

The Advertiser

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EDUCATION IN WALES.

A lecture on "Education in Wales" was delivered at the University on Friday evening by Professor Bragg in connection with the Collegiate Schools' Association, before a good attendance. The lecturer referred to the great advances which have been made in education in Wales during the past 25 years, and said that at present the organisation of education in the principality is superior to that in England. One of the foremost educationalists of Wales was Sir Hugh Owen, who was successful in establishing in 1872 a University College at Aberystwith. Secondary schools were founded, and a beginning was made to connect the primary and secondary schools by means of scholarships. In 1880 the Royal Commission on Welsh education, under Lord Aberdare, was appointed, and recommended an effort to increase the endowments by rates and Treasury grants. In nine years an Act was passed carrying out every recommendation of that Commission. The newly-elected county councils raised the necessary rates, and so great was the enthusiasm that each county raised the maximum rate allowed under the Act in order to promote "intermediate" or secondary education. The primary schools were scattered all over the country, and there were also county or secondary schools, at the top of which was the University of Wales, with its three colleges at Cardiff, Aberystwith, and Bangor, each stage being connected with that above it. There were 96 secondary schools in Wales, with 7,000 scholars, the cost of the system being £75,000 a year. Of this the county rate of $\frac{1}{2}$ d. produced £19,000; the Treasury grant, £19,000; local taxation, £28,000; and endowments, £9,000. The whole system was managed by a central board of education. Much of the building work had been done by private subscriptions, in which the people had been most liberal. The University of Wales had also some 260 teachers in training. Thus it received the students, and handed back the teachers. The lecturer insisted on the importance of general education of a high sort, and attributed to this the commercial supremacy of Germany, rather than to its technical schools. There must be a high level of education in order to enable those entering technical schools to benefit by their instruction. He praised the French and German system of having higher primary schools for those going into industrial pursuits, apart from the schools giving a classical training. It was being generally recognised in England and Wales that pupil teachers should pass a couple of years in a secondary school. Many of the German Universities had special courses for teachers. The Adelaide University had made advances in this direction, and he considered there was no nobler work they could undertake. The desire of the University was to help the primary school teachers as far as possible. A discussion followed, and Professor Bragg received a hearty vote of thanks.