

The Right Hon. the Secretary,
Poor Law Board.

Poor-Law Board, Somerset House,
29th November, 1849.

SIR,—I am directed by the Poor-Law Board to acknowledge the receipt of your letter of the 22d inst., in which, with reference to the case of the Roman Catholic children in the workhouse of the parish of St. Marylebone, you submit to them some inquiries as to the precise extent of religious rights guaranteed to the inmates of workhouses by the 4 and 5 William IV. c. 76, s. 19.

The Board direct me to state, that they have no difficulty in answering

the questions which you propose, with respect to the provision made by the legislature for the religious assistance and instruction of the inmates of workhouses. That provision, as you are aware, is contained in the section of the Act of 4 and 5 William IV. c. 76, s. 19, which is above referred to.

Taking your questions in their order, the Board are of opinion,

1. That the word "inmate," in the first clause of the section, does comprehend children as well as adults, and that where a child possesses "religious principles," which are often found even in young children, especially in those of conscientious and religious parents, such child cannot be compelled to attend any religious service which may be celebrated in a mode contrary to those religious principles.

2. That no particular formalities are necessary in expressing an objection, on the part of a parent or godfather, to the education of a child in a religious creed differing from his own; it is sufficient that the objection be positive and unequivocal.

3. That the privilege of receiving religious instruction from a licensed minister of his own persuasion extends to any inmate (whether adult or child) who really is of the religious persuasion of such minister; that where a parent is an inmate, he has a right to avail himself of the assistance of such licensed minister of his own persuasion for the instruction of his child, but that the Act of Parliament does not give the right last mentioned to a parent who is not himself an inmate of the workhouse.

The answer to the fourth question is really involved in the answers to the first and third.

With respect to the facts of any particular case, the Board, if called upon, will form their judgment when it arises, and is properly brought before them; but they believe that, in the answers now given, they have correctly interpreted the legislative provision under which they are bound to act with respect to the religious instruction to be given in workhouses.

I am, Sir, your obedient servant,
W. G. LUMLEY,
Assistant Secretary.

S. N. Stokes, Esq.

18 Nottingham Street,
27th October, 1849.

ROMAN CATHOLIC CHILDREN IN }
SCHOOLS OF PAROCHIAL UNIONS. }

SIR, — The Catholic Poor-School Committee has regarded with lively interest the measures adopted by the Lords of the Committee of Council on Education for the promotion of the welfare of destitute children, by placing under inspection the schools of parochial unions, and affording facilities for the establishment of district schools, wherein boys and girls receiving aid from the Poor's Rate may obtain a sound education combined with industrial training.

From the able reports of her Majesty's Inspectors, published in the appendix to the Minutes of the Committee of Council on Education, 1847-8-9, it appears, that the workhouses of England and Wales contain about 50,000 pauper children; and the information collected by the Poor-School Committee leads them to believe that, of these children, about 5000 are the offspring of Roman Catholic parents.

When the district schools so wisely projected have been generally established for the benefit of all destitute children, whether relieved in the union workhouses or out of them, the whole number under instruction will probably be decupled, and the Roman Catholic children directly affected will not be fewer than from 40,000 to 50,000.

Their lordships are aware that the commission of the Roman Catholic Bishops of England and Wales with which they are honoured, has given to the Poor-School Committee an interest in every one of these children.

The Committee, therefore, would respectfully ask for information respecting the principles upon which it is proposed to conduct the pauper education of this country.

They are the more urgently impelled to make this request at the present time, because they have observed that her Majesty's Inspectors, in the reports already alluded to, while they do not fail to give due prominence to the importance of religious instruction, appear to ignore the existence of differences in the religious belief of those whose education

they superintend. Thus Mr. Symons, in his "Letter to Schoolmasters," given at page 298, observes, "The Holy Scriptures will, after prayer, be read daily in your school; but I need hardly say, that the mere reading of the truths of salvation, however constant, and the mere repetition of catechisms, however perfect, cannot impart knowledge to a child without continual explanation and close questioning," &c. And Mr. Browne avows his belief, in page 145, that "no system of general education, of which the Scriptures are not the basis, can be expected to produce moral, nor, perhaps, even intellectual results of importance." And even the Act of Parliament 7 and 8 Vict. c. 101, as quoted by Mr. Symons, provides, with respect to district schools, that "every such board for a district shall appoint, with the consent of the bishop of the diocese, at least one chaplain of the Established Church, as one of the paid officers aforesaid, who shall be empowered to *superintend the religious instruction of all the infant poor*, being under the control of the said district board." Although, subsequently, it is "provided always, that no rules, orders, or regulations of the said commissioners, nor any regulations made by such district board, shall oblige any inmate of any such school or asylum to attend any religious service which may be celebrated in a mode contrary to the religious principles of such inmate, nor shall authorise the education of any child in any religious creed other than that professed by the parents, or surviving parent, of such child, and to which such parents, or surviving parent, may object, or, in case of a deserted child, to which his next of kin may object."

It is assumed by the Poor-School Committee that her Majesty's inspectors, under the terms "Scriptures," "Holy Scriptures," and "Bible," designate those portions of King James the First's translation of the Holy Bible which are in popular use; and they are accordingly led to take this opportunity to recall to the recollection of their lordships the well-known fact, that her Majesty's Roman Catholic subjects agree with the many learned Protestant scholars who have not scrupled to pub-

lish their opinion, supported by ample proofs, that the translation in question is very far indeed from an accurate version of the original Bible, uncoloured by the particular sentiments of the translators. Roman Catholics therefore, while they cordially unite with Mr. Bowyer, her Majesty's inspector, in deprecating a system under which "the Holy Scriptures are desecrated by being used merely as a reading-book" (p. 72), are further bound to object to the use of the Protestant translation in the instruction of their children upon the ground, not that it is the Bible, but rather that it is not the Bible. When, therefore, in addition to the use of an inaccurate version, after prayer, the schoolmaster of a district or union school is encouraged to put his own meaning upon what is read by "continual explanation and close questioning," and all this is done under the superintendence of "at least one chaplain of the Established Church," the Poor-School Committee cannot but entertain apprehensions for the religious liberty of those children who differ from the creed of the master and chaplain, and more especially for that of young Roman Catholics; since they conceive that such a system of education is not one in which the attempt can be made to combine the professors of various religions by excluding whatever is objectionable to the principles of any of them, but rather a system in which the rights of conscience appear to be practically forgotten, and the children of all the poor assumed to belong to the particular form of religion which a majority of the richer classes is supposed to profess.

It also appears to the Poor-School Committee but too probable that the strong repugnance to the establishment of district schools which Boards of Guardians all but universally entertain, will become invincible so far as the character of such institutions is allowed to involve the sacrifice of religious liberty.

The members of the Poor-School Committee are so firmly persuaded that no such sacrifice is contemplated by their lordships, that they invite special attention to the subject, in the fullest confidence of securing for Roman Ca-

tholic pauper children a due respect for those inviolable rights of conscience which, while they attach equally to the meanest and the most elevated of her Majesty's subjects, are considered the most precious portion of a Briton's birth-right.

I have the honour to be, &c.

S. N. STOKES,
Sec. Cath. P. S. Com.

The Secretary,
Committee of Council on Education.

Committee of Council on Education,
Privy Council Office, Downing Street,
5 November, 1849.

ROMAN CATHOLIC POOR-
SCHOOL COMMITTEE.)

SIR,—I have the honour to acknowledge the receipt of your letter dated the 27th ult., in which you ask for information respecting the principles by which their lordships will be guided in conducting the education of pauper children in schools of parochial unions, or in district schools to be established under the Act of Parliament relating thereto.

I am directed to inform you, that the entire control of such schools is vested by law in the Poor-Law Board, and not in the Committee of Council on Education. The Poor-Law Board alone have the power of issuing regulations

for the government of such schools; and the province of the Committee of Council on Education in regard to them is confined to receiving the reports of her Majesty's inspectors, and making such recommendations to the Poor-Law Board as may appear expedient to their lordships on consideration of these reports.

My lords are not aware that the Poor-Law Board have yet drawn up any general rules for the future management of pauper schools, bearing upon the questions alluded to in your letter; but it appears to their lordships that any infringement of religious liberty in the education of children in these schools is sufficiently prevented by the clause in the Act of Parliament quoted by yourself, which gives the parent or next of kin of any child the right of withdrawing him from the religious instruction.

The Committee of Council feel confident that the Poor-Law Board will not contravene this clause by any regulations they may issue, and their lordships have no intention of making any recommendations inconsistent with its spirit.

I have the honour to be, &c.

HARRY CHESTER,
For Acting Assistant-Secretary.

S. N. Stokes, Esq.

EXAMINATION OF MASTERS.

At the request of many of our readers, and with the permission of the lords of the Council on Education, we print the following papers as set to Schoolmasters at the General Examination, Easter, 1849. There were, likewise, papers on Latin, Greek, modern languages (French and German), higher mathematics, navigation and nautical astronomy, with which those who understand the subjects would find little cause of complaint.

GENERAL EXAMINATION OF SCHOOL-
MASTERS.

Easter, 1849.

Write, at the top of the page, your

name, age, and the time that you have been the master of an elementary school, the name of your school, and of the nearest post-town.

This Examination Paper is divided into Sections. You are not at liberty to answer more than one question in each Section. Your knowledge and merit will be accounted greater if you answer one of the later questions in each Section rather than one of the earlier.

The questions in each Examination Paper are intended to afford you an opportunity of shewing the extent of your knowledge on that subject; and if you are enabled to shew a compe-

tent knowledge in a fair proportion of the subjects of examination, the Committee of Council will be disposed to grant you a Certificate of Merit.

ARITHMETIC.

Section 1.

1. Explain each step in the process of multiplying 6508 by 4020.
2. Explain each step in the process of dividing 72,724 by 408, and describe exactly the relation of the remainder to the divisor.
3. Multiply 17s. 4 $\frac{3}{4}$ d. by 145, and explain the method employed.

Section 2.

1. Find by practice the value of 251 cwt. 2 qr. 1 lb. at 1*l.* 17s. 1*d.* per cwt.
2. If 1200 lbs. can be carried 36 miles for 24s., how many pounds may be carried 24 miles for the same money? Explain each step in the process of working the sum.
3. If 12 men can perform a piece of work in 20 days, what number of men will be required to perform another piece of work four times as great in a fifth part of the time?

Section 3.

1. If the numerator of a fraction be regarded as representing whole numbers, what does the denominator represent?
2. Find the value of $\frac{341}{1000}$ *l.*, and find what fraction 2s. 8 $\frac{1}{2}$ *d.* is of 1*l.* 2s. 9*d.*
3. Multiply 19 $\frac{1}{8}$ by 1 $\frac{1}{17}$, and explain each step of the operation.

Section 4.

1. How do you multiply or divide a decimal fraction by 10; and why do the methods you adopt answer the purpose?
2. What is the value of .165625 of a ton?
3. Divide 31 by .124689, and give the reason for the correct placing of the decimal point in the quotient.
4. Extract the cube root of 3 $\frac{1}{8}$ to three places of decimals, and explain each operation in the process.

Section 5.

1. What is the difference between

“Dr.” and “Cr.,” and where do you place these terms?

2. What is the “double entry” which gives name to the common plan of book-keeping?
3. What is the nature of the account for “Stock?”
4. When the sale is of various goods in small quantities, how would you keep the accounts, and periodically ascertain the state of the affair?

ENGLISH GRAMMAR.

Section 1.

1. Define a conjunction. Enumerate the species into which you would divide the English conjunctions, and give instances of each species.
2. What are the most common terminations by which the English noun is distinguished: (*a*) when it denotes the agent, (*b*) when it denotes the action, (*c*) when it denotes the object, (*d*) when it expresses an abstract idea?
3. Classify the inflexions by which the person and number of the English verb are designated, and point out any alterations which have taken place in them at different times.

Section 2.

1. Define what is meant by an auxiliary verb. Enumerate the auxiliary verbs in English; give their primary signification, and the inflexions which each of them admits.
2. Parse the following sentences, and analyse the construction of them:
 - a.* There is no man too wise to be deceived.
 - b.* We acquire wisdom in practising virtue.
 - c.* It is seldom that vice goes unpunished even in this world.

Section 3.

1. What prefixes and affixes from foreign sources are most used in the English language? Give examples of them, with their exact meaning.
2. Explain the etymology of the following words:—

Destructive, Distraction, Misconstrue, Ellipse, Hypothesis, Village, Veal, Villain, Hamlet.

Section 4.

Paraphrase the following passage:—

“The chief cause which made the fusion of the different elements of society so imperfect was, the extreme difficulty which our ancestors found in passing from place to place. Of all inventions, the alphabet and the printing-press alone excepted, those inventions which abridge distance have done most for the civilisation of our species. Every improvement of the means of locomotion benefits mankind morally and intellectually as well as materially, and not only facilitates the interchange of the various productions of nature and art, but tends to remove national and provincial antipathies, and to bind together the various branches of the great human family.”

Section 5.

1. Distinguish between a period and a sentence.
2. Give instances to shew the idiomatic use of the active participle.

GEOGRAPHY.

Section 1.

1. Give the exact situation of the North Foreland, Beachy Head, Lizard Point, Lundy Island, Menai Strait, Morecambe Bay, Solway Frith.
2. Over what counties must the old Roman road, that went in a straight line from Southampton to York, have passed?
3. Enumerate the exports of England, the places where they are produced, the ports at which they are shipped, and the countries which usually purchase them.

Section 2.

1. Account for the formation of deltas, and describe some of the most remarkable of them.
2. What inland seas are gradually filling up, and by the operation of what causes? What proof have we that inland seas have in former ages been filled up?
3. Describe a coral island, and the process by which it is formed. Give

the names of the principal groups of coral islands.

4. Through what regions of the earth do earthquakes chiefly prevail, and where are the most remarkable volcanoes? What changes are known to have been produced on the earth's surface by the operation of earthquakes and volcanoes, and when?

Section 3.

1. When and under what circumstances did the Cape of Good Hope become a British possession? What are its chief productions, and when were they first introduced there?
2. Describe the Archipelago of the Pacific, mentioning the chief productions of the principal islands, to whom they belong, and when and by whom they were discovered.
3. Give the names of the most important islands of the Eastern Archipelago, between what parallels of latitude do they lie, what natural productions characterise them, what different races of men inhabit them, which of them are held in subjection by European nations, in what does their commerce chiefly consist, and under what nations is it carried on?

Section 4.

1. Describe the mountains of Lebanon, and the valley of Cæle Syria.
2. Draw a map to shew the course of the Israelites from Egypt to the Promised Land.
3. Draw maps to shew the extent of the Israelite dominions in the time of the Judges, in the time of Solomon, in the time of Josiah, in the time of our Lord.

Section 5.

1. Why are the longest rivers the largest? Give examples of this.
2. How may the highest region of a continent, and the probable position of its great mountain masses, be found out on a map on which its rivers only are shewn? Draw such a map of Europe, and shew from it that its most elevated region is Switzerland.
3. Trace the course of the elevation of

land of which the Pyrenees forms the western extremity, enumerating the great rivers that drain each slope.

4. Explain the cause of the tides. Would the same cause produce similar fluctuations in the surface of the atmosphere? What are isobarometric lines, and by what circumstances do their inflections appear to be affected?

Section 6.

1. What countries composed the ancient Persian and Macedonian Empires respectively?
2. What countries composed the Roman Empire?
3. Draw maps of Europe to shew its political position at the accession of Charles V., at the accession of Louis XIV., at the accession of George III., and in the year 1840.

ENGLISH HISTORY.

Section 1.

1. What parts of England were not included in the kingdoms of the Saxon Heptarchy, and why not?
2. Narrate the circumstances under which the Danes invaded and obtained possession of Britain, the length of time for which, and the princes under whom, they ruled this country.
3. Describe the constitution and proceedings of the Wittenagemot.
4. What advantages may we suppose this country to have received from the Norman rule?

Section 2.

1. State the claims of Edward III. to the throne of France.
2. Who was John of Gaunt, with what celebrated men was he connected, and of what kings of England the ancestor?
3. Under what plea was Elizabeth justified in permitting the execution of Mary Queen of Scots? state it fully.

Section 3.

1. What was the Long Parliament, by whom, and under what circumstances, was it dismissed, and by whom restored?

2. Describe the battle of Marston Moor, and its results.
3. Compare Thomas à Becket with Cardinal Wolsey, or Lady Jane Grey with Queen Elizabeth.
4. Mention with dates the chief manufactures introduced into this country since the Reformation, and assign probable reasons for their present localities.

Section 4.

1. Give a short account of Napoleon Buonaparte.
2. Mention any expeditions which have of late years been undertaken by this country for the advancement of science or the extension of civilisation.
3. What efforts have been made by the British Parliament for the suppression of the slave-trade? By what foreign powers has it been aided? In what countries is the traffic in slaves still carried on?

ENGLISH LANGUAGE AND LITERATURE.

Section 1.

1. Distinguish the principal Saxon from the principal Latin affixes of English nouns.
2. What English meaning is to be assigned to the Greek prefixes—ana—apo—amphi—epi—cata—meta—para—peri—syn—hypo? Give an example of each.
3. Give all the different English compounds formed by prepositions and the Latin verb *duco*, exhibiting their literal, and, when different, their popular signification.

Section 2.

1. Explain what are elements of a simple sentence, and analyse the different forms in which a proposition may be stated.
2. Make a table of the vowel and diphthongal sounds, and shew how they are variously represented in English orthography.
3. Explain what is meant by an Iambic, a Trochee, and an Anapæst: and give instances of English versification in which they are severally employed.

Section 3.

1. Explain what was the character of the language or languages spoken in England in the reign of Boadicea—Alfred the Great—Henry II.—Richard III.—and Elizabeth.
2. What are the most remarkable epochs in the history of the English language? and what writings best illustrate them?
3. Give some account of the writings now extant in the Anglo-Saxon and the early English language.

Section 4.

1. What writers since the Reformation have exercised the greatest influence upon the English language?
2. What authors of the eighteenth century are most celebrated for their prose composition, and in what respect?
3. Give some account of the most celebrated works in English upon Law, Philosophy, and Morals.

ALGEBRA.

Section 1.

1. Explain the rule for the change of signs in subtraction, and subtract $bcx^2 - (a^2 - b^2)bx$ from $(a^2 + bc)x^2 - (a^2 - c^2)bx$.
2. Multiply $1 - x + x^2 - x^3$ by $1 + x + x^2 + x^3$: and $x^3 - x^2y + xy^2 - y^3$ by $x + y$.
3. Divide $(x^2 - c^2)(x^2 + c^2)$ by $x + c$, and reduce to its simplest form

$$\left(\frac{x}{y} - \frac{y}{x}\right) \left\{ \frac{1}{x-y} + \frac{1}{x+y} \right\} \frac{x+y}{x-y}$$

Section 2.

1. Prove the rule for dividing one fractional expression by another, and divide

$$\left(x^2 - \frac{a^4}{x^4}\right) \text{ by } \left(a^2 - \frac{x^4}{a^4}\right)$$

2. Solve the equations—

$$\frac{x+2}{3} - \frac{x-3}{4} = x - \frac{2x-1}{2}$$

$$\frac{2a+\sqrt{x}}{b+\sqrt{x}} = \frac{4a+\sqrt{x}}{3b+\sqrt{x}}$$

3. Find the value of x in the equation—

$$\frac{x^2}{3} - 1 = \frac{4x^2}{27} + \frac{2}{3}$$

and of x and y in

$$x+y=11, x^3+y^3=341.$$

Section 3.

1. The difference of two numbers is 4, the sum of their squares is 40: what are the numbers?
2. X can do a piece of work in 12 days, but with the assistance of Y it is done in 9 days: how long would Y be in doing it by himself?
3. There are two cubical stacks of hay. The side of one is 3 yards longer than the side of the other, and the difference of their contents is 117 solid yards: find the side of each.

Section 4.

1. Given P , the principal, r the interest of 100*l.* for one year, and n the number of years that the principal remains at simple interest: determine an expression for I , the interest for this time.
2. Prove that in an arithmetical progression

$$S = \{2a + n - 1 \cdot d\} \frac{n}{2},$$

where S is the sum of the series, a the first term, d the common difference, and n the number of terms; and apply the expression to find the number of terms in a series whose sum is 567, first term 7, common difference 2.

3. The sum of three numbers in arithmetic progression is 9, and the sum of their cubes is 153: required the numbers.

MENSURATION.

Section 1.

1. Multiply 2 feet 1 inch by 1 foot 2 inches, and explain the meaning of each term of the product by a geometrical construction.
2. A ladder 103.44 feet long is so placed as to reach a window 40 feet high on one side of a street, and a window 60 feet high on the other side: what is the breadth of the street?
3. The sides of a rectangular court are 300 feet and 200 feet, a walk 20 feet wide is cut off from it on every side: find the area of the walk, and compare it with that of the court.
4. Investigate a rule for determining the area of a triangle when the three sides are given.

Section 2.

1. Describe Gunter's Chain.
2. The sides of a triangle are 16.6, 18.32, and 28.6: find the area.
3. How many rods of standard brick-work are there in a wall whose length is 57 feet 3 inches and height 24 feet 6 inches, the wall being $2\frac{1}{2}$ bricks thick?
4. Find the area of a regular hexagon whose side is 1.

Section 3.

1. Explain the use and construction of the Diagonal Scale.
2. The shadow cast by a pole 5 feet long is 4 feet, find the height of a tower which at the same time casts a shadow of 64 feet.
3. Shew that in every mile the true level, or surface of the earth, is 8 inches nearly below the apparent level, and find at what distance a mountain can be seen which is $2\frac{1}{2}$ miles above the level of the sea.

INDUSTRIAL MECHANICS.

Section 1.

1. Define the unit of work, and shew that if a pressure of M lbs. be exerted through a space of N feet, the number of units of work done is represented by $M \times N$.
2. Investigate a rule for determining the number of units of work expended in raising a body up an inclined plane, whose inclination is so small that the friction may be supposed to be the same as it would be on the level.
3. State the principle of the parallelogram of pressures, and prove it; or describe an experiment by which it may be proved.
4. Investigate an expression for the time in which a body falls freely through a given space by the action of gravity.

Section 2.

1. From what depth will an engine of 5 horse power raise 4 tons of coal per hour?
2. A labourer working with a wheel and axle 8 hours a day can yield at the rate of 2600 units of work per minute: how much must he

- charge per ton for raising coals from a depth of 25 fathoms in order that he may earn 2s. 6d. per day?
3. There is a water-wheel which is worked by a stream, whose section is 2 feet by 3, and its mean velocity 2 feet per second; the fall is 15 feet, and the modulus of the wheel .6; it is used to raise water from the upper level of the stream to a height of 40 feet above it. How many cubic feet will it raise per minute?
4. Steam is admitted into the cylinder of an engine whose stroke is 10 feet, at a pressure of 34lbs. per square inch, and cut off at one-fourth the stroke; how many units of work will it do per stroke on each square inch of the piston?

Section 3.

1. A rod 16 feet long is of uniform thickness and weighs 13 lbs. A weight of 25 lbs. is suspended from one extremity, and one of 9 lbs. from the other extremity; on what point will it balance?
2. A shaft a feet in depth is to be pumped dry by three men working in succession: to what depths must they respectively sink the level of the water that they may do equal shares of the work?
3. The weight of a gate is supported entirely by its upper hinge, the lower lending it support only by its horizontal thrust: explain generally the conditions on which the stability of the pier, in which the hinges are fixed, depends.

Section 4.

1. What is the pressure upon the plug of a water-main 2 inches in diameter, situated 100 feet beneath the surface of the reservoir which supplies the main?
2. State the relation which exists between the weight of a floating body and that of the fluid it displaces, and prove it.
3. What is meant by the specific gravity of a solid body, and how may it be determined?
4. What is the pressure upon the lower half of a floodgate 36 feet high and

12 feet wide? Prove fully each step in the solution of this problem.

SCHOOL MANAGEMENT AND NOTES OF A LESSON.

Section 1.

1. If you have been in a Training Institution, state the chief features of the system on which you have been trained: or, if otherwise, state clearly how you obtained a knowledge of the system in which you are now giving instruction.
2. Describe, as far as you can, or shew by a drawing, the internal arrangements of your schoolroom, the positions of the desks, gallery (if any), teacher's seat, stoves or fire-places, doors, and windows.

Section 2.

1. What "furniture" do you conceive to be necessary for a well-appointed schoolroom?
2. Name the subjects of instruction in your school, mentioning the text-books made use of, and the number of hours per week allotted to each subject.
3. State the principles on which you think a "time-table" should be formed, and shew their reasonableness.

Section 3.

Explain clearly the method on which religious instruction is given in your school.

Section 4.

Write the heads of two lessons on one of the following subjects; observing carefully the circumstances under which each lesson is to be given, and stating the time which it is to occupy.

- | | | |
|---|---|--|
| 1. Geography of Eng-land | { | 1. Physical, to a lower class. |
| | | 2. Political, to pupil-teachers. |
| 2. Natural History of Water Birds | { | 1. Gallery lesson to young children. |
| | | 2. Usual lesson to first class. |
| 3. English History—Reign of King John. | { | 1. Collective lesson to three classes. |
| | | 2. Moral to be drawn from it, to monitors' class. |
| 4. Object Lesson—Wool | { | 1. To young children. |
| | | 2. Use in manufacture, to first class. |
| 5. Obedience to Parents . | { | 1. To infants. |
| | | 2. Collective lesson to three upper classes. |
| 6. English Grammar—The Noun | { | 1. To a third class. |
| | | 2. To pupil-teachers in their private instruction. |

Section 5.

Upon what principles would you organise (1) a large school with the allowed number of pupil-teachers, (2) the same school without a pupil-teacher, (3) a mixed school in a rural district, where the attendance of the children is generally irregular, and (4) a school of 200 infants in a manufacturing town.

2. The greater side of every triangle subtends the greater angle.
3. To describe a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilinear angle.

Section 2.

1. If there be two right lines, one of which is divided into any number of parts, the rectangle contained by the two right lines is equal to the rectangles contained by the undivided line, and the several parts of the divided line.
2. If a right line be divided into two equal parts, and also into two unequal parts, the rectangle contained

GEOMETRY.

Section 1.

1. The angles which one right line makes with another upon one side of it are either two right angles, or are together equal to two right angles.

by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

3. If, in a circle, two right lines, not passing through the centre, cut each other, they do not bisect each other.

Section 3.

1. In equal circles, equal angles stand upon equal arcs, whether they be at the centres or circumferences.
2. To describe a circle about a given triangle.
3. In any triangle, the squares of the sides containing one of the acute angles are greater than the square of the side subtending that angle by twice the rectangle contained by one of those sides, and the straight line intercepted between a perpendicular let fall upon it from the opposite angle and the acute angle.

Section 4.

1. Shew that the chord of 60° is equal to the radius of the circle.
2. The diagonals of a square bisect each other.
3. If a perpendicular be let fall from the right angle of a right-angled triangle on the hypotenuse, it will divide the triangle into two triangles, which are similar to the first and to each other.

POPULAR ASTRONOMY.

Section 1.

Give one proof, and that the simplest, of one of the following truths of astronomy:

1. That the earth is a sphere.
2. That the sun does not revolve round the earth every twenty-four hours, as it seems to do.
3. That the fixed stars are at a very far greater distance from us than the sun and planets.

Section 2.

1. Describe and explain the apparent motions of the fixed stars to a traveller towards or from the equator.
2. Account for the different times of rising and setting of the moon at different periods of the month, and

of the stars at different seasons of the year.

3. What is meant by the equation of time? On what causes does it depend?
4. Explain fully a method for determining the time of sunrise on a given day, or at a given place.

Section 3.

1. Why are the regions about the equator the hottest?
2. How is it known that the earth's axis remains parallel to itself? Is this parallelism accurately preserved?
3. Describe generally the appearances of the heavens within the arctic circle in winter and in summer.
4. How do you account for twilight? On what causes does the duration of it depend? Where is it the longest?

Section 4.

1. Describe and explain the retrograde motions of the planets.
2. On what two causes does the brightness of the planet Venus depend?
3. What variations are there in the appearances of Jupiter's satellites and of Saturn's ring at different seasons?
4. Describe the system known as that of Tycho Brahe, and shew that the appearances of the heavens are the same as they would be if that were the true system of the universe.

PHYSICAL SCIENCE.

Section 1.

1. Describe and explain any experiment you have seen made with the air-pump.
2. To the weight of what other column is that of the column of mercury in the barometer equal? To what is the base of that other column equal, and to what its height? On what principle are the heights of mountains determined by means of the barometer?
3. What is Marriotte's law, and by what experiment may it be proved?

Section 2.

1. What experiments prove the expansion of bodies by heat?

2. What deviation from the law of uniform contraction with the abstraction of heat occurs in the case of water?
3. Describe the process by which a thermometer may be filled and graduated.
4. Describe and explain the wet-bulb hygrometer.

Section 3.

1. Shew that rays of light, diverging from any point in an object placed before a plane mirror, will, after reflexion, diverge, as from a point, at the same distance behind it.
2. Will a ray of light pass from a denser into a rarer transparent medium, at any inclination to its surface? If it will not, what then happens to it? What experiments serve to illustrate this?
3. Describe the phenomenon of the polarisation of light. What are the properties of Tourmaline in respect to it?

Section 4.

1. How may a bar of steel be converted into a magnet?
2. Describe a galvanic battery, and any experiments you may have seen made with it.
3. Give some account of terrestrial magnetism.
4. How may currents of electricity be called into action by means of magnetism?

Section 5.

1. How may oxygen gas be obtained? Describe its most remarkable properties, and the experiments by which they may be exhibited?
2. What is the chemical constitution of water? How may it be analysed?
3. What are the compounds of oxygen and nitrogen? In what proportions do they unite to form them?
4. How may liquid nitric acid be obtained? Explain the new combinations which take place in the process.
5. Explain what is meant by the law of equivalents in chemistry.

Section 6.

1. What is meant by the organic, and what by the inorganic constituents

of plants? How may they be separated?

2. How is it known that earthy matter enters into the constitution of plants? Whence is it derived, and what are its chemical constituents?
3. Of what two substances may the organic constituents of plants be considered to be made up? Whence are they severally derived, and through what organs of the plant?
4. What is the chemical constitution of each of the following substances: starch, gluten, albumen, and casein? How may they severally be obtained from grain? How may casein be obtained from milk, and how again dissolved in it?

ENGLISH HISTORY.

Section 1.

1. What parts of England were not included in the kingdoms of the Saxon heptarchy, and why not?
2. Narrate the circumstances under which the Danes invaded and obtained possession of Britain, the length of time for which, and the princes under whom, they ruled this country.
3. Describe the constitution and proceedings of the Wittenagemot.
4. What advantages may we suppose this country to have received from the Norman rule?

Section 2.

1. State the claims of Edward III. to the throne of France.
2. Who was John of Gaunt, with what celebrated men was he connected, and of what kings of England the ancestor?
3. State the exact title to the crown of each line of sovereigns that has occupied the English throne.

Section 3.

1. What was the Long Parliament, by whom and under what circumstances was it dismissed, and by whom restored?
2. Describe the battle of Marston Moor, and its results.
3. Mention, with dates, the chief manufactures introduced into this country since the commencement of the

sixteenth century, and assign probable reasons for their present localities.

Section 4.

1. Give a short account of Napoleon Buonaparte.
2. Mention any expeditions which have of late years been undertaken by this country for the advancement of science or the extension of civilisation.
3. What efforts have been made by the British Parliament for the suppression of the slave-trade? By what foreign powers has it been aided? In what countries is the traffic in slaves still carried on?

GENERAL HISTORY.

Section 1.

1. Relate the common story of the foundation of Rome.
2. State any circumstances which you have read of the life of Cadmus.
3. By whom was Tyre founded, by whom at different periods besieged, and by whom destroyed?
4. Give a short account, from sacred and profane writers, of the second great empire of antiquity.

Section 2.

1. Describe briefly, with dates, one of the following events: death of Sardanapalus, combat of the Horatii and Curiatii, battle of Salamis, death of Virginia, or battle of Cannæ.
2. Who was the first Dictator of Rome, when, and under what circumstances, was he appointed?
3. Mention the most important events in the third Punic war.

4. Write a very short history of one of these distinguished characters: Cyrus, Socrates, Thucydides, Xenophon, Demosthenes, Fabius Maximus, Jugurtha, Cicero, or Cato.

Section 3.

1. What were the most striking features of the destruction of Jerusalem by Titus?
2. Name, in chronological order, the Roman Emperors who were either born in or visited this country, stating briefly the object of their visits.
3. Give a short sketch of the history of Charlemagne, and mention some of his most distinguished contemporaries.
4. What do you understand by "the dark ages," and to what events in our history do you chiefly attribute the greater enlightenment of after ages?

Section 4.

1. Explain, with dates, the expression "The Sicilian Vespers."
2. State some of the most striking circumstances in the life and death of Henry IV. of France.
3. Who were the contending parties in, and what the results of, the battle of Pultowa?
4. Which were the chief military and commercial powers in Europe at the commencement of the sixteenth century, and which are at the present day? To what cause, chiefly, during the last three centuries, are any changes in the relative position of these powers attributable?

CATHOLIC POOR-SCHOOL COMMITTEE.

THE Committee met in London on the 11th of December, and continued sitting for four days. The meeting was attended by the Earl of Arundel and Surrey, Rev. J. O'Neal, and W. J. Amherst, Esq., nominees of the London District; Hon. T. E. Stonor and Rev. Dr. Morgan, of the Central District;

Rev. J. Dalton and C. R. Scott Murray, Esq., of the Eastern District; Rev. W. J. Vaughan, Edward Weld, Esq., and Compton Hanford, Esq., of the Western District; Hon. Charles Langdale, chairman, and Rev. J. Walker, of the York District; Rev. R. Hodgson, Charles Towneley, Esq., and T. Weld Blundell,

Esq., of the Lancashire District; Rev. T. E. Slater, of the Northern District; W. Jones, Esq., and P. Jones, Esq., of the Welsh District; and the Secretary.

The Committee transacted a large amount of important business, besides making the following grants to schools.

Grants voted, December 1849.

	Children expected or taught.	Children expected or taught.
1. Yarmouth . . . £100 for building	60	
2. Bp. Auckland . . . 80	60	
3. Thurnham . . . 50	"	
4. Great Haywood . . . 30	"	
5. Abbot Salford . . . 20	"	
6. Birmingham . . . 150	1030	
7. Ugthorpe . . . 40	"	
8. The Felling . . . 100	"	
9. South Shields . . . 80	"	
10. Bilston . . . 80	"	
11. London, St. Giles 10 for support	60	
12. Osbaldeston . . . 15	70	
13. Lincoln . . . 15	"	
14. Melton Mowbray 7	40	
15. Clifford . . . 15	80 to 90	
16. Newport . . . 20	200	
17. Bury . . . 30	70	
18. Berwick . . . 15	35	
19. Stapehill . . . 20	20	
20. Alderney . . . 15	30	
21. Abermarlais . . . 10	50 to 60	
22. Foxcote . . . 5	30	
23. Bridgenorth . . . 15	36	
24. Stourbridge . . . 15	60 to 70	
25. Oldham . . . 20	129	
26. Howden . . . 25	50	
27. Howdon Pans . . . 5	27	
28. Stockport . . . 20	85	
29. Tamworth . . . 10	50	
30. Manchester, St. Patrick's . . . 25	300	
31. Neston . . . 7	60	
32. Wolverhampton 20	250	
33. Dudley . . . 15	150	
34. Kidderminster. 15	60	
35. Bridport . . . 5	15	
36. London, Webb Street . . . 40 for support		
37. Puckeridge . . . 15	"	40
38. Old Hall, Ware 15	"	30
39. Grantham . . . 10	"	
40. Prescot . . . 30	"	100
41. Preston, St. Austin's . . . 20	"	550
42. Lichfield . . . 10	"	28
43. Liscard . . . 15	"	60
44. Workington . . . 10	"	45
45. West Bromwich 15	"	70
46. Loughborough 10	"	40
47. Barnard Castle 10	"	45
48. St. Wilfrid's . . . 15	"	110
49. Madeley . . . 10	"	40
50. Derby . . . 40	"	400
51. Hereford . . . 15	"	35
52. Woolwich . . . 15	"	100
53. Bristol . . . 30	"	120
54. Plymouth . . . 25	"	110
55. Hackney . . . 20	"	60
56. London, Saffron Hill 50	"	400
57. Barnsley . . . 25	"	200
58. Huddersfield . . . 10	"	80
59. Leek . . . 5	"	
60. Hurst Green . . . 5	"	
61. Birtley . . . 15	"	
62. Manchester, St. Wilfrid's . . . 20	"	
63. Chepstow . . . 20	"	
64. London, Lincoln's Inn Fields 50	"	
65. Bangor . . . 15	"	
66. Southport . . . 10	"	

Claims deferred for further information: Richmond, Exeter (with promise of aid for a competent teacher), Coker-mouth, Thropton, Burton Park, Manchester, St. Chad's.

The Committee earnestly repeat their recommendation, that, with the unanimous approval of the Vicars Apostolic, all schools aided from Catholic funds should, as far as possible, claim inspection and the other privileges now offered to them at the national expense.

1. *Yarmouth.* Liberal grant voted

with pleasure towards the beautiful design in course of erection by the energy and perseverance of the Rev. C. Lopez. The Committee would be glad to receive further 'building claims' from the Eastern District.

2. *Bishop Auckland.* Grant towards building schools in a mission where they are much wanted.

3. *Thurnham.* Building grant made conditional (like all others) upon conveyance of site to trustees approved by the Bishop.

4. *Great Haywood.* poorest

mission in the Central District.' Schools essential to stop the decay of religion.

5. *Abbot Salford.* As 3.

6. *Birmingham.* Schools of the town, seven in number, with an average attendance of more than 1000 children, vigorously supported by local committee. Grant towards building new schools in London Prentice Street 100*l.*, and for fittings of St. Philip's school 50*l.* Pupil-teachers in St. Chad's and St. Peter's schools.

7. *Ugthorpe.* In addition to 40*l.* previously voted. Good school-room much wanted to enable the zealous and able priest to carry on education. This small place is always found among the most generous supporters of Catholic educational efforts.

8. *The Felling.* Poverty abject; children very numerous. When a school has been established here, the Catholic body will be freed from something like a disgrace.

9. *South Shields.* New mission much wanting schools.

10. *Bilston.* Schools here will be an instrument of immense good. We pray that the excellent missionary may live to see ample fruits from their establishment.

11. *London, St. Giles'.* A small school, amidst poverty, on a system capable of much improvement.

12. *Osbaldeston.* Good school-room; kept open with difficulty. Ought to call for inspection.

13. *Lincoln.* Ought to claim inspection.

14. *Melton Mowbray.* A small struggling school, from which good is expected.

15. *Clifford.* Under inspection, and doing well.

16. *Newport-on-Usk.* Admirable schools, deserving all the support they ask. Pupil-teachers employed, and certificated master.

17. *Bury.* Schools—day, night, and Sunday—flourishing under the Brothers of S. Francis Xavier. Are under inspection.

18. *Berwick.* Poverty great: schools indispensable. Is under inspection.

19. *Stapehill.* Poverty but too well known. Day and night schools supported by the truly evangelical nuns, themselves all but starving.

20. *Alderney.* Religion planted in this island through the school.

21. *Abermarlais.* Grant in aid of the admirable plans of Mrs. Arengo Cross.

22. *Foxcote.* School in danger of being closed for want of aid.

23. *Bridgenorth and Aldenham.* Schools expected to produce good results.

24. *Stourbridge.* Will call for inspection.

25. *Oldham.* Grant conditional on report from clerical nominee as to regular employment of teachers.

26. *Howden.* New school in a populous district. Not to be passed without an acknowledgment of the liberality of Everingham, whence Howden is served.

27. *Howdon Pans.* Small school wanting aid.

28. *Stockport.* School under inspection, taught successfully by a B.A. of Edinburgh. Pupil-teachers sanctioned, and great promise of good.

29. *Tamworth.* School among bigots, wanting assistance. Ought to call for inspection.

30. *Manchester, St. Patrick's.* Grant for gallery, &c. in girls' school; is to be inspected for pupil-teachers, &c.

31. *Neston.* Ought to be inspected.

32. *Wolverhampton.* Fine new schools lately opened. Under inspection.

33. *Dudley.* Good school-room. Under inspection.

34. *Kidderminster.* Ought to be inspected.

35. *Bridport.* Small school in need.

36. *London, Webb Street.* Great efforts made here to educate, under many disadvantages. Night-school accomplishing much. Has been inspected twice.

37. *Puckeridge.* New school: ought to claim inspection.

38. *Old Hall.* As 37.

39. *Grantham.* Grant towards support of master for six months in a training school. School under inspection.

40. *Prescot.* School could not be maintained without aid. Grant for fittings and support. Ought to be inspected.

41. *Preston, St. Austin's.* School under inspection, with a pupil-teacher.

42. *Lichfield.* Grant towards new school.

43. *Liscard*. School in great need. Has applied for inspection.
44. *Workington*. Grant for support.
45. *West Bromwich*. School ought to have pupil-teachers, &c. It is much wanted in this neighbourhood.
46. *Loughborough*. Should be inspected. Why not get schools here equal to those at Newport?
47. *Barnard Castle*. School in need of support.
48. *St. Wilfrid's*. School under inspection: will aid the wonderful progress made in Christianising the population.
49. *Madeley*. Grant for support.
50. *Derby*. For support. Girls' school lately placed under Sisters of Mercy from Kinsale, who enjoy the reputation of most efficient teachers. Ought to claim inspection, &c.
51. *Hereford*. For support: will be inspected.
52. *Woolwich*. School under inspection.
53. *Bristol*. Should call for inspection, &c.
54. *Plymouth*. As 53.
55. *Hackney*. Has been inspected.
56. *London, Saffron Hill*. Grant of 30*l.* for improvements recommended by the inspector, and 20*l.* for support. Certificated mistress employed.
57. *Barnsley*. Capital school-room: has demanded inspection.
58. *Huddersfield*. Will be inspected.
59. *Leek*. Grant for books: has been inspected.
60. *Hurst Green*. Grant for books.
61. *Birtley*. Is under inspection. New school opening with good prospects of success.
62. *Manchester, St. Wilfrid's*. Grant towards fittings of new school.
63. *Chepstow*. The episcopal city of the Welsh District has hitherto had no school. Grant to open one.
64. *London, Lincoln's-Inn-Fields*. Of these schools, established for our own poor street-sweeping, orange-selling, ragged, and shoeless boys and girls, it will be the highest praise to state that they have been the means, during the past year, of bringing 600 children to their first communion. The people have supported the Rev. J. Kyne by contributions amounting to 300*l.*, and by labours of more value than money. The night-schools at Gate Street, with Father Kyne in them, are a sight as well worth seeing as any in the metropolis, and better worth imitating elsewhere.
65. *Bangor*. Ought to be inspected.
66. *Southport*. Has claimed inspection.

BISHOP CHALLONER AND EDUCATION IN LONDON.

THE Rev. J. Dalton has favoured us with some interesting passages from the scarce life of the Bishop to whose good works we are deeply indebted.

CHAPTER XVIII.

He assists in establishing a School for the Education of Girls.

"In the same year a pious gentleman, Mrs. Frances Carpue, who, like another Dorcas, was full of good works and alms-deeds which she did, reflecting that the number of Catholics who were both able and willing to give their children an education suitable to their state and condition of life could not send them to any of the boarding-schools in the kingdom, without exposing their

principles to the danger of perversion, and their persons to raillery, contempt, and insults, and that consequently they had no opportunity of giving them such an education as their religion required, without sending them, at a great expense, to some foreign country; considering also, that many other children were but indifferently instructed in the doctrines of their religion by their parents; and lastly, commiserating the wretched condition of many others, who, through the great poverty of their parents, or by being left orphans, were exposed to the danger of being left utterly destitute of any education whatever, communicated her thoughts and wishes to the venerable Bishop Chal-

loner, and desired his advice and assistance to procure them a proper education; or at least to put them in a way of being able to know and to serve God, to save their souls, to procure their livelihood, and to become useful members of society.

“This good bishop, whose soul, like gunpowder, caught fire in an instant whenever any thing was touched upon connected with the honour and glory of God, and considering how many children might, in a series of years, be rescued from ignorance and infidelity, as well as from temporal poverty and misery, advised her to open a school for those of her own sex; to provide proper mistresses, and to superintend their conduct herself; promising at the same time, not only to promote her endeavours by as liberal a contribution from his own purse as his circumstances would allow, but also to use his interest, to engage as many of the nobility and gentry as he could to encourage so laudable a design.

“Conformable to his promise, he recommended the undertaking to all the nobility and gentry with whom he was particularly acquainted; and as he knew a certain Right Hon. and truly pious lady to be not only possessed of an affluent fortune, but at the same time of so charitable a disposition as never to suffer any real object of distress to pass unrelieved, and to employ in acts of benevolence and charity all that wealth which the generality of others of her rank and fortune are accustomed to spend in pomp and splendour, he suggested to her how much good she might do by becoming a patroness of so pious a work. This good lady, glad of the opportunity of promoting the cause of education, readily joined in the proposal.

“Dr. Challoner knew well the difficulties of such a pious design. But ‘nothing seemed to him too great or arduous in the important cause of education, and the advancement of virtue. He began in bad times, and carried on this good work in the worst of seasons, and in defiance of the rude opposition of malice, and the too cautious foresight of worldly wisdom. Indeed, his wisdom went upon quite opposite principles to that of the world. He had learnt

of the saints, to consider the violence of opposition raised against any pious undertaking as a *proof* of its intrinsic goodness, and a sign how destructive it was likely to prove to the usurped empire of Satan,’ &c.*

“In consequence, therefore, of his advice, a school was opened. Several persons who wished for such an opportunity of having their children properly educated sent them to it. Others, who were not able to pay out of their own pockets the entire pension, though made as low and easy as possible, were assisted by Dr. Challoner and by several of the nobility and gentry, to whom he had recommended this matter. Several other children of creditable Catholic parents, who had been reduced by misfortune, or who were left orphans, were entirely paid for by the generous charity of their respective benefactors. And God gave such a blessing to the good intentions and endeavours of these His servants, that in the space of twenty-four years upwards of 500 children have been received into the school, been preserved from ignorance and infidelity, been taught reading, writing, arithmetic, needlework, and whatever other knowledge was necessary to enable them to get their livelihood, besides being thoroughly instructed in the principles and practice of their religion; and after having continued therein for several years, they have been returned to their parents, educated according to their wishes; or if they had no parents, they have been either bound out apprentices to trades carried on by females, or placed as servants in good Catholic families. Of this number, I find 34 to have been for several years maintained, educated, and provided for entirely, or in part, at the expense of Dr. Challoner.

“By this means, several parents whose greatest solicitude, next to that of the salvation of their own souls, was for the welfare of their children, have been consoled in the agonies of death by the prospect of their future welfare, the children having been educated in the bosom of the true Faith.”

* Funeral Discourse, p. 10, &c.

CHAPTER XXI.

He encourages the establishment of a School for Boys.

“Finding that the school which had been established in 1760 for the education of girls was very convenient to the parents on account of its cheapness, he exhorted and encouraged the Rev. W. Errington to establish a school for the education of boys upon the same principles, which he did in the year 1763.

“In this school they were taught the principles and practice of their religion, reading, writing, arithmetic, Latin, and

Greek, if required; and with a little additional expense, several were taught drawing and other accomplishments. Upwards of 1000 children were educated in this school, and qualified for different employments according to the wish of their parents. Most of them were sent entirely at the expense of their parents; and those who could not pay all the salary were assisted by Dr. Challoner, or some other friends, or by the nobility and gentry who took them under their patronage.”*

* Life of Bishop Challoner. By Mr. James Barnard. London, 1784.

EDUCATION IN THE EASTERN DISTRICT.

Extract from the *Morning Chronicle* of Saturday, December 29, 1849.

IN Norfolk there are 39,417 scholars in connexion with the National Society's school; in Suffolk 32,667; and in Essex, 35,870.

To the kindness of the Rev. Mr.

Vosey, the Secretary of the Wesleyan Education Committee, I am indebted for the following account of the state of education in the three counties in connexion with the Wesleyan body:—

	Total number of Scholars.	Average attendance.	Numbers attending Day-school.
Norfolk	9071	6762	3534
Suffolk	2454	1944	926
Essex	2773	2226	1132

The number of teachers in connexion with the schools being—for Norfolk 1548, Suffolk 388, Essex 369. In the week-day and infant schools there are: in Norfolk 118 scholars, Suffolk 110, and in Essex 99. Among the Catholics the number of scholars is very small indeed. In Norwich there are about 200 children in connexion with the school; at Cossey about 100; at Lynn there is no Catholic school. At Ipswich there is no school at present; the number of children belonging to the Catholic working-classes of the congregation of that town are about fifty, of these but few receive any education. At Bungay there is no Catholic school, the children receiving what

education they can get at their respective neighbourhoods. At Bury there is a Catholic school in connexion with the chapel, at which about fifty children receive education. The school is supported by the Catholic minister of the town, the children paying one penny a week. It is not confined to Catholics; but is open to the children of any denomination. At Brentwood there are about twenty children in connexion with the Catholic chapel of that place. With respect to Ingateston, I was informed that there were three small schools under Catholic mistresses, that the scholars were not all Catholics, but that there was no interference with the religion of non-Catholic children. The

numbers in the three schools might be over forty and under fifty. In connexion with the Sunday-School Union, the number of scholars is 1676. The Primitive Methodists about 1680. Of various classes of Dissenters, the number of scholars is for the three counties, as far as I have been able to collect the information, about 9500. The total number of children receiving education, including Sunday and Day-schools in

connexion with the various religious and educational societies in the three counties, would therefore be:—

National Society	107,954
Wesleyans (average attendance)	10,932
Week-day and Infant-schools	327
Other Dissenters	9,500
Sunday-School Union	1,676
Primitive Methodists	1,680
Catholics	450
<hr/>	
Total	132,519

THE CLERGY IN SCHOOLS.

Reflections of the celebrated Bernard Overberg upon the Duty of the Clergy to visit the Schools frequently, and the advantages of doing so.

1. It produces activity in teachers ; in one because he fears the priest, in another because he wishes to please him, and in a third because, wishing to improve the school, he hopes to do so by the clergyman's assistance.

2. It produces order, diligence, and good behaviour in the children from exactly the same motives, whilst it is a reward, and makes punishment often unnecessary. If the teacher says, "That will please the priest when he comes," they continue to behave well cheerfully ; and if he says, "What will the priest say when he hears of this?" it is, to some at least, a spur to do better.

3. Frequent visits to the school produce attachment and confidence in the children towards the clergyman, whilst he knows them better ; and that such is the effect on the feelings of children

will often be seen even from a single visit.

4. It produces the same feelings in the whole parish, and frequently more than the performance of his regular duties, because parents often value the good which is done to their children higher than what is done to themselves ; and secondly, they look on the other labours of the clergyman, the confession, preaching, &c., as professional duties for which he is paid, but his exertions for the schools as the result of his love for the children and their souls.

5. The attendance of the priest is the best means of knowing and correcting those defects and evils which so easily creep into schools.

APPLICATION.

Guilty, then, must I be as a priest, if I neglect these visits, particularly because in our diocese they are, by decrees of synods and other orders, repeatedly enjoined on the clergy.

TEACHERS' CONFERENCES.

THE last point which Wiggermann effected for the improvement of the parochial schools was, the union of the teachers in appointed conferences, and his conducting them. As these meetings had a striking effect on the improvement of the schools, it may be as well here to give some account of his

rules for their formation, particularly since they are distinguished from other similar meetings by not directing their attention so much to the theoretical principles of teaching, and the formation of the character of the teacher, as to the actual working of the system in the schools. The society consisted of about

twelve teachers, who met every month at the house of each member in turn. In the morning they went to the school, and the teacher of it gave a list of the subjects taught, with a short outline of the progress made in them.

He then confirmed his account by an examination, and others could subsequently ask any question they thought necessary in order to satisfy themselves of the comprehension and advancement of the children. Some lecture, or perhaps a sort of catechetical examination, was then given by one of the teachers who had prepared himself for it, and Wiggermann very often delivered this himself, in which case, from his knowledge, experience, and judgment, it became a pattern for others. A hymn then closed, as it had begun, their labours, and the master of the place then provided them a dinner, from which every superfluity was very carefully excluded. After dinner they proceeded to give their opinions on the school, every one mentioning the remarks he had made upon the internal and external state of it, the discipline, the method of instruction, the progress of the children, their manner, that of the teacher, &c. These remarks, as they were generally given, so they were received, with candour and kindness, and afforded ample opportunity for discussing the best methods of pædago-gy, and making out which, on trial, had been found useful or the contrary. As these remarks had been caused by what had been observed in the school in the morning, the result was to be more particularly applied to it.

By this means, erroneous systems, &c. were pointed out and removed; the more ignorant teacher had an opportunity, in the school of the more intelligent, to see a better plan in practice; and being thus convinced of the practicability of improvement, he was urged to attempt it, particularly as he knew that his brethren would come to him in his turn, and observe his progress;

whilst, in order to know what this actually was, one of the members always brought to the meeting the judgment passed upon the school in the preceding year. The remainder of the day was spent in going over again, or discussing in greater detail, different plans of normal teaching on different subjects.

The management of these meetings gave Wiggermann in his latter years, when weakened by long sickness, great labour, but at the same time great satisfaction. As long as ever he had strength for it he went to the different meetings; for to be in the midst of teachers was the greatest enjoyment to him, who was so completely a teacher in all his thoughts and feelings. Love to his profession impelled him to learn every thing connected with it, and unceasingly to form himself for it, whilst the comprehensive knowledge and practical experience which he had gained increased the pleasure he felt in the work of education.

The foundation of his labours and his whole character was internal religion, which from youth had been rooted in his soul; from this flowed this love which urged him to action, and this kept the spiritual and moral improvement of the human race as a sacred object always before him: for this he sacrificed self, and gained nothing for his labours but a bare sustenance, since his whole yearly income was only 270 thalers (about 42*l.*), of which he dedicated a part to buying books and the encouragement of benevolent objects. Still, he never sought for promotion; on the contrary, avoided it, and guarded against any thing like notoriety in his exertions, knowing well how easily vanity overcomes man and takes away the blessing; "without noise, without bustle, and without fame," was the watchword which he repeated to pupils whenever he was exhorting them to any praiseworthy undertaking. — *Life of Bernard Overberg.*

M. GONDON ON GOVERNMENT AID.

WE are glad to be able to lay before our readers the independent judgment of a distinguished foreigner upon the position occupied by English Catholics in relation to the State. Our space is too confined to allow us to quote as largely as we could wish.

“Comment se sont établies les relations des Catholiques d’Angleterre avec le Conseil Privé, et quel fut leur organe dans les longues négociations qui ont amené l’heureux résultat que nous constatons? Dès le 27 Septembre, 1847, les Evêques de l’Angleterre et du pays de Galles signaient une lettre collective, par laquelle ils recommandaient aux Clergé et aux Fidèles un comité récemment établi sous le nom de ‘Catholic Poor-School Committee.’ Les Evêques ne se bornaient pas à signaler cette Comité comme digne de toute confiance, en lui donnant leur entière approbation; mais ils l’instituaient comme leur organe, et lui donnaient mission de traiter avec le Gouvernement sur toutes les matières relatives à l’instruction. Ce Comité, qui compte parmi ses membres le Comte d’Arundel, le Comte de Shrewsbury, Mr. Scott Murray, Mr. Edward Weld, et autres notabilités Catholiques, est présidé par M. Charles Langdale. Depuis sa fondation, son président et son secrétaire ont été le canal des communications entre le corps Catholique et le Conseil Privé de la Reine. Ce Comité est devenu pour le Gouvernement ce qui sont la Société Nationale des Ecoles et la Société Anglaise et Etrangère. Par résolution prise en la Chambre de Conseil, le 18 Septembre, 1847, le Comité fut officiellement reconnu par le Gouvernement comme le canal de ses communications pour tout ce qui a rapport aux secours à accorder aux écoles Catholiques.

Les écoles primaires se trouvent ainsi placées sous la direction d’un Comité exclusivement Catholique, organisé par les Evêques, agissant sous leur patronage et leur contrôle. Le Gouvernement consent à accorder à ce Comité les avantages dont les deux so-

ciétés ont joui jusqu’en 1848; avantages qui consistent :

- 1° A donner des livres aux écoles.
- 2° A délivrer aux instituteurs Catholiques des certificats de mérite, leur donnant droit à une rétribution annuelle, et plus tard à une pension de retraite.
- 3° A entretenir, dans les écoles normales, un certain nombre de jeunes gens, qui se destinent à l’enseignement.
- 4° A seconder les efforts du Comité pour construire des écoles dans les localités qui en manquent.

Le Gouvernement exige pour prix de ces faveurs que les écoles auxquelles il vient en aide, soient visitées par un inspecteur de son choix; mais hâtons-nous d’ajouter que cet inspecteur, qui doit être Catholique, ne peut cependant être nommé sans l’assentiment préalable du Comité (c’est à dire des Evêques). Il n’y a encore qu’un seul Inspecteur Catholique. Le Gouvernement a appelé à ces fonctions M. T. W. Marshall, ancien ministre Anglican, convertien 1845. M. Marshall publia, en abjurant l’Anglicanisme, un opuscule intitulé ‘Vingt-deux Raisons pour entrer dans l’Eglise Catholique.’ Bien qu’il fût marié, il n’hésita pas à abandonner la cure dont il était titulaire, et dont le revenu formait toute sa fortune. La Providence l’a récompensé de sa foi et de ses sacrifices. La place d’inspecteur, à laquelle il a été appelé, vaut 25,000 francs.

Ne perdons pas de vue que les offres du Conseil Privé peuvent être acceptées ou refusées. L’enseignement primaire continue à jouir de la plus parfaite liberté. Le droit d’inspection n’est exercé que dans les écoles entretenues aux frais de l’Etat, afin de s’assurer du bon emploi des fonds mis à leur disposition. Ce droit se trouve d’ailleurs entouré de telles garanties que les Evêques n’ont pas hésité à l’accorder, en retour des avantages considérables qu’ils tirent de l’assistance du Gouvernement.”*

* Plus d’Enseignement mixte! Par Jules Gondon. Paris, 1850.

SUBSCRIPTIONS RECEIVED SINCE THE PUBLICATION OF THE
LAST LIST, UP TO 31ST DECEMBER, 1849.

A Friend	£1	0	0	Finney, Mr. Robert	0	2
Ditto	0	1	0	Fooks, Mr. Robert	0	2
Alberry, Rev. Mr.	1	0	0	Green, J. F., Esq.	2	0
Arundell, Lord	5	0	0	Haime, Mr. J., jun.	0	5
Barnes, Mr.	0	5	0	Haime, Wm., Esq.	0	2
Barnes, Mr. W.	0	5	0	Howard, P. H., Esq., M.P.	10	0
Bartley, Mr. J.	0	2	6	Hunt, Rev. Mr.	1	0
Beech, Joseph, Esq.	5	0	0	Hyde, Mrs. Chas.	0	10
Beech, Jas., Esq.	1	0	0	Kirsopp, Jas., Esq.	2	2
Beech, Miss	1	0	0	Marsland, Jas., jun., Esq.	3	0
Biggs, Mr. J.	0	2	6	Maxwell, P. Constable, Esq.	5	0
Bishop, Mr. D.	0	2	6	Mc'Ghuire, Mr. F.	0	2
Boyle, Mr. Jas.	0	2	6	Mc'Henry, Miss	1	0
Bramble, Mr.	0	10	0	Mc'Nicholl, Mr. John	0	2
Brand, Mr.	0	2	6	Middleton, Chas., Esq.	2	0
Brown, Rt. Rev. Bishop G.	5	0	0	More if I could	0	2
Champ, Mr. Chas.	0	2	6	Morgan, Rev. Dr.	1	0
Champ, Mr. W.	0	5	0	Morris, Mrs. and Family	0	10
Chapman, Mr. Bernard	0	5	0	Osmund, Mr. Bernard	0	2
Cole, Mr. Thos.	0	5	0	Parmiter, Mrs.	0	10
Colligan, Mr. Patrick	0	2	6	Petre, Lord	56	0
Counsellor, Richard, Esq.	1	0	0	Preston, Mr. William	0	2
Crispin, Miss	0	5	0	Slade, Mr. Charles, sen.	0	10
Croker, Mr.	0	2	6	Slade, Mr. Charles, jun.	0	5
Cronin, Mr. Patrick	0	2	6	Towneley, Charles, Esq.	100	0
Damen, Mr. Robert	0	10	0	Wheble, Miss	2	0
Edwards, Mrs.	0	2	6	Yates, John, jun., Esq.	2	0

SUBSCRIPTIONS PAID TO ACCOUNT OF THE CATHOLIC POOR-
SCHOOL FUND BY THOMAS SPARROW, ESQ.,

Local Treasurer, Blackburn. 1849.

Ainsworth, Matthew, Esq.	£0	5	0	Railton, John, Esq.	£1	0
Arkwright, James, Esq.	0	10	0	Railton, Robert, sen., Esq.	2	0
Clayton, Alexander, Esq.	1	0	0	Railton, Robert, jun., Esq.	0	5
Cowban, John, Esq.	1	0	0	Shorroek, John, Esq.	0	5
Critchley, John, Esq.	0	10	0	Sparrow, John, Esq.	2	0
Fisher, John, Esq.	1	0	0	Sparrow, Thomas, Esq.	2	0
Furlong, John, Esq.	0	5	0	Walker, Thomas, Esq.	0	5
Jackson, George, Esq.	1	0	0	Wharton, Edward, Esq.	0	10
Kaye, Rev. Mr.	0	10	0	Wilding, Richard, Esq.	1	0
Parker, Rev. Mr.	0	10	0	Witherington, Richard, Esq.	1	0
Polding, John, sen., Esq.	1	0	0	Woods, Alexander, Esq.	0	5
Polding, John, jun., Esq.	2	0	0	Wrigley, George, Esq.	1	0
Polding, Henry, Esq.	1	0	0			

*** A few subscriptions for 1850 have been received, and will be acknowledged hereafter. Subscribers are again earnestly entreated to pay their contributions at once, as the Committee's labours are seriously impeded by want of funds.*