

REMONSTRANCE
OF THE
HEAD MASTERS OF IRELAND
AGAINST THE
FINANCIAL CHANGES
MADE BY THE
BOARD OF INTERMEDIATE EDUCATION
IN THEIR RULES FOR 1882.

DUBLIN:
BROWNE AND NOLAN, NASSAU STREET.
1882.

MEMORANDUM

THE HOUSES OF PARLIAMENT

FINANCIAL CHANGES

BOARD OF INTERMEDIATE EDUCATION

IN THEIR REPORT

DUBLIN:

BROWNE AND KOLAN, NASSAU STREET

1885.

Houses of the Oireachtas

P R E F A C E .

THE publication of the Rules of the Intermediate Education Board for 1882, at the end of last year, surprised the public by announcing a number of financial retrenchments which had been forced upon the Board by the insufficiency of the Funds to provide for the successful development of the Act of Parliament of 1878 in their hands. The reductions of the value and number of Rewards to Students, and in the amount of Results Fees to Schools, threatened to starve the scheme which was working so successfully.

Thereupon the Headmasters resolved to send a Memorial to His Excellency the Lord Lieutenant, and to go on a Deputation to the Chief Secretary in order to induce the Government to prevent so great a calamity.

The memorial thus sent in and the proceedings of the Deputation will be found in the Appendices to this Pamphlet.

The Standing Committee of Protestant and Roman Catholic Headmasters have thought it well to draw up a statement, in order to place the history of the case, and the causes of the present crisis, before Members of Parliament and the public generally.

February 13th, 1882.

MEMORIAL

The following is a list of the persons who have been appointed to the various committees of the House of Commons since the commencement of the present session. The names are given in alphabetical order of the surnames of the members. The names of the members who have been appointed to the various committees of the House of Commons since the commencement of the present session are given in alphabetical order of the surnames of the members.

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THE Intermediate Education Act (Ireland), has been in operation just three years. Rarely has an educational experiment been attended with such success. Already, under its stimulus, new schools have been established on every side, whilst the older schools have spared neither trouble nor expense in reorganising their system, and in making their teaching more efficient. Pupils have begun to acquire habits of greater industry and of more systematic work, and parents have been made more alive to the needs and to the value of education.

In another sense, too, the Intermediate Education Act has been a remarkable success. Few questions have been found more difficult by English statesmen than the problem of granting State aid to education in a country of mixed religions, in such a form that persons of any religion, or of no religion, may share alike in the benefits conferred, whilst no person or class of persons feels aggrieved by exclusion.

This problem the Intermediate Education Act seems to

have solved completely. The secular State, interested in the intellectual development of its citizens, holds high its standard of secular knowledge, applies its own tests to verify the attainment of that standard, and then holds out its rewards to the successful student and to the deserving teacher, without question of class or of creed.

These rewards may, perhaps, be miscalled endowment by those to whom all endowments are open to grave suspicion; but under the Intermediate Education Act, the endowment, if it must be called so, is not of a person, nor of a class, nor of a creed: it is not the unearned endowment, ending in stagnation, with which we are too familiar: it is but the bestowal on all alike, without prejudice or favour, of a modest reward, fairly won in an honest struggle, and for work well done.

Hence, for the first time perhaps in the history of Educational Schemes in this country, the Intermediate Education Act has afforded a platform on which the representatives of all creeds, of all classes, and of all shades of politics, have been found acting with practical unanimity.

A striking proof of this fact is to be found in the account which we append elsewhere,* of a deputation of the Heads of Intermediate Schools, which waited on the Chief Secretary for Ireland, on January 24th, to point out to him how seriously imperilled are the prospects of the Intermediate Education Act by the changes which the falling short of the funds (a falling short mainly due to the extraordinary success of the scheme), has compelled the Board of Commissioners to make in the scale of rewards and payments.

It will be seen at a cursory glance, that the deputation represented every part of the country; that it comprised Catholics, Episcopalians, Presbyterians, Metho-

* See Appendix B, page 16.

dists, Independents, Non-Sectarians; the heads of Colleges, which train their pupils for the Universities and the learned professions, and the Masters of Schools where the sons of the farmer, of the shopkeeper, and of the artisan, are educated for their work in life.

It may be truly said that the Deputation represented every class, and every form of religious belief, and they were entirely unanimous.

Their object in waiting on Mr. Forster was to point out that, after barely three years of a most prosperous existence, the future prospects of the Intermediate Act were most seriously imperilled by the changes recently made by the Board in the scale of rewards and prizes to be granted in future. In making these changes the Board had no choice. Their funds had fallen short, the very success itself of the Act had already made them for the moment bankrupt. As a matter of fact it was only on the 1st February, 1882, that the Board were able to pay an instalment of one-half of the Results' Fees earned at the Examination of June, 1881.

From 3,954 candidates in 1879 (3,218 boys 736 girls), the number had increased in 1880 to 5,561 (4,114 boys, 1,447 girls), and in 1881 there was a still further increase to nearly 7,000, the boys numbering 5,144, whilst the girl candidates had increased to 1,804. Therefore it appears that during the three years of operation the number of boys examined increased 60 per cent., and the number of girls increased 145·85 per cent.

For these numbers the financial provisions were inadequate, and it seemed likely that the maximum limit of candidates had not yet been reached. The Board had no assurance that the Government would ask from Parliament the further sums that this development required, and they were therefore reluctantly compelled to make wholesale reductions in their scale of Exhibi-

tions, Prizes, and Results Fees. We give below* the scale of rewards as it was drafted by the late Government, in the Schedule to the Intermediate Act, and sanctioned by Parliament, and as it now stands with the recent changes. It may be estimated roughly, taking both together, that the payments for Prizes and Fees have been reduced to one-half the amounts granted under the Act in the form in which it was debated and passed through Parliament.

The object of the Deputation to the Chief Secretary was to remonstrate against these reductions as likely to injure seriously the working of the Intermediate Education Act, and to ask Her Majesty's Government, through him, to make such provisions as would enable the Commissioners to continue the working of the Act on the lines on which it had been so remarkably successful—lines carefully drawn by the late Government, and deliberately sanctioned by the practically unanimous approval of Parliament.

We print in the Appendix the Petition presented to the Lord Lieutenant in this sense, and the report in the next day's newspapers of the Head Masters' interview with Mr. Forster.†

The arguments they advanced may be briefly summarised here:—

1. The scheme was originally framed to include only boys, and the financial arrangements were based on this calculation. Lord Cairns, when questioned by Lord Spencer, and subsequently by Lord Granville, regarding the extension to girls of the benefits of the Bill, replied: "That should Parliament at any time be disposed to extend the system to female students, the financial arrangements would require enlargement." Parliament

* See Appendix A, page 15.

† Appendix C contains expressions of opinion from the *Times* and the leading Irish journals.

did sanction the extension of the system to girls; and as a result the financial arrangements do require the enlargement contemplated under such conditions by the framers of the scheme.

2. The reductions now made are the consequence simply of the extraordinary success of the Act, which by the help given for the payment of teachers in the Results' Fees has had the effect of largely increasing the number of schools, and by the stimulus given to pupils and their parents, has doubled in many instances the number of pupils attending schools already established.

3. Parliament having in this case sanctioned not merely the principle of payments for educational results, but a certain scale of rewards, without a single protest that they were immoderate or excessive, it was assumed in Ireland that this scale of payments would be substantially adhered to, and on the faith of this, new schools were established, and many existing schools undertook considerable expenditure in additional Masters, in increased salaries, and costly educational appliances. The Results' Fees, as they are now reduced, would not cover this additional expenditure, and the consequence would be therefore, that on many of the best schools in the country the Intermediate Education Act would entail a considerable loss.

4. Educational work is so poorly rewarded in Ireland that there is little inducement to men of ability to adopt education as a profession; yet it is a matter of vital interest to the whole country to secure able teachers for its children. The Results' Fees offered by the Intermediate Scheme helped, though insufficiently, to raise the modest stipend of the teachers; under the new scale these Fees will be practically of no account.

5. From an educational standpoint the system of

Results' Fees has the great recommendation that they make it the Master's interest to give his attention not merely to the clever Exhibitioner or Prize Winner, but to the average or dull boys, who are the majority of his pupils, and who ordinarily run danger of being comparatively neglected.

6. It is a matter of Imperial interest to develop an educated middle class in Ireland, and to give room for exceptionally-gifted children in the humbler classes to improve their condition in life. The successful working of the Intermediate Education Act is therefore of sufficient importance to justify a claim on the Imperial Exchequer, though it is hoped that the additional funds needed might be procured, like the original grant, from funds exclusively Irish.

7. In all other countries there are endowments for Intermediate Education ; the sum now asked for to keep this National Scheme in successful work, barely equals the endowments of two great English Schools ; yet England, being so very much richer, could better dispense with aid for Intermediate Education.

In Ireland, the Schools of the great bulk of the inhabitants are unendowed ; the reasons why are not far to seek, nor can Imperial legislation be held totally irresponsible for them. The Intermediate Act was accepted as remedying, though very imperfectly, this grievous inequality.

8. A new University has just been launched as the necessary sequel to the Intermediate Scheme. It is surely an ill-chosen time to show indifference to the success of that Scheme, which must vitally affect for good or ill all higher Education in the country.

We give in the Appendix Mr. Forster's reply to the Deputation.

He began by saying that the Deputation should have gone rather to the Chancellor of the Exchequer. Seeing that Mr. Forster's predecessor thought it belonged to his office as Chief Secretary, to draw up a Scheme for improving Intermediate Education in Ireland, though the Scheme involved an actual expenditure of a million, with a prospective increase; it seems singular that Mr. Forster should think that the maintenance and development of the Scheme lies wholly without his province, and belongs entirely to the domain of the Chancellor of the Exchequer.

Mr. Forster then proceeded to deal with the argument from the introduction of girls under the Scheme, and told the Deputation that the House of Commons was the guardian of the public purse, and was not committed in any way by Lord Cairns' statements in the House of Lords. But Lord Cairns' statements were quoted simply as showing what had been the intentions of the Government in proposing the Bill, and in making the financial arrangements which they had carefully and as the event shows, most correctly calculated.

The Chief Secretary next touched upon the expense of the Intermediate Education Office, and contrasted the cost of conducting the Intermediate Examinations with that of the Science and Art Examinations.

But, even were the official expenses reduced by one-third, or even by one-half, the saving effected would fall far short of the needs of the case.

Mr. Forster went on to say that surely there must be some limit to any assistance given by the State. To this there was the twofold reply, firstly, that in the yearly grants made by Parliament, there is no limit fixed. When Parliament has once sanctioned a certain scale of school allowances, it provides all the moneys needed for them,

though each year shows a notable increase in the sums asked for. Thus, the vote for Education under all its heads, has increased from £1,938,630 in 1872, to £4,288,214 in 1881. Thus again, Parliament having once sanctioned the payment of one shilling for each pupil who is taught singing in English Elementary Schools, provides ungrudgingly the moneys needed for that payment, though the sum total required figures in the estimates for 1881 at the very large amount of £136,602.

Secondly, there *is* a limit to the number of pupils receiving Intermediate Education, and that limit will be very speedily reached.

Mr. Forster then advised raising the standards as time goes on. But the University Examinations fix the limits for this raising of standards, and already these limits have been reached, some boys having matriculated successfully at the Universities, who had failed at the Intermediate Examinations.

The Chief Secretary then proceeded to remind the Deputation that endowments in England were the gift of individuals, and that the endowment of Intermediate Education from State funds in Ireland would raise the question of similar endowments in England and Scotland.

But surely Mr. Forster could not have forgotten that some of these individuals who endowed English schools were royal individuals, and that the said endowment was as much a public endowment as that of Trinity College by Queen Elizabeth.

Again, if there are no endowed schools for the bulk of the people in Ireland, who are responsible? Is it not the legislators, who not merely confiscated existing endowments, and forbade future ones, but who made it

penal to have a school at all? This evil condition of things, for which the State is directly responsible, the State should clearly try to remedy. In England and Scotland the case is plainly different.

Mr. Forster concluded by saying that the greatest hope for secondary education in Ireland lay in endeavouring to make the schools self-supporting.

Free self-supporting education may perhaps be very desirable in theory, but there is no such thing in existence anywhere. In France, in Germany, in Italy, in America, Intermediate Education is largely provided for by the State. But even in England, with its enormous wealth, if we ask what are the foremost schools, in the front rank come Eton, Winchester, Westminster, Shrewsbury and Charterhouse, richly endowed schools, and there is no more striking proof of the effects of fairly managed endowments in fostering industry and learning than that provided by the records of these schools, as at Eton for instance, where we find on every prize list, that though the foundation scholars number but one-ninth of the whole, they win commonly three-fourths, or even more, of the prizes.

Take from Oxford and Cambridge their Fellowships and Foundations, and Oxford and Cambridge learning would speedily be a thing of the past.

Much more is this true in a poor country like Ireland, where the number of people able to pay for higher education is so much smaller in proportion to population.

Mr. Forster again reminded the Deputation that they should have gone to Mr. Gladstone, not to him; and bowed out his visitors without, from first to last the slightest expression of sympathy with their opinions, or even the stereotyped promise of careful consideration.

It remains, therefore, for the Irish people who are

interested in this question, to bring it speedily before Parliament, and, it may be reasonably hoped that the representatives, Irish and English alike, who passed the Intermediate Education Act with unanimity but four years ago, may give their support in inducing the Government to make provision for working the Act on the lines which Parliament itself has already deliberately sanctioned, and which have made it so exceptionally successful.

Signed on behalf of the Two Standing Committees of Head Masters,

S. ADAIR, M.A., Santry School.

Rev. ULICK CANON BOURKE, P.P., Claremorris.

Rev. PETER BYRNE, C.M., St. Vincent's College, Castleknock.

Rev. WM. DELANY, S.J., St. Stanislaus' College, Tullamore.

Rev. JOSEPH HIGGINS, D.D., St. Finian's College, Navan.

T. G. HOUSTON, M.A., Academical Institution, Coleraine.

MAXWELL MINTOSH, LL.D., Wesley College, Dublin.

Rev. A. M. MOORE, O.C.C., Terenure College, Dublin.

Rev. W. M. MORGAN, LL.D., Royal School, Armagh.

Rev. J. E. REFFÉ, C.S. Sp., French College, Blackrock.

Rev. ROBT. RICE, MA., Warden, St. Columba's College, Rathfarnham.

WM. WILKINS, M.A., High School, Dublin.

13th February, 1882.

APPENDICES.

APPENDIX A.

COMPARATIVE SCHEDULE OF REWARDS.

		Under the Act of 1878	Under the Changes in 1882
EXHIBITIONS	Junior Grade, Tenable for 3 years	£20	£15
	Middle Grade, Tenable for 2 years	£30	£25
	Senior Grade, Tenable for 1 year	£50	£40
		<i>One for every Ten Students who Pass</i>	<i>One for every Fifteen Students who pass</i>

		Under the Rules of 1879-1880	Under the Changes in 1882
MINOR PRIZES IN BOOKS	Junior Grade	From £2 to £4	From £1 to £3
	Middle Grade	From £3 to £5	From £1 to £3
	Senior Grade	From £4 to £6	From £1 to £3

		Under the Act of 1878	Under the Changes in 1882
RESULTS FEES	Junior Grade	From £3 to £5	From 16s. 3d. to £3 10
	Middle Grade	From £4 to £7	From £1 1s. to £4
	Senior Grade	From £5 to £10	From £1 1s. to £5

The Board give notice that even this scale of Prizes and Exhibitions is liable to be reduced, if, in their opinion, the amount of funds at their disposal should demand it.

APPENDIX B.

DEPUTATION TO THE CHIEF SECRETARY.

A deputation, representing the Head Masters of Intermediate Schools in Ireland, waited upon the Chief Secretary on Tuesday, January 24th, for the purpose of laying before him a memorial relative to the new rules issued by the Intermediate Education Board for 1882. The following gentlemen attended:—

John Blair Browne, Pooock College, Kilkenny; Edmund L Hogan, Intermediate School, Skibbereen; Rev. M. O'Callaghan, President St. Vincent's College, Castleknock; Rev. H. Henry, President St. Malachy's College, Belfast; Rev. J. J. Lyster, President College of the Immaculate Conception, Sligo; Rev. Peter Huvetys, President French College, Blackrock; Rev. Charles W. Benson, LL.D., Rathmines School; Henry R. Parker, LL.D., Methodist College, Belfast; Rev. Robert Rice, Warden of St. Columba's College; T. G. Houston, The Institution, Coleraine; Rev. John R. Moloney, D.D., St. Michael's Seminary, Ballinasloe; S. Adair, M.A., Santry School, co. Dublin; Charles J. Deverell, Civil Service Academy, Lower Gardiner-street; T. A. Finlay, S.J., St. Stanislaus' College, Tullamore; Robert Baile, B.A., Ranelagh School, Athlone; Rev. T. H. Fitch, S.M., Catholic University School, Lower Leeson-street; Rev. Patrick Grew, S.M., St. Mary's College, Dundalk; Rev. Peter Byrne, St. Vincent's College, Castleknock; W. Stoops, B.A., Intermediate School, Newry; Rev. William Delany, St. Stanislaus' College; Arthur L. Sparks, B.A. (Lond.), Masonic Orphan Boys' School; Maxwell M'Intosh, LL.D., Wesley College, Dublin; Rev. John S. M'Clintock, Trustee and Manager, Prior Endowed Schools, Lifford; D. J. Sullivan, B.A., Upper Gloucester-street; Very Rev. Prosper Goepfert, President Rockwell College, Cahir; Rev. Thomas Bartley, Carmelite Seminary, Lower Dominick-street; Rev. Michael Kavanagh, St. Peter's College, Wexford; Dr. Hassan, St. Columb's College, Londonderry; Very Rev. M. A. Moore, O.C.C., Terenure College; Rev. John Egan, St. Gall's University College; Rev. F. S. Aldhouse, Grammar School, Drogheda; Anthony O'Neill, St. Patrick's Seminary, Tullow; Br. Aloysius J. Howlin, St. Patrick's Seminary, Mountrath; Rev. James Weir, LL.D., Head Master, Raphoe Royal School; Rev. E. Maguire, Diocesan College, Letterkenny; James J. Gillespie, B.A., Intermediate School, Banbridge; Rev. Gerald Molloy, D.D., Catholic University; W. H. Knapp, Kingstown School; E. R. Power, B.A., 3, Harrington-street; Rev. E. Kelly, S.J., Clongowes Wood College; Rev. Thomas Kelly, S.J., St. Francis Xavier's College; Rev. Thomas B. Gibson, M.A., Head Master King's Hospital; Rev. H. Wilson White, M.A., LL.D., Chaplain

and Superintendent Wilson's Hospital, Multyfarnham; Rev. John Berry, M.A., Head Master Portarlinton School; W. Wilkins, M.A., High School, Dublin; Hamilton Bell, North Great George's-street; Rev. J. E. Reffé, French College, Blackrock.

Mr. Herbert Gladstone was present during the interview.

The Memorial stated—

“That the new rules issued by the Intermediate Education Board for 1882 are a great departure from the scheme originally drawn by the late Government and sanctioned by Parliament. The vast reduction in the scale of pecuniary rewards, both for students and schools, has gone far to defeat the object intended by the Act. On the strength of the offer of these rewards, schools embarked in very considerable outlay to reorganize their system, which, although good in itself, was now called upon to meet the requirements of a new and constantly changing programme of competitive examinations. Hitherto these expenses have all but absorbed the results fees annually distributed. The new scale proposed will inevitably either involve unendowed schools in a considerable loss, or force them to abandon the scheme which was otherwise calculated to do so much good. Moreover, the students will be seriously discouraged by the great diminution both in value and number of exhibitions and prizes held out to them. On the faith of these rewards both schools and students were aroused to considerable exertions, and conceived great hopes, in which they are now threatened with the gravest disappointment. We, therefore, respectfully pray your Excellency to take such steps with her Majesty's Government as will save the Board of Commissioners of Intermediate Education from the necessity of the retrenchments, and will continue to fulfil the pledges made by Parliament to this country, and your memorialists will ever pray, &c.”

Rev. Dr. GERALD MOLLOY, Vice-Rector of the Catholic University, who introduced the deputation, said he had been asked by the members of the deputation to make a short statement regarding their memorial. In the first place he would ask the attention of the Chief Secretary to the eminently representative character of the deputation. They represented, he might say, practically, all the intermediate schools and colleges in Ireland. There were two standing committees—one elected by the Roman Catholic head masters, to represent their interests in connection with the working of the Intermediate Education Act, and the other elected by the Protestants of various denominations. The members of these two committees were now present; and also a large number

of head masters, not members of the committees, had come from distant parts of the country to show by their presence the great importance they attached to the subject of the petition. But they represented not only all the intermediate schools of Ireland; they represented, too, all religious denominations in Ireland;—Roman Catholics, Protestant Episcopalians, Presbyterians and Methodists. He thought he was justified in saying that this was the first occasion on which any deputation so entirely representative of the whole country had ever come forward to support a memorial on the subject of education in Ireland. The object which the deputation had in view was very simple. They had come to ask the Government to provide funds for the purpose of carrying out the provisions of the Intermediate Education Act of 1878. The object of that Act was to promote Intermediate Education in Ireland by offering prizes and exhibitions to successful students, and by offering results fees to the colleges that had trained successful students. In the schedule to the Act the amount of results fees to be granted, and of prizes and exhibitions to be awarded, was fully and minutely set forth. It was now found that the money provided by Parliament for that purpose was insufficient, and the Commissioners of Intermediate Education had found themselves reluctantly compelled to reduce very largely the scale, not only of results fees, but also of prizes and exhibitions. The Deputation wished then to press upon the Government that they were simply asking Parliament through them to provide means for carrying out its own Act; and in doing so they wished to call attention to the fact that this Act has met with singular favour from the time of its first appearance down to the present moment. It was introduced into Parliament by the late Government; it received the concurrence of the present Government. It was accepted in both Houses with singular unanimity of opinion, and it was hailed in this country, he might say, almost with acclamation. Lastly, in its practical working, it had proved eminently successful in promoting the end for which it was intended—that is to say, in advancing and developing intermediate education in Ireland. He thought it would be a great pity if an Act surrounded by so many propitious circumstances, and calculated to promote so largely the interests of the country, should now be allowed to fail, even in part, for want of a few thousand pounds a year. The claim of the Deputation was strengthened by the fact that most of their schools, on the faith of the Act, had undertaken very considerable expense, with the view of improving their system of education. They had provided large staffs of professors, and increased very largely their stores of books: and they were compelled in a manner to do so by the natural operation of the Act, because every school felt that it could not survive in the keen competition produced by the Act unless it raised the standard of its teaching to the highest possible level. All this, of course, involved great gain to the country, and he submitted it would now be a great hardship if those schools should be deprived of the pecuniary assistance on which they

relied in undertaking that increased expenditure. He wished also to call attention to a circumstance connected with the history of the passing of the Act through Parliament. When it was originally proposed by the late Government it did not include girls, it was intended to apply only to boys; and this was stated expressly by Lord Cairns in reply to Lord Spencer, in his place in the House of Lords, and repeated again to Lord Granville on the 4th July, 1878—that “the intention of Her Majesty’s Government in framing the Bill,” was that it should be confined to boys. And further, he stated that in the financial arrangements they made provision only for the education of boys. Therefore the million of money provided at that time was, according to the estimate of the late Government, sufficient to promote the scheme if applied only to boys, but not sufficient to meet the necessary additional expense involved in applying it to girls. Lord Cairns, in addition, stated on this occasion, that if it should seem well to Parliament, at any time, to extend the advantages of the Act to girls, “the financial arrangements would require enlargement.” Now, when the Act was passing through the House of Commons a clause was added, the result of which had been that all the advantages of the Act were thrown open to girls as well as boys; and owing to this change, the fund originally provided by Parliament was now found to be insufficient for the purposes of the Act. The deputation, therefore, thought the time had come when they might claim that those enlarged financial arrangements should be made, which they considered were practically promised by Lord Cairns, on the part of the late Government. They thought it also important to call attention to the fact, that whatever addition might be made to the income of the Board of Intermediate Education would be a net gain to the interests of education. At present the necessary expenses of working the Act absorbed an amount of money very little short of one-half of the total income of the Board; and, therefore, if the income of the Board were increased by one-half of its present amount, the sum of money available for promoting the objects of the Act would be practically doubled. Lastly, they thought it deserving of notice that up to the present moment the Intermediate Education Act for Ireland had cost nothing whatever to the Imperial Exchequer. The money hitherto provided for the working of the Act had been taken from a purely and exclusively Irish fund. They felt it was not any part of their function or duty to point out the source from which the additional funds now necessary might be derived; but they would say this much at least, that it seemed to them not unreasonable that if it should be found that no Irish fund was available, the money should be drawn from the common revenues of the Empire, to which they in Ireland contributed their full proportion. But this was a point which they left to the judgment of the Government. What they wished particularly to insist upon was this—that they asked simply for the means of carrying out the Act of 1878; and they asked it on the ground that the Act had won the good-will of all parties and of all re-

ligious denominations, that it had been eminently successful in its working, and had promoted very largely the interests of intermediate education in Ireland, and therefore, they thought, had promoted the general well-being, to a certain extent, of the Empire at large. They further felt that this unprecedented success was in great danger of being turned into a failure, for want of the necessary funds, which they now asked the Government to provide.

Rev. Father DELANY, Tullabeg, said he had been asked to state some facts in support of the memorial. The first statement made was that the new rules issued by the Intermediate Board were a great departure from the scheme drawn by the late Government and sanctioned by Parliament. As a schoolmaster familiar with the working of the scheme, and speaking in the presence of the schoolmasters of Ireland, he might say, that the opinion was universal that the working of the Intermediate Education Act had done very much indeed to improve education, and, that despite the shortcomings incidental to all new works, it might be regarded as a very great success. He was justified in saying that the action of the Act had improved the education of all the schools he knew anything of. This improvement in education was based upon the working of the Act in its triple character—as it regarded very clever boys, as it regarded average boys, and as it regarded the working of masters in their schools. The exhibitions provided by the Act—of £20 for three years in the junior grade, of £30 for two years in the middle grade, and of £50 prizes in the senior grade—were not only a large inducement held out to clever boys to distinguish themselves, but also they gave what he thought schoolmasters in Ireland, a poor country, would much value, they gave the help often wanted by the very clever boy in the lower middle class, or, perhaps, lower still, to whom nature had given an intellect, but to whom the circumstances of life afforded no opening, to elevate himself out of the station in which he was born. If there was any point on which school masters felt strongly in Ireland, and especially Catholic school masters, it was this, that education had not been, and could not be a profession in Ireland. There were no means for the education of the poor, of those who were struggling, of those who had only moderate means. There were no means held out to them of obtaining such education as would enable them later on to take their place in the work of life as educationists. Therefore it came to pass that among Catholics especially there was a want felt of trained educationists. The desired facilities were partially given under the Intermediate Education Act, but now, the exhibitions having these advantageous results had been cut down practically 25 per cent., in some instances more than that. Not only had the value of the exhibitions been reduced but also their number. Instead of one exhibition for every ten students who passed in three subjects named in the schedule of the Act, as sanctioned by Parliament, at present only one exhibition is offered for every 15, a reduction of $33\frac{1}{3}$ per cent. in the number of exhibitions.

Also, inasmuch as the standard for pass had been raised from 20 to 25 per cent. and a new condition inserted that, instead of passing in one of certain specified subjects they must now pass in two of those specified subjects, the masters were correct in calculating that the effect of the reduction in quantity, the reduction in number, and the new condition, would be to reduce the exhibitions between 40 and 45 per cent. The effect as regarded prizes would be practically to reduce them one-half. There was another point which affected the schools, he ventured to say, even more, and that was the cutting down of the results fees. There were no schools in Ireland with large endowments, nor did there exist in this country, as there does in England, a large number of those wealthy people of the middle classes who could render such schools self-supporting. The question of endowments was, of course, open to discussion, but Parliament had, after full debate, sanctioned these indirect endowments—not the unearned endowment that would lead perhaps to stagnation, but one that would act as a stimulus—an endowment which could only be won in a fair field with no favour. Results fees were granted in order to help schools to do better work, and in the effort to provide a sufficiently high standard of education considerable expense was gone to by the different principals. In many instances the results fees had been absorbed by the extra expense entailed. But the result was, that the educational feeling in Ireland was raised and the work better done. The fees further encouraged the schoolmaster to give his attention not merely to the clever and brilliant boy, but to the average and the dull boy, the master having a direct interest, not only to get an exhibition for his school, but to have his 50, 60, or 70 boys passed through; therefore he worked on all boys alike, and exercised his influence to stimulate their industry, the boys themselves feeling the desire for success. That was one of the most marked advantages of the Intermediate Act. Never before, so far as he knew, in the study of systems of education, was there a system which reached so low down in the classes, and stirred the energies of boys who previously felt disinclined to work. The reductions in the exhibitions and prizes, and still more that in the results fees, would at once strike very hard, indeed, upon schools that had spent money in developing the Act. It seemed to him that the departure originated by the new rules would lead to failure. It must lead to many schools abandoning the intermediate system altogether; and just at a time when a university scheme was launched, for which the Intermediate Act was a preparation, it seemed ill-fated that that should be the exact time for the blow, which would go far, indeed, to diminish the number who could be prepared for any university education, and diminish largely the advantages which all the secondary education of the country had derived from the Act.

Mr. T. G. Houston (Coleraine), wished to say a few words on behalf of the Presbyterians and other Nonconformists in the North of Ireland. The newly issued programme of the Board

had been received with feelings of disappointment. The Act had been received first of all as a boon, and in consequence of it new schools were started, local committees were formed, and efforts were made to secure competent teachers, and these schools were very much wanted in the country. They were started in consequence of hopes held out to them by the Act, and the assistance given by it was not more than sufficient to enable them to be efficiently worked. The effect of the proposed changes would, he believed, be that they would cease to exist, or would fall into inferior hands, and so lose the confidence of the public. If that were the case, the great majority of the lower middle-class of society throughout the North of Ireland would again be practically debarred from higher education. The Act also encouraged parents of limited means who had promising children to send them to the better class of schools, in the hope of obtaining exhibitions which would assist them in defraying the cost of their education. It would be hard to exaggerate the effects of exhibitions on the lads themselves; but in future, if the exhibitions were to be lowered in value by 25 per cent., and the difficulty of obtaining them were increased by 40 per cent., the result would be very disappointing. The proposed changes would also have an injurious effect upon the older and wealthier schools. The Act in the first place had reduced the number attending them, by encouraging the establishment of private schools, and at the same time the work of the teachers was almost doubled, as the schools had of course been reorganized, with a view to the requirements of the Intermediate Programme. In the school with which he was connected the salaries offered to assistants were more than 25 per cent. in advance of what they were receiving before the Act, and other schools had doubtless gone further in the same direction. The governing body of his school had also made a considerable reduction in the scale of school fees, in order that pupils might be enabled to take advantage of the Act. These changes had all been made in reliance upon the pledges of Her Majesty's Government at the passing of the Act, but if the proposed changes were made, there would, of course, be nothing for them to do but to narrow once more the sphere of their operations. Upon all the interests concerned the effects of these changes would be most disastrous; but if the Act were allowed to develop in the manner in which it was intended, the greatest and best interests of the country would be materially advanced, the intellectual condition of the people would be revolutionized, and Government would have in an educated, cultivated middle class the best possible guarantee of social order, peace, and prosperity.

Mr. HOGAN (Skibbereen), the representative of a small body in Ireland—lay Catholics who had Intermediate Schools of their own—wished to add a few words to what had been already said. The last speaker had given his experience of the North. He (Mr. HOGAN) could speak of the South. In educational facilities they were worse off in the South than in the North. The general level of education had been always lower, and the only means of

raising it were, he contended, to be found in the establishment of small Intermediate Schools which would act between the National Schools and the Universities. It was found the parents in the South did not all send their sons, unless they were intended for professions, to the higher schools, being content with the instruction given them by the National Board, and reluctant to pay more than a merely nominal rate for their education. Since the passing of the Act many schools had been founded on the faith of its continuance, and many others had done, and might still be expected to do, a good work; but if the proposed changes were carried out, most of them must be closed, and the cause of higher education in Ireland injured. It was not his (Mr. HOGAN'S) place to touch upon politics, but it should be pointed out that in dealing with this subject in a broad and liberal spirit he (Mr. FORSTER) would have the support and sympathy of the cultured opinion of every class and creed throughout Ireland.

THE CHIEF SECRETARY—I have no doubt about that.

Mr. W. WILKINS, Head Master of the High School of Erasmus Smith, Dublin, said that the masters in his school found that the boys worked infinitely better since the passing of the Act, and there was no doubt that the parents were also led to take greater interest in the studies and progress of their children. The numbers attending the school also had more than doubled, owing largely, he believed, to boys who up to the passing of the Act had been sent to the National schools being sent now to the higher schools of various kinds. As a consequence of this increase, the duties of his masters had been also greatly increased, and the only reward they had was share of the results fees, and—what was of no inconsiderable value to them—the consciousness that they were engaged in promoting the educational welfare of the country by working in connection with the Act.

Dr. PARKER (Head Master of the Methodist College, Belfast), said he had about one hundred girls in his charge, and that he was in a position to speak of the effect of the Act upon girls.

THE CHIEF SECRETARY—Is that a day school.

Dr. PARKER—It is.

THE CHIEF SECRETARY—What is the fee?

Dr. PARKER said it was from 8 to 12 guineas, according to age. The effect of the Act on the education of the girls, not only in his own college, but all over Ireland, had been marvellous. Girls had been put to the same standard as boys, and the result had been that there was an enormous advance in solid learning—the old flimsy education of girls was becoming a thing of the past. What he feared was this, that the Commissioners of Intermediate Education might be driven to compel the girls to compete on a footing of equality with boys. Hitherto the examinations had been the same, girls competing only against girls, and it was desirable that this should remain so on many grounds—on the ground of physique, on domestic grounds, and on the ground that girls would be thoroughly discouraged if they had to compete with boys. If they had had to do so last year, scarcely 10 girls,

he supposed, would have got exhibitions. The continuance of the present system of dealing with girls was, he considered, absolutely necessary. The difficulties with which the Board were now surrounded had arisen from the unexpected and marvellous success of the Intermediate system. In the year 1879, 380 girls passed; in 1880, about 1,180 passed; and last year, about 1,400 girls passed; and there was a probability that the number would go on increasing. In conclusion, he said that it was to their mind of the utmost importance that the fund should be so increased as to secure the continuance of the advantages enjoyed at present under the Intermediate Education Act.

The CHIEF SECRETARY, replying to the deputation, said there was no doubt about the importance of this question. It had been well treated by gentlemen of practical experience, but his first remark must be that the gentleman on whom they ought to have waited was the Chancellor of the Exchequer. Dr. Molloy, in his introductory statement, had said that it was a simple question. Well, he (the Chief Secretary) thought it was—evidently a simple question of money. Now, why did they want money? He was told that there were three reasons for it. One was that, although the Bill was brought in in the Lords, without any mention of girls, girls were added in the Commons, but that the original sum of one million was not increased, and a reference had been made to speeches of Lord Cairns, who then represented the Government, on the matter. But then he (Mr. Forster) must remind them—because it was his business to tell them exactly how the facts stood—that the House of Commons was the guardian of the public purse and money, and that it passed in the House of Commons for boys and girls as conveniently as might be, with a certain sum fixed, and therefore the House of Commons could not be considered in any way pledged by anything said by Lord Cairns—to anything said on the matter in the House of Lords. The next ground on which they wanted money was the expense of administration. He hoped he would not be understood as casting the slightest blame on the administration, but he made this remark—that the expense of administration were evidently much larger than was expected. He had been rather carefully refreshing his mind out of the debates on the subject, and he found that the largest sum which the expense of administration was put at by any gentleman in the House of Commons was £10,000, and he found now it was £14,000. He thought it was for them to consider, and in saying so he was throwing no blame upon any gentleman—it was not a matter of individuals at all—but the question, he thought, really for the persons interested in the matter was to consider whether there was any system by which less money could be spent in the administration of the Act. Perhaps he might venture to suggest to them—although he was aware that their circumstances, that the circumstances of Irish secondary schools, were not precisely the same—in fact, there was a great difference between them and the schools associated with the Science and Art Department in England—he thought that the managers of this fund might with

advantage see what was done by the Science and Art Department, the immense number of examinations conducted by them at a very much less proportionate expense than that at which the examinations were conducted here. But the chief reason why they wanted more money was the success of the Act—that it had been taken advantage of very much more than was expected. But here he must state that there must be some limit to the assistance that was given. One gentleman said that the number of students availing themselves of the benefit of the Act were, he thought, double. He (the Chief Secretary) supposed he meant the number of those competing for exhibitions.

Mr. WILKINS—The number of people receiving a higher education.

The CHIEF SECRETARY said he believed and trusted that there were a great many more boys and girls in Ireland who would be found, as the stimulus for education increased, and as the advantages of education were better appreciated by their parents, a great many more would probably be found who would require the same benefits; and certainly there was no pledge given by Parliament that money should be granted for secondary education in Ireland up to any limit whatever, or a limit only to be defined by the number of young men and young women who should take advantage of it. But he thought they must see that, putting aside the question of whether these new rules were necessary or advisable or not, there must be a time at which, in some way or other, unless Parliament were to enter upon the very serious business of providing for secondary as well as primary education in Ireland, there must come a time when the success of the scheme would cause some difference in the rules. It might be that the best way of economising money would be, not to diminish the value of prizes, but to make them more difficult to obtain. It might be that, the great object being to stimulate to higher education, as you find that the level is reached—he supposed that at present the level of education had improved.

Several gentlemen said it had.

The CHIEF SECRETARY—Very good. He thought that it was a proof that they might stimulate it by a rather higher examination than before. He merely made these remarks, because he thought it would be a mistake—whatever the result of the present petition, with reference to which he could give them answer, as he had not the key of the Treasury—that whatever might be the result of it, he would be scrry to mislead them by any promise which it would be utterly out of his power to perform. There were only two ways in which secondary education in Ireland could be really developed; one was by the secondary schools aiming at being self-supporting, and the parents sufficiently appreciating the benefits of education to make the necessary sacrifices for the good teaching. The other was that in some way or other the State should find the money for it. Now, one gentleman said that the money that was now asked would not be equal

to one-half of the endowments in England, but the endowments in England were not given out of the pockets of the taxpayers. The endowments in England were what had been given by individuals in past times, and when some gentleman stated that no grant was made out of the Imperial Exchequer for secondary education in Ireland, neither was it in England or Scotland, and consequently he would be misleading them if he did not say that if any demand were made upon the Imperial Exchequer the gentlemen who were responsible for preserving the interests of the general taxpayers would have to consider that it would be a most serious matter, because it would mean the State undertaking to provide secondary education, not merely in one of the kingdoms, but in all three. Of course it could not be forgotten that the money was provided out of an Irish fund, and his impression was that the remarks made by Lord Cairns probably meant an increase out of that fund. Looking at the debates both in the Lords and Commons, he could not find even a hint of any money being given out of the Imperial Exchequer. But as Lord Beaconsfield used to say, "a good deal has happened since then," and the Irish Church fund is found out not to be quite the inexhaustible purse that it was thought to be, and it was impossible to make a further dip into that fund. The late Government, for purposes of great urgency, incumbered it very heavily, in consequence of the distress of a year or two ago, and, as they were aware, the pension fund to the teachers was a considerable pull upon it, and the Land Act was not passed without additional incumbrances. As he (the Chief Secretary) had been saying, if they wished to go further with this matter, they must really wait upon the Chancellor of the Exchequer, because he must repeat what he had said at the beginning, that it was a question of money. He hoped they would not think that he was underrating the advantages of the Act, as his own interest in education was very considerable, both in Ireland and in Great Britain. He believed that the greatest hope of secondary education in Ireland lay in the establishment of self-supporting schools, and in the strong determination of parents to get the benefit of them for their children.

The Deputation then withdrew.

APPENDIX C.

(From the TIMES of January 25th.)

A very influential deputation, representing the Intermediate Schools of all denominations in the country, waited upon the Chief Secretary this afternoon, at Dublin Castle, to present a memorial from the head-masters against the new rules issued by the Commissioners, as a great departure from the scheme originally drawn by the late Government and sanctioned by Parliament. Some members of the deputation had come up from remote parts of the country to attend, the subject being one in which the most anxious interest is felt. The truth is that the system is in danger of breaking down under the weight of its own success. The growth has been too rapid and luxuriant, and the beneficial fruits too prolific for the system to bear if it is not sustained and nourished at the roots by the fostering care of the hands that planted it. When the Bill was originally introduced the admission of girls to compete at the examinations was not contemplated, and the fund set apart for distribution in prizes was intended exclusively for the advantage of male students. During the passage of the Bill, it was agreed that girls should be allowed to participate in the benefits of the Act, but no provision was made for increasing the number and value of the rewards by a proportionate increase of the funds. The result has been, that the Commissioners, being obliged to keep the expenditure within their income, have made new rules by which the rewards have been reduced; and the change, it is feared, will have a discouraging effect upon the future prospects of a system which, until it received this unexpected check, seemed destined to achieve great success in developing the intellectual resources of the country and giving a general impetus to education. The memorial stated, that on the faith of the offer of rewards which were made at the outset, considerable outlay was incurred in reorganizing the school system, so as to meet the requirements of an ever-changing programme of competitive examinations. Hitherto these expenses have absorbed all the results fees, and the reduced scale will either make unendowed schools a loss or force the managers to abandon the scheme, which was otherwise calculated to do much good. The students, also, will, it is apprehended, be greatly disheartened. The memorialists therefore prayed that His Excellency would take such steps as would save the Commissioners from the necessity of retrenchment, and enable them to continue to fulfil the pledges made by Parliament to the country.

(From the FREEMAN'S JOURNAL.)

“The Intermediate Education Bill, as at present framed, did not contemplate the application of the scheme to female students. Should Parliament at any time be disposed to extend the system to them the financial arrangements would require enlargement.” Such were the words of Lord Cairns, then Conservative Lord Chancellor, in reply to Earl Spencer on July 2nd, 1878; and if words from the lips of high officials are to be taken in their ordinary sense, we hold that Lord Cairns gave an undertaking that the money allotted for the working of the Intermediate system would be increased if at any time the system were applied to girls. The system has been so applied, but the money grant has not been enlarged, and hence the present difficulty in carrying out the intentions of Parliament, and the threatened collapse of the whole scheme. Seldom were the wishes of Parliament more expressly consulted as to the details of a measure—seldom was a scheme approved of by Parliament for the carrying out of which more complete provision was made. Appended to the Bill was a “Schedule of Rules,” in which the value and number of exhibitions were clearly defined, as also the scale of payment of results fees to managers of schools. These rules, so far as they relate to the points at issue, were authoritatively explained by Lord Cairns in the following words:—“The total number of pupils who pass in these three subjects being ascertained by those examinations, we propose that there should be one prize for every 10 pupils who pass. We propose that the prizes should be of this kind. That for the first year there should be an exhibition, or exhibitions, not exceeding £20 a year, and tenable for three years; that for the second year there should be an exhibition, or exhibitions, not exceeding £30 a year, and tenable for two years: and that for the third year there should be a prize of £50, which, of course, would be for that year alone.” And again—“The scale upon which we propose that these payments (of results fees) shall be made is set out in a schedule to the Bill. We propose that the payment for two subjects for the first year should not exceed £3; for three subjects, £4; four subjects, £5; that in the second year the payment should be an amount not exceeding £4 for two subjects; £5 for three subjects; £6 for four subjects; £7 for five subjects; and that in the third year the maximum payments should be for two subjects £5; for three subjects £6; for four subjects £7; for five subjects £8; and for six subjects £10.” These words were spoken on June 21st, 1878, and we quote them to show that when the two Houses of Parliament passed the Intermediate Education Act, when the Liberals joined with the Conservatives in voting for that measure, the approval of the country was given not to a general proposition regarding Intermediate Education in Ireland, but to a well-defined and clearly explained scheme. It was the scheme as proposed to be applied in the original Schedule of Rules, and as expounded in detail by Lord Cairns that Mr. Forster and his fellow-Liberals voted for

in 1878, and it is only this same scheme that they are now asked to carry out. The proposal submitted to Parliament, we repeat, and the proposal assented to by Mr. Forster and his colleagues, was not to set apart £1,000,000, and to employ that sum to the best advantage in improving Irish education. No; the proposal made, and the proposal voted for, was to adopt a certain scheme, complete in all its parts, and intended to be applied on certain clearly defined lines, provision being made to the extent of £1,000,000 for the expenses of working it. That such is the true interpretation of the action of Parliament is evident from the words of Lord Cairns, quoted above, in which he clearly looks upon the scheme as substantially a fixed quantity, to be applied to a larger or a smaller number, while he considers the amount of money provided changeable, to be enlarged according to the numbers brought under the influence of the scheme. But it may be said that the money originally provided was sufficient—that £1,000,000 is a large sum to hand over to a Board to encourage and improve one branch of education in Ireland; that the present cry is the cry only of those directly interested. Certainly, it is only the cry of those interested, but it so happens that “those interested” include the whole people of Ireland. The boys of any generation attending the Intermediate Schools of a country are the future lawyers, solicitors, and doctors—the future manufacturers, merchants, and traders—the future landowners, farmers, and graziers of that country; and anything that goes to improve their education and to raise the standard of their training, affects, not alone the class they belong to, but the whole population. As to the sufficiency of the amount originally voted, we shall content ourselves with the following quotations from Hansard, and the words quoted, be it remembered, were uttered before any interest was touched in the matter. On the 15th of July, during the second reading of the Bill in the House of Commons, and before there was question of including girls, Mr. Cogan said—“He should have been glad to see even a larger sum than the interest of £1,000,000 applied to the purposes of Intermediate Education. That appeared to him small and inadequate as a means of obtaining the great results expected.” Afterwards, when, contrary to the intention and wish of the Government, it became a question of providing for girls, Sir Joseph M’Kenna remarked, “It should be borne in mind that the fund to be disposed of under the Bill was not very large, and, indeed, was not sufficient to provide for the requirements of the male youth of Ireland.” Mr. Meldon reminded the House that “There was only a sum of £1,000,000 available for educating boys under the Bill, and the result of extending its provisions to the education of girls would be to render it entirely useless and inoperative, as it was, to a great extent already, seeing that the amount to be disposed of was so small.” And Mr. Errington added—“They were all in favour of improving the education of women, but in reality the Endowment Fund was not more than sufficient for the young men of Ireland.” Mr. O’Shaughnessy, in

his admirable letter of Saturday, shows that he holds the same views, and holds them strongly. It is then clear that in the minds of thoughtful and disinterested men the money set apart in the Bill from the commencement was small and inadequate even for boys alone, and would be utterly insufficient to enable the scheme to be extended to girls. And, doubtless, these men, and the many others who thought with them, did not come to their conclusions without good reasons. They remembered how the one school of Eton, as stated by the Royal Commissioners of 1864, enjoyed during the seven years previous to 1860 an average income (from endowments alone) of £20,569; how another, Winchester, had during the same time an average income of £15,494. That is to say, two English schools possess between them a larger income than the Intermediate Commissioners have for all the schools of Ireland. Indeed, it strikes us that if influential Irishmen whose voices have, or ought to have, weight in determining questions of this kind went to the trouble of examining, and if English statesmen who come over here to govern us would manage not to forget, the liberal scale on which educational financial matters are arranged on the other side of the Channel, Irish schools and Irish parents would be the gainers. For instance, looking to "The Educational Year-Book" for 1881, published by Cassell & Co., we find that in Charterhouse School there are *not less* than 60 Scholarships, 30 Senior, £85 a year each; 30 Junior, £65. In Rugby there are five major and four minor Scholarships, varying in value from £80 to £20. In Clifton College there are at least nine Scholarships, varying from £90 to £25. In Eastbourne College eight Scholarships, varying between £40 and £20. In Malvern there are ten Scholarships, all, except one, between £50 and £80, and the one exception is £30. These are a few cases out of many, and we may add that these Scholarships are *all* tenable at school. They do not include the splendid Exhibitions awarded at these schools, but enjoyable at the one or other of the Universities—*e.g.*, Charterhouse gives its pupils twenty-one Scholarships of £100 for seven years; four Exhibitions of £90 for four years; one, £86, for five years; two, £60, for four years; one, £50, for eight years; four, £40, for four years; two, £30, for four years. Neither do the above figures include the Foundation Scholars, who receive their education free of charge. Of these there are 153 at St. Paul's alone, and we are told in the "Educational Year-book" that the exemption from school fees is equal to £20 a year. These facts are plain, and speak for themselves. They need no commentary from us.

(From the DAILY EXPRESS.)

The head-masters of Intermediate Schools in Ireland, by memorial and deputation to the Chief Secretary yesterday, have brought under public notice a very unwelcome and discreditable fact—namely, that the Intermediate Education Act is in danger

of becoming a failure for want of funds. The Bill and the Schedule of Rules dependent on it were passed by Parliament as a well-defined scheme, which was received in this country with acclamation, and has met with the largest measure of favour and success. In 1879, when the first examinations were held, 4,000 candidates came forward, and last year this number had increased to 7,000. The income of the Board has, it seems, proved insufficient, and the system, overweighted by its popularity, is in danger of sinking in what may be regarded as the tide of its own fortune. With a view of lightening it, the newly-published Rules for 1882 propose to Parliament important modifications of the scheme, involving a ruthless cutting-down of the rewards to teachers and to pupils. Against such a departure from the intentions of the Act, and such an obstacle to the progress of a measure which has already done so much good, the head-masters of Ireland have, in the most deliberate and unanimous way, protested, and their protest, we hope, will be echoed in the House of Commons by every Irish member. More money is required to work the Act as it has been worked, and this might easily be provided if the Liberal Government would exercise a little liberality. The reply of the Chief Secretary to the head-masters yesterday was a flimsy evasion of the whole question. A limit must, no doubt, be reached when expansion must cause economy, if expansion can go on indefinitely; but this is not the case. The number of candidates at Intermediate Examinations in Ireland has, of course a limit, and one which has now, very probably, been reached. Again, as to good secondary schools being self-supporting or endowed from private sources, this is once for all impossible in so poor a country as Ireland. England is covered with such foundations as King Edward VI.'s Grammar School, endowed at one time or another by the Crown. But the main argument of the head-masters was left untouched—namely, that after the million of money had been set apart for boys' education, girls were brought into the scheme, and that members of both houses of Parliament spoke of this step as one which would necessitate sooner or later an increase of funds. Lord Cairns used the words—"Should Parliament at any time be disposed to extend the system to female students, the financial arrangements would require enlargement"—words that came with weight at the time from the author of the Bill, and the second member of the then existing Government. On the faith of an unimpaired continuance of the scheme schools have embarked in various outlays, which the rewards will do little more than cover. To girls' schools, to Roman Catholic schools, and to unendowed institutions generally, the new rules portend simply a relapse into the stagnation that prevailed before the Act was framed by a Conservative Government as a vast engine of educational good. Is it too much, then, to expect of the present Government that they will not, by an ill-timed parsimony, minimize the good results of their predecessor's work?

(From the DUBLIN EVENING MAIL.)

When Mr. Forster protests against bestowing Imperial money on Irish Intermediate Education he seems to forget that it is not Imperial money that is asked for. The Irish schoolmasters have asked him for Irish money, for money which Mr. Gladstone solemnly promised should be devoted to Irish purposes exclusively; and which on the *cy-prés* principle, cannot be more properly allocated than to the development and improvement of Irish schools. The Endowments of the Established Church were expended in maintaining in every parish of Ireland a centre of education, of good sense, of loyalty to the British connection—in short, of civilisation. In diverting it from this purpose, Mr. Gladstone was bound by the nature of the case as well as by his express promise to see that the money was applied to some such purposes as those which the Established Church was intended to perform. What does Mr. Forster want to do with this money that he refuses to the Irish schools? Is it to multiply peasant properties, an *ignis fatuus* of which we are now learning the true character from the piteous confessions of the victims themselves? or is Mr. Forster serious in thinking that the million can be made to accomplish the increasing work it has to grapple with by the paltry expedient of cutting down the expenses of the office clerks and the examining staff? It is an odd way of making the capital of a concern go far, to reduce the machinery in proportion as the work it has to do increases. Perhaps the Government want to keep the residue of the Church Surplus in hands as a bait to be dangled before the eyes of Irish politicians and a means of buying a much-needed half dozen of Parliamentary votes. If so, we must say that such a purpose is distinctly demoralising, and that the sooner the residue of the surplus vanishes into thin air the better for the peace of Ireland and the honesty of Irish public life. The parsimony of the Government, if persevered in, will be the death-blow of one of the most hopeful departments of the Intermediate Education scheme; we mean that which is concerned with the education of girls. The weaker sex is sure to go to the wall in a fierce struggle for the endowments, and it is surely worth while considering what effects an improved education for girls would produce on the next generation. Mr. Forster's relegation of the schoolmasters' deputation to the Chancellor of the Exchequer is a shabby evasion of responsibility. It is he that is directly responsible for the successful administration of the Intermediate Education Act. Were Mr. Gladstone applied to, he would without doubt send back the applicants to the Irish Secretary. If there are any difficulties in the way of providing an increased grant for the working of the Act, let Mr. Forster settle them with his chief in Downing-street, and not hope to evade a righteous demand by making a football of one of the most vital of Irish interests.