

IV.—*Education the surest Preventive of Crime, and the best safeguard of Life, Property, and Social Order.*—By James Haughton, Esq.

[Read March 17th, 1856.]

THE fact that a very large proportion of our criminal population are almost wholly illiterate cannot be kept too constantly before the public mind. There is such an amount of apathy in relation to the real danger to life and property, arising from the almost barbarian ignorance in which great numbers of our people continue from the cradle to the grave, and such a general feeling of indifference is manifested by the more intelligent classes with regard to this wretched condition of so many of their fellow-men, that it is needful to keep continually driving, as it were, with the sledge-hammer of truth, into the hearts of the whole community, the sad revelations on this subject which are now brought to light from year to year, through various authentic sources of information. For, as it is by constant dropping the water wears away the rock, so it is by the reiteration of facts involving the safety of the social fabric, and the happiness of all the people, that an amount of active and intelligent public feeling sufficient to cope with any great public wrong is brought to bear for its removal.

A century or two ago, some dreadful calamity—the result of this indifference to which I am referring, and which had been growing and accumulating for a long period of time—was necessary to arouse men to a sense of their danger and their duties. A fearful plague told them that they were living in neglect of the sanitary laws which were necessary to ward off the calamity. A destructive fire, destroying life and property to a great amount, declared in language not to be mistaken that houses built of wood and thickly huddled together, were a violation of the natural laws, and must be got rid of. In more modern times, fever and cholera have frequently proved a scourge to all classes, because of our inattention to those laws which would prevent their frequent recurrence, or their fearful violence when they do visit us.

Unwillingness to be taxed for such a useful purpose as the prevention of disease is anything but a wise economy.

In the present day we are not, perhaps, quite so thoughtless of such matters as our forefathers were; yet still an amount of apathy prevails which is discreditable to our age, and which is continually bringing deserved punishment in its train. On no other question than the one I now again bring under the notice of our society, is this want of intelligent forethought more to be deplored or more to be condemned. We have advantages which our forefathers had not, and which render our neglect of duty quite inexcusable: these are, abundant statistics proving the intimate relation between crime and ignorance, and the fullest publicity given to statements of various undoubted authorities on the subject.

Having in former papers laid before you statistics of crime taken

from our Metropolitan Police Report, I purpose in the present paper to furnish you with some details taken from "The Thirty-third Report of the Inspectors-General on the General State of the Prisons in Ireland, 1854;" and from other sources also. These will show, quite as forcibly as my former statements of a local character, that crime and ignorance stand in intimate relation towards each other throughout the country at large:—

Prisoners committed in Ireland in 1854.			
For Felony	--	--	7,060
„ Petty Larceny	--	--	9,875
Misdemeanors	--	--	11,570
Under Revenue Laws	--	--	363
„ Poor Law Act	--	--	1,370
Deserters and Court-Martial	--	--	236
Under Vagrant Act	--	--	10,914
Drunkards	--	--	10,481
Lunatics	--	--	576
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			60,445

Of these, the condition as regards education is stated to be as follows:—

35,307 wholly illiterate.
12,947 could read and write.
10,219 could read only.

Such is the lamentable condition of our prison population. It is not stated in the Report that any of them are really educated men and women in any true sense of the term; yet it will be perceived that even the small amount of education indicated by the terms reading and writing, has a strong tendency to guard our people against the commission of crime. It affords me great pleasure to be able to state here, that but one sentence of death is recorded in Ireland in the year 1854.

It thus appears that education is an unspeakable blessing to its possessors; and that, to the community at large, it is the surest safeguard to life and property. In speaking of education, I would not be understood as confining the idea to the simple acquisition of school knowledge, such as reading, writing, and cyphering; or even the higher branches, geography, astronomy, and the various sciences. I include a practical knowledge of the arts of life, whereby men obtain their living; and of domestic economy, which teaches women how to make home attractive. These should be held as of equal value with literary attainments; but both should go hand-in-hand together. The manufacturing community at Lowell, in the State of Massachusetts, in America, affords a striking evidence of the value of this combination of industry and intellectual pursuits. I give the following interesting account of the young women employed there. It is striking and pleasing evidence of the value of making intelligence and cultivation of the mind auxiliary to manual labour:—

THE FEMALES OF THE LOWELL FACTORY.

In the state of Massachusetts, situated at not a great distance from Boston, is a large manufacturing town named Lowell. As the falls of the rivers Merrimack and

Concord afford a natural moving power for machinery, the banks are occupied by ten companies, working thirty cotton mills, and giving employment to more than ten thousand operatives, of whom about seven thousand are females. Many of these females come from a distance; they remain at Lowell only for a limited time, and live in boarding houses expressly provided for their accommodation. They are engaged in manual labour twelve hours a day. But it is the custom of a goodly number of them to devote two hours in the evening, after eight o'clock, either to private reading or study, or to meetings for mutual instruction and profit. Some of them have a taste for writing; and in the year 1840 they commenced a periodical work entitled 'The Lowell Offering.' They evidently think it *an honour to be engaged in useful labour*, and recognise the real dignity of all useful employments.

There are two classes of persons to whom the case of the Lowell girls should afford instruction and encouragement. Those who are engaged in factories and similar establishments may learn that their strength, as well as their happiness, lies in the cultivation of their minds, and that the labours in which they are engaged need not interfere with that cultivation. And those who are employers of operatives, and all persons of wealth and influence, may learn that 'tis their duty, and that it will be to their interest, to provide as far as possible for the mental culture of the working classes. And they may take encouragement to do this from the consideration that a strict and diligent performance of daily duties is not incompatible with the exercise of mental faculties, or with the gratification of those tastes which are not, and which cannot be, limited by rank and station. In proportion as the operatives of our country are elevated in mental cultivation, will they rise superior to the temptations by which they are surrounded, and advance in moral excellence.

The following are extracts from a letter addressed by Miss Martineau to the editor of 'Mind among the Spindles,' one of Knight's Weekly Volumes, which contains selections from the Lowell Offering:—

"My visit to Lowell was in company with Mr. Emerson's party—he being engaged by the Lowell factory people to lecture to them in a winter course of historical biography. The girls were then working seventy hours a-week; yet as I looked at the large audience, I saw no signs of weariness among any of them. There they sat, row behind row, in their own Lyceum—a large hall, wainscoted with mahogany, the platform carpeted, well lighted, provided with a handsome table, desk, and seat, and adorned with portraits of a few worthies; and as they thus sat listening to their lecturer, all wakeful and interested, all well dressed and lady-like, I could not but feel my heart swell at the thought of what such a sight would be with us.

"The difference is not in rank, or amount of wages, or toil, but in their superior culture. Their minds are kept fresh, and strong, and free, by knowledge and power of thought; and this is the reason why they are not worn out and depressed under their labour.

"At Waltham, where I saw the mills and conversed with the people, I had an opportunity of observing the invigorating effects of the MIND on a life of labour. Twice the wages and half the toil would not have made the girls I saw happy and healthy, without that cultivation of mind which afforded them perpetual support, entertainment, and motive for activity. When evening came, nothing was heard of tired limbs and eagerness for bed; but, if it was summer, they sallied out the moment tea was over for a walk; and, if it was winter, to the lecture room, or they got an hour's practice at the piano, or wrote home, or shut themselves up with a new book.

"Many a clergyman in America has been prepared for his function by the devoted industry of sisters; and many a scholar and professional man dates his elevation in social rank and usefulness from his sister's, or even some affectionate aunt's, entrance upon mill life, for his sake. Many girls, perceiving anxiety in their fathers' faces on account of the farm being encumbered, and age coming on without release from the debt, have gone to Lowell, and worked till the mortgage was paid off, and the little family property free. Such motives may well lighten and sweeten labour; and to such girls labour is light and sweet.

"Some who have no such calls unite the surplus of their earnings to build dwellings for their own residence; six, eight, or twelve living together with the widowed mother or elderly aunt of one of them, to keep house for, and give countenance to the party. I saw a whole street of houses so built and owned, at Waltham; pretty frame houses, with their broad piazzas and green Venetian blinds.

"In the mills the girls have quite the appearance of ladies. They sally forth in the morning with their umbrellas in threatening weather, their calashes to keep their

hair neat, gowns of print or gingham, with a perfect fit, worked collars or pelerines, and waistbands of ribbon. For Sundays and social evenings they have their silk gowns and neat gloves and shoes. Yet, through proper economy—the economy of educated and thoughtful people—they are able to lay by for such purposes as I have mentioned above. The deposits in the Lowell Savings' Bank were, in 1834, upwards of one hundred and fourteen thousand dollars, the number of operatives being five thousand, of whom three thousand eight hundred were women and girls.

“There is nothing of good in this system which may not be emulated elsewhere, equalled elsewhere, when the people employed are so educated as to have the command of themselves and of their lot in life.”

Such a happy condition as is here described cannot be realized in these countries, until both employers and employed receive a higher or more enlarged education, and are, early in life, impressed with the idea that, just in proportion as the moral and mental faculties are brought into harmonious action with our daily duties, will be the amount of comfort and happiness diffused abroad, and also the increase of pecuniary gains to all, in the individual and national accumulation of capital.

There is much evidence in the Report of the Inspectors-General in proof of the position I have laid down, that education is the surest preventive of crime; indeed, the statement is now so generally admitted, it would seem to be almost a work of supererogation to press it on your notice; yet, for the reasons already stated, it is necessary to keep it continually before the public mind. I find in the Report the following striking statement:—

In many of our gaols, for instance, after deducting the debtors, the lunatics, the sick in hospital, the convicts, who are liable to be transferred to government depots at a moment's notice, the infirm or cripples who are incapable of work, and those who are sentenced to hard labour, and who are required for the daily duties, such as cleansing, raising water, grinding corn, &c., there are few or none left available for education in skilled labour; for it is a remarkable fact, which we have already touched upon in previous reports, that among those who are *already so educated*, even rudimentally, an almost entire immunity from crime prevails—the number of such offenders being disproportionately small, and some of the trades which they profess not being of such a character as to be exercised and turned to account within the walls of a prison.

Thus, on the 1st of January, 1855, in an aggregate of males of all classes in confinement, amounting to 2,960, there were but 180 who had been trained, previously to their committal, in any kind of handicraft, however simple and rude, such as mat-making, lath-splitting, &c; their distribution among the provinces being as follows:—

Leinster.....	76
Ulster	55
Munster.....	37
Connaught.....	12

180

These items are given under the head of “Industrial Instruction,” and the italics, which are the inspectors', evince their anxiety to attract particular attention to those important facts.

Under the head of “Educational Instruction,” I find similar forcible statements. They say:—

It must not be understood, however, that we insist on a very high grade of acquirement; but we would confine ourselves to urging that the masters should, in every case, have been systematically taught the art of inculcating knowledge, so as to be enabled to grapple with the obstructions which are universally encountered in the education of prisoners. Firstly, a large proportion of offenders, amounting to *considerably more than a moiety*, are wholly illiterate, &c.

They recommend that all our prison schools should be placed under the superintendence of the National Board, so that one system of education shall be pursued in all. This appears to be a wise suggestion.

They find out that as age advances from childhood, there is a steady progress in corruption and depravity: the criminals between sixteen and twenty-one years old being nearly three times in number those under the age of sixteen.

As gravitation accelerates the speed of falling bodies, so the influence of evil habits propels man, with growing force, downwards in the career of crime. Intemperance, the spawn of ignorance, produces like results, and is the second most palpable source of crime. I proved to you, in a former paper, that the appetite for alcoholic poisons accumulates with such powerful energy, that within the past century, growing more and more craving as each decade of years rolled on, it increased the consumption of whiskey in Ireland ninety-fold, while the population increased but four-fold. A proper education would be a good counteracting force to this evil.

In speaking of the two classes of criminals referred to, those under and those above sixteen years of age, and with a view to prevent the rapid increase of criminals, the Inspectors say, "such means of repressing the guilty tendencies should be afforded by reformatory institutions, and brought to bear upon those who have already entered the primary category—that is, the early stage of crime; but, assuredly, public duty and interest demand that they *should not be suffered to enter it at all*, and that they should be arrested at the first step in the downward path of destruction."

Ragged schools and other preventive means are referred to; but as a reference to the one great preventive, without which all others must ever prove of little value, is entirely forgotten or omitted, I beg to supply it. The universal public voice, or at least such a majority as would command respect and attention, must demand the legislative suppression of the liquor traffic. So long as it shall be permitted to shed abroad its deteriorating influences, it will be impossible to plant deeply in the human mind a love for elevating influences, and man must continue a grovelling and a criminal animal.

Rev. J. Saunders, Missionary, New South Wales, says (and all experience proves that he says truly), "No reformation of criminals will be effected until spirits be prohibited. There will be no end of penal discipline until the people are reformed at home. All, *i.e.* nearly all, our prison population, come out of the ale barrel, the porter vat, and the spirit cask."

Mr. Warren, Recorder of Hull, stated in a late public address, that, so far as he knew, no teetotaler had ever been brought before him for any crime. Intemperance and ignorance were the two great social evils.

Justice Brown of America says, "I believe there has never been before me a single total abstinence man, for any offence whatsoever. These *fanatics* somehow keep marvellously clear of the criminal calendar."

All evidence bears me out in the opinion, that until we educate all classes up to the point of an entire disuse of alcoholic poisons, we shall strive in vain to close the flood-gates of crime, or give adequate security to life and property, or lay a good foundation for virtue and rectitude of character.

Leaving the Report of the Inspectors General of Prisons, which abounds in suggestive and valuable statistics, I transcribe the following statement, confirmatory of all their opinions in reference to the subject I am bringing under your notice, from the Report of James Kavanagh, Esq., Head Inspector, to the Commissioners of National Education for the year 1850:—

Prison Schools.—The only Prison Schools in Ireland connected with the National Board are five, and all of these are in my circuit; those in Galway County Prison, Galway Town Prison, Ennis County Prison, and two in Cork County Prison. I visited all of these; the first two in November, 1848, and the other three last year. There was no school kept in either of the first two when I visited, owing to the overcrowded state of the prisons; they never had any regular teachers; a turnkey, who was quite incompetent, taking the duty in each of them. In the County Prison there were 87 under sentence of transportation, 50 of whom were for sheep and cow stealing. The prison was built to accommodate 110, but the numbers in it sometimes amounted to 1,000 persons. I went through the entire of the prisoners with the Governor, and, aided by an interpreter (as numbers spoke no English), made notes of the extent of education and intelligence of most of the convicts. There were 11 of those under sentence of transportation, only one of whom was over 15, and some were not over 12, years of age. Not one of these could read, scarcely one of them had ever been within a school; not one of them knew the elements of religious knowledge, and several stated they were 'glad to be transported,' although they had no idea of where they were going. The ignorance and want of intelligence of the female prisoners was painful to witness; four of them told me they stole clothes *publicly*, in order to get into prison, that they might be supported, so acute was their hunger and suffering. Of 22 convicts from the town prison, 15 were under 20 years of age; and of the entire number, 2 could read and write, and 4 could read only, the remaining 16 being quite ignorant. Three of them were women who *requested the Judge to transport them*. In Ennis Prison there is a special teacher, but, owing to the overcrowded state of the house, school was suspended for the four months previous to my visit, and, during this period he was employed as a turnkey. The gaol was built to accommodate 115, but there were then in it, and in an Auxiliary Prison fitted up in the town, 540 persons. I examined 25 of the younger of the 92 female prisoners in the presence of the matron and of the governor, and not one of them could read correctly a single sentence in the *Second Book of Lessons*. One of the two schools supposed to be kept in the Cork County Prison (that at the female side), has not been in operation for years. The other is taught for a few hours a day in the prison chapel by one of the turnkeys; he has no pretensions to any qualification for the office, beyond being able to read and write. Out of 1,058 prisoners on the day of my visit, 28 only were on the school list. The industrial department in the Cork County Gaol is admirably managed.

I have also visited for each of the past four years the Convict Depot at Spike Island, in the Cove of Cork, and at which a large school is kept. It is not connected with the National Board. The Governor is very earnest and anxious in the cause of education.

Although conclusions deduced from statistical returns connected with crime and education in Ireland, for the past years, should be received with great caution, owing to the entire social derangement of the greater part of the country, no one who visits and examines the Gaols and Workhouses can have any doubt of the immediate connexion between ignorance and crime. To the young, to send them for a month to Gaol, or to the House of Correction, as these are at present circumstanced, is to send them to a training school to rapidly fit them for the convict ship, or for worse. An examination of the re-committals, and of the ages of the parties, will prove this point; and in England it appears that while those from 15 to 20 years of age form only *one-tenth* of the population, they form *one-fourth* of the criminals on the calen-

dar, or, two-and-a-half times what might be expected from their number. Would it not be a wise economy, as well as Christian benevolence, to try what might be done towards the establishment of efficient schools in the several prisons, with a view to prevent as well as check the spread of crime?

In relation to the interesting question I am now bringing under your notice, it is gratifying to find that in proportion as public attention has been turned to the subject, in proportion to the liberality of Parliament in furnishing increased funds for educational purposes to the Commissioners of National Education, has been the decrease of crime in Ireland.

It might not, perhaps, be rigidly correct to assume that to this one cause alone is owing the happy change that has taken place in our affairs within the few past years; yet it has been, no doubt, one great means of producing these, and the further good results presently to be noticed.

In the Report of the Inspectors-General, before quoted from, we find (page 1) the following observations and statistics:—

“Throughout the five Annual Reports in which we have been associated, we have not failed to measure the rise and fall of prison population from the year 1846, in which the famine and its consequences first began to affect injuriously our social system, up to 1850, the point of culmination, since which period a normal decline has been happily observable down to the present date, as evidenced by the subjoined tables:—

Year.	Total confined in Gaols.	Year.	Total confined in Gaols.
1846	43,311	1851	113,554
1847	76,685	1852	92,638
1848	97,959	1853	83,805
1849	112,478	1854	73,733
1850	115,871		

During the past year, for which returns are not yet made, it has been frequently recorded in our newspapers that the judges on circuit had very little to do in most of our assize towns.

While crime is happily found to be diminishing in Ireland, it is most painful to see it rapidly increasing in England.

In the *Times* of the 6th instant (March) I find it stated, on the authority of a Parliamentary Blue Book for 1854, that the increase of committals in England, in 21 years, is 8·5 per cent., and that for the 10 years previous it was 7·5; thus showing an alarming increase of over 15 per cent. within the past 31 years. I am unable to show how far this lamentable state of things is owing to the neglect of education; but I entertain no doubt that if the facts were before us, we should find that crime and ignorance there also go hand in hand. A large portion of the population of England, as well as of Ireland, are in such a condition of ignorance as casts a dark shade on the civilization of both countries, and is cause of serious danger to life and property.

The parliamentary grant for our present system of National Education was first given in 1833, when the sum voted for that purpose was £25,000. It has gone on increasing almost year by year ever since, until 1854, when, from Treasury issues and other sources, the Board had placed at their disposal the sum of £221,591 19s. 10d. The number of schools under their management in

1833 was 789, in which 107,042 children were received. In 1854, the schools had increased to 5,178, and the scholars to 556,551.

To come nearer home, we find the Board of Superintendence of the City of Dublin Prisons congratulating their fellow-citizens on the decrease of crime within our metropolis. They tell us:—

The aggregate number of prisoners in Richmond Bridewell in 1854 was 7287, being a reduction from 1853, of 1,400. And up to the month of August in 1855, the decrease of committals was in an even greater ratio. In Grangegorman Female Penitentiary similarly happy circumstances prevailed, all of which is given as decided evidence of the moral improvement of the country.

These facts may fairly be taken as collateral evidence, with the other statistics which I have given of a more unequivocal character, in favour of my position; and as transportation is at an end, and the ticket of leave system has so far proved a failure, it behoves us all seriously to consider what are the best means of lessening crime, and thereby giving the best possible protection to life and property.

If I have at all succeeded in impressing you with my convictions on this deeply important question, it follows that no pains we can take, and no expenditure of money which the country can afford, should be spared to impart the best possible physical and intellectual education to all our population. We should not be content with any measure short of the highest possible attainments in manufacturing, agricultural, commercial, and scientific acquirements.

I do not by any means imagine that a great number are likely to reach very high on the ladder of learning; but the best means we know of should be placed within the reach of all, and all should be guarded against the evils of complete ignorance. Men should be instructed in elementary learning; in such arts and sciences as their various condition in life and their tastes lead them to pursue. Women should, in like manner, have all needful knowledge imparted to them; especially a knowledge of domestic economy, which would enable them to make home the little paradise it ought to be. All should be so educated in elementary knowledge, as that higher branches would be within their reach, if circumstances permitted them to devote time to their study.

Self-respect is a feeling which should be, early in life, and always inculcated. This would guard against intemperance, and other crimes which degrade and dishonour our nature; and be a great preservative from the many social and moral evils we have continually to fight against.

A few extracts from Horace Mann's Report of the "Massachusetts System of Common Schools," for the year 1849,—which I happen to have in my possession—may prove an interesting conclusion to this paper. They will serve to shew the high estimation in which education is held by the intelligent people of that State.

Speaking of the wise regulations for public instruction made by the Pilgrim Fathers, from 1634 to 1642, he says:—

Thus were recognized and embodied in a public statute the highest principles of political economy and social well-being; the universal education of children, and the prevention of drones or non-producers among men. . . . In the year 1647, a law was passed making the support of schools compulsory, and education both universal and free.

Such was the wisdom manifested by the founders of the State, and it has been followed up by their successors. The Report further says:—

Every town containing 500 families must, besides the schools above mentioned, maintain a school to be kept by a master of competent ability and good morals, who shall, in addition to the branches of learning before mentioned, give instruction in the history of the United States, book-keeping, surveying, geometry, and algebra.

The schools of Massachusetts, therefore, are not merely *free*, but the towns have a right to make them as good and as numerous as, in the exercise of an honest discretion, they may deem expedient.

In describing the almost unparalleled prosperity of the State, he says,

One copious, exhaustless fountain supplies all this abundance. It is Education,—the intellectual, moral, and religious education of the people.

Massachusetts consists of fourteen counties; the population in 1849 was 737,700. The valuation of its property, 299,878,329 dollars. The number of the children in the State between four and sixteen years of age, 215,926; and the sum raised for their education, 836,070 dollars, being an average expenditure on each child of 3 dollars and 87 cents, or about 16s. 6d. of our money.

The population of Ireland by the last census was about six and a half millions. Supposing the children between four and sixteen years of age to be two millions, and that they received as extended and as liberal an education as is accorded to the children of Massachusetts, the sum we should have to levy for that purpose would amount to £1,650,000 a-year. At the present cost of our National schools, if all our children were educated, an expenditure of £700,000 a-year would be required.

Our ideas on the subject of education must be greatly enlarged, before even this sum will be voted by parliament to supply our wants, *to meet this really economical expenditure of the public moneys*; and yet, even that sum would leave us far behind our brethren at the other side of the Atlantic, in a just appreciation of the inestimable value of education.*

We cannot safely stop in the race of improvement; we must go onwards; and if the resources of our country be not wasted in degrading intemperance and in fruitless wars, we shall always have abundant means to supply the largest demands needed for education, refinement, and ever-growing civilization.

* While the people of Massachusetts have, by their intelligence and their industry, gained for themselves wealth, and in many respects, an honourable name, the mention of which affords me sincere pleasure, it is deeply to be deplored that such a people should lend themselves to the perpetuation of slavery in the Southern States of the American Union; or allow their minds to be impregnated with a bitter and unchristian dislike to the coloured population in their own and the other free states. These are dark blots on their escutcheon, which they must hasten to wipe out, or, in spite of their many good qualities, they will be deservedly looked upon and condemned in Europe, as a high professing people who lack manliness or courage fully to carry out their own principles in the practice of their lives. I would much rather praise than blame; but I am compelled to refer to this inconsistent conduct on the part of a people otherwise far advanced on the road towards a high state of civilization.

M. Demetz, one of the founders of the institution for juvenile criminals at Mettray in France, said, at a dinner at Birmingham a few months since, "De la bonne education de l'enfant depend la prosperité des états." The editor of the *Spectator*, in commenting on the proceedings, remarks, "When they have substituted schools in place of prisons for the young, they will have cut off the largest source of crime."

I have not referred as I should wish to do, to the popular feeling in favour of establishments for juvenile delinquents, the limits of my paper prohibiting me from entering on that question; and also because, however valuable these institutions may be,—and that they are most valuable in developing the kindly feelings of our nature I cheerfully concede,—it seems to me that until education shall be much more widely diffused, and our drinking customs totally abolished thereby, they will prove to be but weak instrumentalities for the prevention of crime. Ignorance, and intemperance which follows ignorance as its shadow, will continue largely to supply the raw material for benevolence to work upon.

Neither do I make much allusion to the question of education by the state. How far government should go—whether it should confine itself to affording a secular education only, or a secular and religious education combined—or whether instruction in manual labour and in household duties should be taught in conjunction with intellectual acquirements, through the instrumentality of a national system,—or, whether the state should interfere only just so far in these matters as might be considered essential to public safety,—all these considerations are of deep moment; but even if I were capable of solving them satisfactorily—which I feel sensible that I am not,—it is obvious that I dare not enter largely on them at present; I leave them to the combined judgment of our wisest men, being satisfied, for the present, with having done little more than bring them under the notice of this society, and, through its influence, drawn attention to them throughout a much wider circle. The question of education is again before parliament; as regards a general system for England, it is surrounded with difficulties, but these must be met and surmounted.

Our national system in Ireland has been productive of great good. I would extend its advantages by increasing its funds, and by constantly widening its sphere of influence. No limit in these respects should be put to its operations. My own conviction is, that in order to make the system more truly national—that is, to bring within its influence the entire population—the education in our national schools should be exclusively secular and industrial in its character. Religious teaching should be conducted by parents and guardians, and by the clergy in whom they have confidence. The adoption of this principle would, as it seems to me, be the surest means of supplying a truly religious education also; as all parties would thereby be stimulated to exhibit, by the effects of their zealous labours, the excellent results of their various teachings.

Manual labour for boys, and instruction in domestic economy for girls, seem to me essential for the promotion of virtue and happiness, and are therefore necessary elements of education suited for the pre-

vention of crime, and the protection of life, property, and social order.*

Note — Since I wrote the foregoing, I have met with the following extract from the last report of Mr. Greig, head constable of Liverpool. This, with the comments of the editor of *The Alliance and Weekly News* upon it, painfully confirms much of what I have now laid before you.

CRIME IN LIVERPOOL.

Mr. Greig, head constable of Liverpool, has just presented a report to his superiors, containing the following passage, which ought to be carefully reflected upon by all readers. He says :—“ I regret to say that there is nothing on the face of the tables in reference to crime which will afford ground for congratulation. There has been an increase of 578 in the number of apprehensions over the preceding year. This increase has occurred principally in the miscellaneous offences, whilst the higher classes of crime against person and property remain very much the same, there being, however, not fewer than 12 persons committed to the assizes for murder by verdicts of the coroners’ juries, though on trial they were only found to be guilty of manslaughter. *There has been a marked increase in the apprehensions for drunkenness, there being 2,141 more than during 1854.* I may observe, in reference to the efforts of the police in connection with crime, that the number of apprehensions sufficiently attests their vigilance in that respect; *but such exertions as they can bring to bear on the morality of the criminal part of the community effect but little or no improvement.* This must be attained by other means, and no one would rejoice more than the police at the increase of ragged schools and other schools in our worst neighbourhoods, where not the intellect only, but the affections, would be reached. In offences by violence against the person, education is almost entirely wanting, there not being one person charged with shooting, violent assaults, &c., who can read and write well; whilst of 1,131, the number charged with common assaults, only one out of every 250 can read and write well. In the commission of certain offences, such as embezzlement, obtaining money by false pretences, and larcenies from offices, the per centage of good education stands high. Of the disorderlies, only one in a thousand can read and write well; of the drunk and disorderlies, one in two hundred; and of the drunk and incapable, 2½ per cent. can read and write well. But the degrading vice of intemperance is unhappily not confined to men, there being 3,617 drunk and disorderly females, and 1,203 drunk and incapable; making a total of 4,820 taken into custody during the year; but it is right to add that the number of apprehensions for the various offences does not represent so many persons, in many cases the same individual having been in custody again and again. During the year 103 boys and girls under ten years of age were taken into custody by the police, two of whom destroyed their companion, and afterwards threw his body into the canal, whilst a very large majority of the rest were charged with serious offences. There were 251 boys and girls, between 10 and 12 years of age, charged with stealing, &c.; 756 boys, under 18 years of age, were charged with being drunk and disorderly; and 12 girls, under 15 years of age, were charged with the same; whilst, from above 15 years, and not completing 18, there were 642 females taken into custody for being drunk and disorderly. This will go far to show that females are led into habits of intemperance at an earlier age than males, as it will be seen that, of the entire number of females charged with drunkenness, nearly one-half are under 21 years of age. The more one looks into these tables, the more evident it is that the fruitful sources of crime are drunkenness and ignorance. In fact, drunkenness *gives to the police more than half their work!*” A state of things is indicated here that no country can afford to maintain within it—a marked increase in the apprehensions for drunkenness, there being 2,141 cases more than in the previous year, in one Lancashire borough! Of the disorderlies, only one in a thousand can read and write well; of the drunken disorderlies, one in only two hundred possesses these accomplishments; and this illustrates the fact that drinking countervails to a considerable extent the good results of schooling. All this, however painful, is nothing extraordinary: the most startling discoveries follow. Think of 3,617 females so drunk and disorderly as to require the interference of the police, in one borough in a single year; and, besides these, 1,203 drunk and incapable; making a total of 4,820 wretched women brawling or lying and rolling about Liverpool streets in the course of