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I.—*On the importance of (1) A larger infusion of the Industrial Element into our system of Education, and of (2) An adaptation to Ireland of the Day Industrial Clauses of Lord Sandon's Act of 1876.*—By Frederick Richard Falkiner, Recorder of Dublin.

[Read Tuesday, 24th April, 1877.]

Inadequate attendance at primary schools in Ireland.

ON the 16th March in the present year there was a debate in the House of Commons, of interest to Ireland more deep than pleasant. In a speech admirable for ability and earnest feeling, Mr. O'Shaughnessy, M.P. for Limerick, moved that "It is expedient to adopt measures, consistent with economy and the rights of conscience, to promote the general diffusion of elementary education amongst the Irish people." With figures more significant than those of speech he supported his resolution, quoting from the last census these numbers: Children of school age in all Ireland, 1,500,000; of these on the rolls of the national schools, 1,000,000; average attendance of those so enrolled, 389,000, only; and, after allowing for children under education elsewhere, Mr. O'Shaughnessy sets down the number not attending school at all as 792,000! In the discussion which followed, some speakers thought these figures exaggerated, and the mover's conclusions to some extent overcharged; but the admission was general, of a great want, and the call for some great remedy. Mr. O'Shaughnessy himself suggested the extension to Ireland of the compulsory system of the English Education Acts of 1870-1876, though in a milder form and with certain special conditions. The prevailing sense, however, seemed to be that we are not ripe here for the adoption of universal compulsion, though the Chief Secretary expressed a hope that some amendment might soon be found by ex-

tending compulsion in the case of enrolled scholars, and by payment of fees for parents too poor themselves. *The Times* in the morning made merry, treating these figures with pleasant though characteristic cynicism. It was St. Patrick's day, and *The Times* suggested "truancy" as the solution in these problems of educational arithmetic, inferring that if the children of this country inherited the love of learning which had ever been the tradition of the Isle of Saints, they inherited also the strong dislike of monotony and mechanical habit no less characteristic of the Irish race; hinting, that though they love letters and bookish lore, yet still they love freedom and idling more, and are ever ready to excuse irregularity by something to be done at home, or to be seen a-field—that it rains or it shines, that there is a fair or a market, a function or a pilgrimage.

For my part, I should rejoice to think there were no stronger cause for these sad numbers than Irish sunshine or showers. For truancy, beguiled by house sports or wild flowers, the sooner compulsion were established the better. But it is because I know that whatever system of mere compulsion were adopted there are thousands upon thousands in this country, and chiefly in its towns—and chiefest of all in this town—whom it would never reach, I ask leave to address you this evening. My object in this paper is twofold—to submit, only as suggestion, that our general national system of education in Ireland needs more of the industrial element, but to contend specifically for the assimilation of the law with respect to industrial schools, at least so far as to extend to Ireland the day school system introduced last session.

*Want of industrial element in Irish National system of
Education.*

Nothing is easier than to say that it is as much the duty of a parent to provide his children with the means of education, as with food and clothing. The saying is not altogether, or it is only in a sense, quite true; but even fully assuming it, addressed to the dissolute or degraded parent, it is as likely to be successful as an exhortation to live soberly, righteously, and godly in this present world. If we in it all did what we ought to do, it would simply be Paradise Regained, and this and kindred amiable societies might gracefully dissolve. But many good people, I fear, at times forget the tremendous sacrifice at which the very poor are often required to enforce school attendance on their children. Remember, the average minimum in which the children of the poor become fairly literate in the elements, is a regular attendance of some hundred days in the five or six years up to thirteen years of age. The working-man who goes to his toil from the morning to the evening can do little towards seeing to this. The mother who, as laundress, charwoman, or dealer, ekes out the home livelihood, can enforce it only by a tax upon her persistent strength of mind, such as parents more capable of seeing the sure advantages of education could often scarcely bear. Where the house-father earns wages scarcely enough to keep the bodies and souls of the house together, the value to the family store of what pence the little hands and feet may earn, can

hardly be estimated. What is this when they can add shillings? To give up this for the prospective blessings of reading, writing, and arithmetic, may be, and I hope in the majority of cases is, well worth the sacrifice, but beyond doubt it is a devotion of the present to the future not always appreciable by the poor, who are proverbially improvident—and to a contingent future: for let me say it boldly—an elementary training without an occupation in which it can be applied is not always an unmixed blessing. It may then be a source of discontent rather than of contentment, inducing the sullen feeling expressed in the Gospel: "I cannot dig, to beg I am ashamed." If the result to the children of the poor be only to show them the poorness of their lot, without affording them an opportunity to raise themselves above it, it is a tasting of the tree of knowledge which only teaches the taster the nakedness of his condition, and engenders anything but gratitude to the nation whose national system has offered it. I should like to know how much of the chronic restlessness and discontent which has agitated our population during the last thirty years is due to the kind of dissatisfaction I point to. Primary education, divorced from industry, making its recipient ready for anything in general, but fit for nothing in particular, has, I believe, frequently acted as a barrier rather than a password to employment. The children of the labouring classes who spend five years in half instruction for their heads, and none at all for their hands—listless even in the five school hours, save when they are directly in the teacher's grasp, may in acquiring the three R's have helped to incapacitate themselves for a life of labour. The biography of literary pauperism in the present day, I have reason to know, would be a very curious volume, and I am sorry to add an ample one; and the literature of begging letters, as the Charity Organisation Society will tell you, is as copious as it is well written. The man able to read and write, but without a trade, when he emigrates takes caste below the lowliest artizan, and frequently re-immigrates to swell the army of those at home who are looking for a situation. Once his character for honesty or sobriety is tarnished, his fall is often irremediable, whilst the skilled "hand" can work back his social redemption after many slips and backslidings. The truth is, our poor people in Ireland are from their very brightness and vivacity of intelligence too inclined towards the speculative and abstract, and too little disposed to the concrete and the practical, and education divorced from labour does not help this. Everybody can talk about everything, but to do something is a different thing. Why are there complaints on every side of the increasing disinclination for hard work and hand work. The "handyman" of my childhood is as extinct as the preadamite. The servant girls are no longer the needlewomen they used to be; they are as unable as they are unwilling to make their own dresses; their time too often goes in studying the Paris fashions, and their wages in getting milliners to ape them. How few girl children of the poor are so taught as to fit them to be thrifty housewives of those artizans' dwellings about which we are thinking so much now-a-days; that they should have learned the three "R's" is very well, not when it is at the

cost of the three "C's"—cleanliness, cooking, and comfort. The knowledge of simple cooking, causative of so much common happiness in the poor homes of England, Scotland, France, and Germany, is unknown amongst the wives and children of our Irish poor. How few poor lads are trained to occupy the idle hour in the poor room which is their only home, by making it less dull and mournful, able to replace the fallen plaster, or reit the unhinged door or broken window pane. They want, boys and girls, to be taught more of the *faire*, and less of the *parler*. They all, lads and lasses, can follow Mr. Butt with a sympathy as intelligent as any in the House of Commons; but with the simple domestic management, the "home rule" which would surely make life happier whilst waiting for that other, they are—speaking generally—as unfamiliar as those across the Shannon, when the first stone house was built by The O'Conor, and known in Connaught as the wonderful castle.

Of course the three "R's" are the essential factors for all who would rise to the higher social levels; but I speak for the per centage who are not destined so to rise; and that this is a large one, the people themselves are largely cognizant. I earnestly believe that a greater infusion of the industrial element into the national training in this country would increase both the popularity and usefulness of our National Schools, and that under such a united system the 700,000 truants would be rapidly absorbed. In this general suggestion, however, I do not dare to speak with any dogmatism, and but cast abroad the seed of these notions to germinate—if indeed they have life-germs—in the soil of maturer thinkers. What I do submit with earnest conviction is, that into schoolrooms merely literary never can be drawn the child-denizens of our Dublin slums—the offspring of those whom Victor Hugo calls "Les Miserables"—the children who pass an infancy of apathy or vagrant gutter-life, to emerge too often into manhood and womanhood of vice and crime. Many of our city children, higher and less wretched far than these, I believe to be practically as beyond the reach of the compelling rod of any law that Parliament would pass to drive them to five years of reading and writing only. Who that has seen in the alleys of our Liberties the groups of twenties and thirties at a single door-step of a house of tenements, purposeless, and all too many half-starved, can believe that these can all be swept into the National Schools by a 5s. penalty upon their parents—when they have parents—or that the social problem they exhibit would be solved even if they could?

Offer them a daily resort, where for eight or ten hours they will be kept out of harm's way, given a simple and wholesome meal or two, three hours for the three "R's," one for play, and four to six to learn to use their hands with skill and usefulness, thus early by their own industry working for the food and training given them, and you afford a stimulus to regularity in themselves and their parents stronger than any penal section which Parliament could pass, or magistrates administer, and you will be training no longer recruits for the army of the reckless and the restless, but contributors to the national stability and wealth, progenitive, both for this island and the countries whose labour markets this island feeds, of that manu-

facturing faculty, that turn for handicraft, in which we have long been behind the peoples of Great Britain and of Western Europe, and the want of which has kept us traditionally less prosperous.

Differences between English and Irish statutes as to industrial schools.

Following the method so often effectively adopted in this Society, my best method will, I think, be to exhibit the specific differences between the English and the Irish statutes, thus elucidating our most persuasive ground of claim to the measure of last session—I mean our right to an assimilation of the law, whilst defining exactly what we may ask, and on what terms. The narrative at the same time illustrates how far the reasons for the law as it is in England operate amongst us here. The 29 & 30 Vic. c. 118, passed for Great Britain in 1866, provided by section 12 that prison authorities, corresponding to our town councils and grand juries, may contribute out of their local rates towards *the building and establishment*, as well as towards the management and support of the inmates, of industrial schools intended to be certified by authority, such sums, and on such conditions, as they may think fit, but subject to the approval of the Home Secretary; to these, the classes of children described in the 14th section may be sent by magisterial order, for intern detention up to the age of sixteen years. Those thus described are the street arab or “wastrel” class, destitutes without guardianship—the children of criminal or deserting parents. By the 16th section, on the application of their parents, refractory children under fourteen may be sent, at the discretion of the magistrates; and by the 17th section, at the like discretion, pauper children of refractory or of criminal parents, may be sent on the application of the poor-law guardians. By the 35th section, the Treasury may contribute out of parliamentary funds such sums as the Secretary of State may think fit, towards the custody and maintenance of the children so sent, the sum in the case of those detained on the application of their parents not to exceed 2s. per week each. By the 37th section, the poor-law guardians, with the assent of the Local Government Board, may contribute such sums as they think fit towards the maintenance of those sent on their application under the 17th section. The 39th and 40th sections provide for the enforcement of contributions not exceeding 5s. per week each, from the parents of the children, when of sufficient ability.

Two years afterwards our Irish statute was introduced by The O’Conor Don; but the opposition which it received in the House, and the hesitation with which (by reason, I believe, of that opposition) it was accepted by Lord Mayo, then the Chief-Secretary of a government in minority, account for the comparative smallness and the specific difference of our Irish Act. Though otherwise modelled on the English lines, it gives no power to our local authorities, town councils, and grand juries, of contributing towards the original building and establishment of the schools, which the English and Scotch authorities may do; nor is there any power, such as I have cited from the 16th and 17th sections of the English Act, for ob-

taining refractory children or those sent on the application of poor-law authorities. But whilst a prudent caution lest the Act might not pass at all thus left the building and original establishment of these schools in Ireland entirely to voluntary effort, there can be no doubt that it has in its results had a brilliant success in the direction proposed by those who promoted it. That the measure was at any rate congenial to our Irish soil is proved by the continuous growth of the system ever since it was planted. By my esteemed friend Mr. Lentaigne's last Report as inspector of these schools, it appears that on the 31st December, 1875, there were 52 of them in Ireland; and for those who wish to know what these are doing, I cannot do better than refer them to the pages of this most interesting little Blue Book.

*Germ of compulsory education in Mr. Forster's Elementary
Education Act of 1870.*

But whilst the system in Ireland has thus been restricted in the way I have indicated, legislative policy in England has since gone in the very opposite direction. In 1870 Mr. Forster introduced his great elementary Education Act, the first English charter of national education. The general principle of that measure, as you know, is, through boards elected by popular voice in every district where due elementary instruction is not already provided, to ensure that provision in every part of the kingdom. The germ of compulsory education as it exists in Prussia was engrafted, by clauses giving to these school boards authority to enforce attendance in certain cases. As regards expense, the idea of the measure is that this should be tripartite, divided in equal shares between the parents, the locality, and the state. But Mr. Forster foresaw that his system could not pretend to be universal if it made no special provision for those whom no legislative terrors can frighten into daily attendance, or who were totally unable to contribute the parental third part. He therefore provides not only for the remission of school fees in certain cases, but he transfers to the school boards, by sections 27 and 28, all the powers we have seen given to the prison authorities by the Act of 1866, for the building and maintenance of industrial schools—although, once established, these school board industrials are to pass to the cognizance of the Home Department, instead of to that of the Council of Education. We thus see a significant step made towards the amalgamation of the industrial system with that of primary national education. In proposing the measure in the House, Mr. Forster said:—

“ We give the school boards power to establish special free schools under special circumstances, which chiefly apply to large towns, where from the exceeding poverty in the district, or for other very special reasons, they prove to the satisfaction of the Government that such a school is needed and ought to be established. We require the approval of the Government on the ground that it would not be fair to the existing schools to allow a new school to be set up, unless on very special grounds. On the other hand, it would not be fair to impose on the town council of large places like Liverpool or Manchester the duty of meeting the fearful educational destitution that exists, by electing a school board, and not to give them power, if they think it necessary, to establish special schools for special purposes.”

Accordingly, whilst the Act of 1866 gave the prison authorities the power of contributing only to the building and establishment of industrial schools, Mr. Forster's Act enables the school boards to take the initiative, and undertake the entire expense of inauguration out of the local rates. Nor did Parliament stop here; for by 35 & 36 Vic., c. 21, this enlarged power is extended to the prison authorities also. Furthermore, by 37 & 38 Vic. c. 47, passed in 1874, the prison authorities are enabled to borrow on the security of their local taxes all funds necessary for the foregoing purposes, whilst still larger borrowing powers in that behalf are conferred on the school boards by several provisions, ending with that of last session, 39 & 40 Vic. c. 79, s. 15, by which the requisite funds are advanceable to the school board by the Public Works Loan Commissioners, repayable, principal and interest, within fifty years. Whilst Mr. Lentaigne in his last Report modestly suggests that the Irish statute, though defective, has never been amended, comparatively few are aware that, whilst the establishment of these homes of industry in Ireland is left wholly to voluntary and charitable effort, the system in England has developed under this series of statutes, until there is now no district, urban or rural, in which they may not be erected from public monies, locally raised and lent by the state.

Boarding and day industrial schools compared.

Till last year, however, in both countries the schools were boarding only, and the inmates kept in continuous detention under magisterial orders. They have been naturally regarded as non-criminal reformatories, and so attaching to the departments of the Secretaries of State and the repression of crime. That they have in the past decade wrought a vast amount of positive and actual good there can be no dispute, however open they may be to some grave theoretic questionings, economic and social. Their very excellence is not without some reason alleged against them; they are very expensive; the net cost at Artane for each child is £20 a year—no inconsiderable portion of the annual charge for a gentleman's son at our best Royal Schools. That the son of a drunken and dissolute artizan should be maintained in a way that the best conducted working man could not procure for his child, is socially unfair, and may be said to put a premium on misconduct. Whilst the children grow up massed in a public sort of life, home ties are lost and unknown to them, and the system is thus open to challenge, similar to that which has led to the extension of the boarding-out system as distinguished from that of the district workhouse schools in England and Scotland. And yet in such a place as Artane, which I signalize as the largest of our Irish institutions, with its 700 children—happy, healthy, and busy as the bees; with its dozen trades taught in the best methods by the best practical foremen; its youthful brass band playing national and imperial airs in a fashion which would be creditable in a regiment; its 100 or 200 tiny knitters, making socks for the large household instead of festering in the slums; its groups of glee singers chanting the National Anthem in part music, instead of listening to ribald howlings in the Liberties—before such scenes political economy stands touched and

silent, if not convinced. Strong defences of the system also come from the reflection of what would be the consequences to society itself of the misery and vice progressive at compound interest in the coming seventy years, if these 700 had not thus been rescued, and what the consequences we may hope, *per contra*, when these go forth, propagandists of regularity and ordered labour, and cleanliness in person, bed, and board.

But to whatever politic objections these institutions, as they have hitherto existed, are subject, those I have touched on exist in a very mitigated degree, or not at all, in the day schools, for whose authorization I press. As to cost, the expenses per head will be but one-sixth of that in the boarding-schools. In America the average has been found to be some 22 dollars or £5 10s. a year in the former, as against 140 dollars or £35 in the latter; and the proportions here must be something similar. As the children sleep at home, the home relations are preserved as far for them as possible; whilst even in the wretched dwellings where these are in lowest form, it has practically been found in many cases that the children return from their well passed school hours night missionaries of order and sobriety to their degraded parents. No ignoble form, this, of filial piety.

Statutable provisions for day industrial schools in England, under Lord Sandon's Elementary Education Amendment Act of 1876.

Well, Lord Sandon introduced his Bill last session for the amendment of Mr. Forster's Acts of 1870 and 1873, with the avowed object of extending compulsory education upon the abstract principle expressed in his fourth section, "that it is the duty of the parent of every child to cause it to receive efficient elementary instruction." In the Bill as first and secondly read no mention was made of those day industrial schools; but whilst public opinion fortified the Education Minister in his policy of establishing universal enlightenment, the greatest enthusiast of compulsion recognised that no law, at least in free England, could ever practically enforce attendance on the residuum of the child-life of our towns. Experience had proved this in America and Scotland, in places where diffused education was far more advanced than in England. Whilst the Bill was in progress, representations came to the Minister from many quarters. The experience of school boards since 1870 was pressed upon him. It was stated in the House that though in the six years 120,000 new school places had been provided there were more wasters in the metropolis than six years ago. On the 18th July, Lord Sandon laid before the House in committee a new clause providing for day industrial schools, which now stands as the 16th section in the Act. I recall with pleasure, that on the 27th of the previous June Major Geary in this place read his feeling paper which has largely stimulated me to revert to the subject now. In answer to a fear expressed by The O'Connor Don lest the proposed schools would prejudicially act upon the existing industrial system, Lord Sandon said:—

"It is no doubt a very important change we are proposing, but it is one recommended by several important school boards of great weight and ex-

perience, and by some of the highest authorities connected with the urban population. There is hardly, I believe, a single boarding industrial school now in existence which has not strongly memorialized Government in favour of the experiment. The clauses are framed with great caution. The Secretary of State could not certify a day industrial school unless he was satisfied that owing to the circumstances of any class of population in any school district, an industrial school in which children are not lodged was necessary or expedient for the proper training and control of the children of such class. The House might be perfectly sure the Home Secretary would be exceedingly careful not to give certificates to too large a number of schools. There were besides very stringent provisions for the payments for children, which were to be recovered in almost all cases from the parish, the localities being given for the first time a direct interest in getting them. I do not wish for myself or the Government," he modestly added, "to take the credit of the scheme itself, which belongs to many benevolent people outside the house, amongst whom I must mention the honoured name of Miss Carpenter, who has tried industrial schools under disadvantageous circumstances with marked success. Day industrial schools are used largely in Scotland, THE RESULT BEING THAT THE SMALL GUTTER-CHILDREN HAVE BEEN ALMOST ENTIRELY GOT RID OF. The plan, of course, would only affect the town population, but it proposes to meet the class which is the despair of the school boards, has hitherto eluded all our legislation, has only been very partially affected by the efforts of good and benevolent people, and which is the disgrace and danger of our modern civilization in all our great towns. It is absolutely necessary to try some further method of dealing with this class. The scheme has succeeded marvellously so far as it has been tried by private individuals. It is now proposed to give further encouragement to public bodies and to individuals to establish such schools, but only when the Secretary of State thinks they are necessary."

It is the clause thus introduced by the cautious and benevolent minister, I wish to see adapted and extended to Ireland. The schools, as explained by Lord Sandon, are to be in all respects like the ordinary industrials, save that they are not to afford lodging, nor, as a general rule, I believe clothing. They provide industrial training, elementary education, and one or more meals a day, and to entitle them to share in the parliamentary contribution are to be subject to examination, according to the standards of proficiency in force in the public elementary schools. The same classes may be sent there by magisterial order as those specified in the Act of 1866, and for these Parliament may contribute, in aid of the local expenditure, one shilling per head per week, the parent being liable to pay not exceeding 2s. if directed by the justice's order. When children are sent simply in consequence of non-attendance at elementary schools, or on the application of the local authorities and parents, the government contribution is to be 6d. only per week, as against 1s. by the parent. The school boards and prison authorities have the same power of establishing the schools out of local rates, and of borrowing for that purpose as exist in the case of the boarding schools.

Proposed extension to Ireland of Lord Sandon's enactment of 1876 for day industrial schools in England.

In advocating the extension of this measure to Ireland, I stand then first upon the strong ground of English precedent; but fortified also in the conviction that this is no chimerical scheme, by the proven success of the system elsewhere—in Scotland and Eng-

land, in America, in Belgium. It is nearly seventeen years since our friend Dr. Hancock, in this Society, in a very interesting paper, described the history and progress of the Aberdeen Industrial Feeding Schools, set on foot by Sheriff Watson in 1841, the happy success of which was recognized by Lord Palmerston in 1855, and sanctioned by statutes introduced by him, similar to that just passed in England. One of the pleasanter features in this Scottish narrative was the sympathy and co-operation of the working classes themselves with the system. One of the poorest of these schools, which had been set on foot by a voluntary committee, was subscribed to by the wealthier citizens of Aberdeen to the amount £150 in the first year; but the workmen in that city, who took a lively interest in the good they saw, handed to the committee the same year £250. What Sheriff Watson did in Aberdeen, Dr. Guthrie did in Edinburgh with similar consequences. The continued success of the movement in Scotland was testified to, as we have seen, by Lord Sandon last year.

Progress of day industrial schools in the United States of America.

Besides the evidence to which he referred, I may mention that in the same month in which Major Geary read his paper here, the subject was brought before the National Prison Congress in New York, in a since published pamphlet of Mr. Brace, the Secretary of the Children's Aid Society in that city. He shows how 20,000 children are taught to work and read, and are fed in the industrial day schools there each year. Originally voluntary, as in England, they are now aided to the extent of one half of the cost out of the "school fund" of New York city, which is a rate-in-aid to the tax of New York State for schools under the State Commissioners of Education. These schools are thus in direct connection with the system of National Education, being under the supervision of the Board, complying with its rules as to sectarian and religious instruction, and the children examined by its officials. In his paper, Mr. Brace proposes this question for solution:—

"Are the public schools, juvenile asylums, protectories, and reformatories, sufficient to meet the wants of society with respect to neglected, destitute, and exposed children, or do they need to be supplemented by the day industrial schools, in which only food and instruction, both scholastic and industrial, is provided, the children going home at night to sleep?"

And he solves this by showing that out of the 250,000 of school age in New York, 100,000 were non-attendant at school, notwithstanding their measure for compulsory education passed in May, 1874. He shows that these day industrials have existed some twenty-two years, with such results as that the number of girls arrested in 1863 was 3,132, in 1875 they had fallen to 1,616; the number of boys having similarly reduced from 2,829 in 1859, to 1,372 in 1875—the latter year, from commercial depression, being itself an exceptionally criminal year; and by these and other figures he leads up to his conclusion,

"That nowhere in any city of the world have such effects been produced upon the growth of juvenile crime as by these industrial schools in this city."

Whilst nearer home than there, in the city of Bristol, whose connexion with our city dates from Strongbow's day, and whose ancient charter is identical with our earliest, the industrial day school established by Miss Mary Carpenter in connexion with the School Board, may be regarded as the immediate stimulant of the measure of last session. It was the success of this enterprise which encouraged that admirable lady to press the Education Minister, and which gave to her counsels a weight with him which nothing but her proven experiment would have justified.

I know well it is unsafe to generalize ; I know that many of the best intended social reforms have failed wholly or in part from a fallacy equivalent to arguing from particular to universal ; assuming that a system which in a particular place, at a particular period, under particular administration, has prevailed, will succeed anywhere, everywhere, however the conditions ; but I feel most assured that whatever circumstances may have converged for the prosperous issue of this system in New York or Aberdeen, in Edinburgh or Bristol, the circumstances which render it desirable exist in Ireland—at least in Dublin—in an aggravated and a favouring degree—in Dublin where the crime rate is highest in the empire—where we have no compulsory education, and but a modified system of out-door relief.

Proposed assimilation of Irish and English industrial school legislation.

For my own part, if I could mould legislation, I should advocate complete assimilation, *mutatis mutandis*, of the English and Irish law affecting industrial schools, both boarding and day. I think differential legislation between the two countries, save when circumstances imperatively demand, is objectionable and impolitic. I therefore would respectfully propose that the powers to contribute from local taxation to the building and establishment, as well as to the support of inmates, which exist in England and Scotland, should be extended to our municipalities and grand juries, both as regards the boarding and the day schools, and with like borrowing powers ; but that at least the law should be equalized as regards the latter class, if it be thought by the cautious that we may leave the former as they are ; on the principle of letting well enough alone. I believe this assimilation of the law would be safe, because as the powers would be permissive only, no school supportable from local taxation could be established without the vote of the representatives of the ratepayers, and abuse on their part would be subjected, beside the usual checks, to the control of the Chief Secretary and the Government ; whilst the system is made an elastic one by the reservation of power to withdraw the certificate of authorization, so that any of those establishments might be summarily put an end to when the experiment had proved it to be prejudicial or unnecessary. The want of these schools is, of course, more emphatically an urban one, and the statutory powers might, perhaps, with practical safety, be confined to the municipalities ; but it would, I think, be wiser to make the law general, as in Great Britain, on the double ground of uniformity, and because there might be exceptional circumstances affecting a locality, or the indus-

tries within it, rendering a day industrial school desirable in a rural district. At the same time, just as the Irish promoters in 1868 were contented with a minimum measure sooner than none at all, I at least, as Recorder of Dublin, would accept a permissive measure confined to this city, where it is most sorely needed, if nothing more were obtainable, and even though the municipal help were limited, as in the boarding industrials now, to a sustenance contribution towards schools raised by voluntary effort.

Effect of proposal on system of National Education considered.

Some may suggest a danger in such developments to our existing system of National Education, though, as I already indicated, I should myself gladly see that system made more an industrial one, and all elementary schools, whether head-teaching or hand-training, combined under the jurisdiction of the Education Board. I know that here I trespass on speculative ground; and against such danger, as above suggested, the consent of the Commissioners of National Education might be required to the establishment of these schools, as well as that of the executive government; at the same time I observe that whilst under the English Education Acts of 1870-'73 it was the consent of the Education Department which was required for the establishment by a school board of an industrial school, this is altered by the Act of last session, and the Secretary of State is substituted for the Council of Education, both as regards the boarding and the new day schools. This relation, however, between the industrial schools and the National Board, I should certainly contend for: that their managers should be at liberty to place them in connexion with the Board, in so far as they afford elementary education, in a way similar to non-vested schools at present. Thus they would be secured the great advantage of the trained teachers and inspection the Board supply, whilst the participation in the parliamentary grant to that extent would be often a most important item in the feasibility of establishing a school by voluntary means. There is nothing very novel in this; and it seems only just. In New York, as I have shown, those schools are directly connected with the national system of education, and even here, of our existing industrial schools, some have national schools in immediate connexion. But though the Board will pay the master's fixed salaries, they will not allow him the portion consisting of result fees, I presume in consequence of the Treasury contributions under the Industrial Act. This rule is strongly deprecated by Mr. Lentaigne in his Report above referred to, and on some terms should be modified, for all the policy of payment by results applies with special force to schools in which the hours for literary teaching are necessarily curtailed, and where the pupil's time and attention are shared with the hand-training of the other hours; and I observe that in the debate on Lord Sandon's clause last year, Mr. Forster suggested payment by results as a means of ensuring an educational standard in the day industrial schools.

Deficiency of local contribution in Ireland to primary schools.

However also Parliament or Government might hesitate to con-

tribute out of state funds, both from the Treasury and the education grant, it is to be remembered that one of the existing reasons for reluctance to increase the latter grant does not exist in the case of industrial schools. The complaint is that whilst the local contributions to elementary education in England has been 50 per cent. as against 50 per cent. from Parliament, in Ireland the parliamentary grant bears 85 per cent. of the whole; but an industrial school participating in the grant, whether established voluntarily or by local authority, would necessarily contribute a much more liberal local percentage than the existing Irish average of national schools. Of course the Board would require that in any day industrial schools in its connexion, its rules as to parental authority and protection of conscience should be observed, as they readily could be without any of the inconvenience possibly attaching to these regulations, if imposed upon a boarding school, which latter may perhaps be conveniently denominational in the strictest sense. Undue participation in the public monies would furthermore be prevented by regulating the Treasury contribution according to whether or not the school had also a share in the education vote. Such adjustments, I know, still point towards combination of the industrial with the national system; with which subject I part by saying that the consummation is devoutly to be wished for, if it makes Parliament more satisfied with granting us £700,000 a year, whilst rendering that expenditure more remunerative and popular here, and more stimulative of responsive contributions from our sources at home.

Conclusion.

I do not conceal that I read this paper in the interest of my special clients, the poor population of this city, with whom I would fain have nobler relations than sentencing their criminals or limiting their drink. I humbly advance this project side by side with several others in which earnest fellow-citizens are engaged, by which they hope to raise the people to some higher happiness, to some better share in the modern triumphs in the midst of which they languish—to make them more fitted for this world and for the next. Side by side, then, with the enterprises which are to give them fresh air and fresh flowers abroad, and human habitation in their homes, to give them free libraries, to accustom their ears to noble sounds and their eyes to the lines of beauty, I set this project of day industrial schools where order and art may have their commencement for the lowliest. Aiming at such solutions, I think I might claim your sympathy, were my thoughts even more immature than my limited opportunity has necessitated that these should be.
