

45
Education
Wise Speech.

Wise Speech

Speech of the
late
Sir Thomas Wise, on Education
at
Cork, 1844 (then, Mr. P.).
London 1845,

1845

Houses of the Oireachtas

S P E E C H

OF

THOMAS WYSE, ESQ., M.P.,

ON THE

EXTENSION AND IMPROVEMENT

OF

ACADEMICAL, COLLEGIATE, AND UNIVERSITY
EDUCATION

IN IRELAND;

AT THE MEETING HELD FOR THAT PURPOSE,

AT CORK,

NOVEMBER 13, 1844.

WITH NOTES,

DOCUMENTARY AND ILLUSTRATIVE.

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MY LORD,

THE time has at last arrived, when we can enter upon a consideration of this question, with some hope of a practical and decisive result. We are entitled to consider ourselves as its first promoters—not from any peculiar claim of which we may conceive ourselves possessed, in virtue of our geographical position, or intellectual pre-eminence, but from our having demonstrated at an earlier period perhaps, than any other locality, the necessity which exists, and, is becoming every day more and more perceptible, of a liberal intermediate education, especially for our middle classes, and vindicated our right to demand it from the Government and Legislature of our country. The Meeting of this day, must therefore, be considered as merely an adjournment of our former proceedings—and, the position in which I now stand before you, is simply that of a reporter of progress on the course of conduct, both in, and out of Parliament, which has been pursued in reference to this question, from that period to this. At the same time, as the public attention has naturally and necessarily been more called to this subject of late years, and, as it is difficult for the recent inquirer, fully to place himself in the position of those who during a long period, have had it under investigation, and, as it is of a deep importance that in making any arrangements in this department of education, we should always bear in mind, that it is only one portion of a whole, and that each portion should preserve its relative position to the entire, (not possible, unless we have a general plan to work from before us,) I shall be permitted, I trust, with your indulgence, to go more largely into the question, than I might be considered entitled to do, were I merely speaking on matters with which the public mind had been long and intimately familiarized.

The education of a people is not to be considered in the light of a partial or capricious experiment, or series of experiments: it is to be viewed as one complete and well graduated system, for the moral and mental discipline and instruction of an entire people. It is not wise to educate one portion, unless we make up our minds to educate the whole—it is not just to educate one class or sect, and to shut out by law or practice, others

from such education. The moment a single shilling is granted by the state, it takes upon itself the duty and responsibility of administering education; and, the moment it charges itself with the education of the lower, it equally imposes upon itself the duty—I may say the necessity, of carrying that education up to the middle, and from the middle to the higher classes of society. Once it admits that its population is mixed up of different religious denominations, it cannot without the imputation of persecution, confer the boon on one, and exclude others from participating in its enjoyment. These were my opinions, before I entered Parliament; and tested and confirmed by experience, they are my convictions now. I believed it to be my first and most imperative duty, on taking my seat in the legislature, to carry them into action, not half-way, or by fragments, but fully and entire; not using the holy cause as a weapon to wound an adversary, or to defend a partizan, but taking it to be, as it most truly is, a solemn obligation, holding myself called on as a christian man, to work out the principle from first to last, from the child to the man, from the peasant to the noble, and from the Protestant and Catholic to every other religious confession, however small in the land. I considered, that as the character and conduct of the future man, are mainly dependant on the education given to the child, so also, is the future nation in all its bearings, the product of the education given to the actual nation in its infancy and youth. Looking, therefore, at my country, not with a view to the opposing interests of classes or creeds, or to the objects of this or that party in the state, but with feelings of the widest citizenship, I thought it my bounden duty, to endeavour to embrace all, and in a manner the most effective, that time and circumstances would allow. My first effort to carry out these opinions, was the presentation of a Memorial through Lord STANLEY, to Lord GREY, on the 9th December, 1830. And in that memorial, (a copy of which, I hold in my hand,) I stated precisely the same opinions, which I lately had the honor of submitting to Parliament; I there ventured, in the first instance, to lay down as succinctly as I could, what I conceived to be the leading principles on which any system of National Education should repose, and in the next, to point out, what appeared to me, the means best calculated to carry them into action. Taking it for granted that the education recommended, was in itself good, (an indispensable preliminary,) the next point I had to consider was how to render this good education most available; in other words, how best it might be established, equally and generally diffused, and permanently secured to the country. This involved two considerations—its administration and classification. To each, in succession, I addressed myself. The system in question was very different from a mere Government system—it was a National system, the nation being a combination of governors

and governed, of the legislature and executive on one side, and of the people on the other, it necessarily followed, that any such system, to be well administered, ought to be administered not by one but by both. But then came the allocation to each of their respective shares in this administration. Some functions the Government discharges perhaps better than the people, others again which the people discharge better than the Government. The point was to confide to each party respectively, the functions it was most qualified to discharge. The Government being the impelling, and central power of the state, it seemed most natural that to it should be entrusted the duty of establishing and organising, and to a certain degree, of guiding and controlling the system; the people on the other hand, being the all-preserving element, the permanent and enduring life of the community; to them as of right belonged the province of maintaining and at the same time of sharing to the fullest in the guidance and control, more immediately exercised by the Government. With the concurrent authority, from the joint contributions, and by the mutual exertions, of both parties, I hoped to see realised an institution, which might lay claim to the designation of a truly "national" system.

The application of these principles to action, was the next question. The Government having to establish, was required, to found and outfit, to provide the whole material, for the commencing of the system: having to organise, it was called on to supply well-instructed Teachers, well digested Text Books, &c.; having to control, it had to take upon itself the obligation of efficient inspection, accurate reports to Parliament, &c. The people having to maintain, were bound to provide, by contributions, voluntary or assessed, the necessary funds for support; but having also a concurrent interest as well as right with the Government in controlling, they were required to co-operate with the Government, in the duty of inspection, &c., by the appointment of local managing Committees, Visitors, &c. Each of these departments and situations were more strictly defined, at a later period in the Bill. Nor were these principles or their applications confined to one branch only of Education. Every branch was to be worked out on the same principles, though variously modified, according to its position. But how determine this position? This led me to their classification.

After establishing a sound system of education, the great object is to see it generally diffused. This applies not only to local, but to intellectual and moral extension. It did not appear sufficient to cover the land with elementary schools, it was necessary to provide, in proportionate abundance, education of every other degree, and for every other period of existence. My desire was to render education universal in every sense, universal in reference to class, age, and subject. I proposed to establish, maintain, and secure, in every part of the country, an

Elementary or Primary education for all classes; an intermediate or Secondary education, (comprising Academies and Colleges, principally designed for the middle and upper, to which also might be annexed, for special purposes, professional Schools), an University or Superior education, intended to carry to the highest point of which it was susceptible, the Academical and Collegiate; and finally, a Subsidiary education, under which I comprehended all those aids, such as Literary and Scientific Societies and Associations, Libraries, Museums, Galleries for the Fine or Industrial Arts, Botanical Gardens, Observatories, Laboratories, &c. &c., which go to maintain or complete the education already received in the institutions just mentioned, but especially in the Colleges and Universities. I thus hoped, in the language of the Memorial, that "good and ample education on a fair system; accessible to all, acceptable to all, contributed to by all, and managed by all, could be provided for the present, and be fully secured to future generations."⁽¹⁾

Having completed these preliminaries, I took up the first portion of this project, Elementary education; I found that already much inquiry had been made, and more was scarcely necessary. The time had arrived, when we could proceed on a liberal scale to operations:—but then came the question, what should be the nature of these operations? Were we to confine ourselves to adopting existing institutions, with more or less modifications and reforms, or boldly setting aside the whole system, were we to substitute another at once in its place? This involved a review of the principles and merits of existing systems, and how far they might be adapted to the present wants of the country. And looking around me, I did not meet with one, which satisfactorily answered that condition; I did not find one, which up to that period, owing to our unfortunate civil and religious discords, had not proved more or less proselytising and partisan. The laws of William, of Anne, and of the early Georges, actually prohibited education, to not only the largest portion of the nation, but to that portion which especially had most need of, and could least pay for education, the poorer Catholic inhabitants.⁽²⁾ The rank growth of ignorance, immorality, and wretchedness, which followed from that cruel and meditated neglect, was sufficient to shame the bigotry even of that day; and education was connived at, but not granted. It was no longer possible to prevent its existence; it was sought to abuse it to a new instrument of oppression. The Catholics were not to be persecuted into Protestantism, by the denial of education; it was now attempted through education, to seduce them. The Charter School system was established; Catholics were admissible, on the condition of changing name, family, and religion. The souls of "these benighted creatures" were to be won over to virtue and knowledge, by the violation of all virtues: the performance of the first duties of man, in every country, under

every system in the world, was declared crime. It prospered not;—how could it prosper? The “monstrous evil,” as it was characteristically termed—the scandalous delusion burst in its season, like all similar schemes, but not before it had cost the nation £1,700,000, and not only our own age, but posterity, a large sacrifice of morality and happiness. A few apostates were gained at the expense of ignorant scholars and profligate apprentices. Parliament itself, a Protestant ascendancy Parliament, was compelled to extinguish its offspring.⁽³⁾ A mitigation of the system followed: but it was still proselytism through education: it compelled not, it is true, but it bribed, it offered. The “Association for Discountenancing Vice,” to supply the deficiency of elementary instruction, caused, rather than remedied, by the Charter School system, established its schools. There was no exclusion: Catholics were admitted as Catholics: no renunciation of their faith was required, but care was taken that there should be Protestant Patrons, Protestant Teachers, Protestant versions of the Scriptures, and Protestant Text Books; Protestantism in every shape, the moment they crossed the threshold. This also failed, and a still further sacrifice of the olden spirit to the new, became requisite. The Kildare Place Society, not only recognised, but studiously encouraged the admission of Catholics as well as Protestants into their school:—they not only did not insist on the exclusive Protestantism of Patrons, Teachers, Versions, and Text Books, but professed to have framed a system, which “whilst it should afford the opportunities to every description of the lower classes of the people, might at the same time, by keeping clear of all interference with the particular religious tenets of any, induce the whole to receive its benefits as one undivided body, under one and the same system, and in the same establishment.” These professions were not realised. With all their promises of impartiality to all sides, with all their assertions on paper of the most sensitive regard to religious opinion, they offended in practice against this same religious opinion, this same conscientious sensibility. With all their declarations of non-interference, “with the religious tenets of any”—one of their first measures was to require, not only that the sacred Scriptures should be read in all their Schools, by all persuasions indifferently, but that they should be read without note or comment.” Now, though Catholics might not object to the first of these conditions—they did object, and had every right and reason to object, to the second. The Catholic Church does not prohibit, as is erroneously asserted, the reading of the Holy Scriptures, no more than the Protestant; but it differs from the Protestant in the nature of the interpretation which is to be given to the Holy Scriptures. The Protestant Church admits the interpretation to be a matter of private judgment; the Catholic, and indeed many Protestants, assert that private judg-

ment should be directed and controlled by the authoritative exposition of the Councils and the Fathers, in other words, by the Church. The distinction between the two, does not refer to the reading of the Scriptures, but to the manner in which they should be read. This was known to be the Catholic doctrine; to insist upon a departure from it, was to interfere with these particular tenets, which the Society had pledged itself to avoid, and as truly an infringement of the rights of conscience as any of the regulations enforced by its predecessors. The consequence was natural. This education which to be at all available to the whole body of the people, should not only be accessible to all, but acceptable to all, offending as it did against the religious opinions of so large a majority of the population, and especially of that portion for which it was more particularly designed, altogether lost their confidence and dwindled down to a system suited only to a section, and not as it professed to be, "to the whole body of the people."⁽⁴⁾ I thus recognised neither in existing nor former institutions, the characteristics of a true system of "National Education." But every day the want of such a system became more urgent. I had to seek for it elsewhere. I had to seek for a system altogether different in principle and working from any that had preceded; a system in fact as well as word, in spirit and in operation, answering such conditions. No longer satisfying myself with the mere assertion, however solemn, of an opinion, I substituted for a resolution of which I had given notice, measures more direct and practical. After consulting with the highest authorities, lay and clerical,⁽⁵⁾ I asked for leave to bring in a Bill for the advancement of Elementary Education, on the 8th of August, 1831, in accordance with the views already stated in my Memorial to Lord GREY. I had to determine the nature and spirit of the proposed system, and to provide an organization for its efficient and permanent working. The education I believed to be the most desirable, was a combination of religious, intellectual, and physical; placing the spiritual Being at the head of all, from a conviction that unless we can reach the soul and heart of man, unless we can seize his moral nature, we shall find his mind, his mere intelligence, insufficient to produce that improvement, at which we aim, for no education not based on moral reformation, can avail to secure the fulness of that development, and recompense for which man is designed by his Creator. The organization by which this was to be accomplished I have already stated. I was not for any Joint Stock Company of Education—I was not for this or that Society, however well-intentioned, assuming the authority on the pretext of acting on the behalf of the nation. I wished the nation itself to interfere in its own affairs, through its own accredited and responsible organs. I proposed, therefore, in that Bill, for the management of this National Education on the part of the Government, to substitute

for these various societies, who had promised so much, and performed so little, a "National Board," armed with the necessary powers, and provided with the necessary funds, but responsible to the nation represented in Parliament; and on the part of the People, I confided to the Parishes, acting in Public Meeting, or through Committees emanating from it, the right to assess themselves for its support, and to co-operate with the Board, in its administration. Both these principles, are solemnly set forth in the preamble, as the principles upon which the whole system rests. I will take the liberty of reading it to you :

"WHEREAS, it is right and expedient, that in every state there should be established, widely diffused and permanently maintained, such a system of Public Education as may best tend to improve the physical, intellectual, moral, and religious condition of its inhabitants, and promote the virtue and happiness of the same; and whereas, this object is most effectually to be attained by the joint contributions and exertions of the government and the people: and, whereas, it is especially desirable, that such a system should be extended to Ireland: be it therefore enacted by the King's most excellent Majesty, by and with the advice and consent of the Lords spiritual, temporal, and Commons, in this present Parliament assembled, and by the authority of the same, that a Board shall be constituted in Ireland, for advancing and superintending Public Education, with power to found and superintend Schools therein; and that every Parish shall have power to assess itself for the support of any such School, for the use of inhabitants thereof."

In that preamble, I endeavoured to compress the substance of my opinions on Education, and, to place on record my conviction, that no system could be efficient, which did not combine these several conditions. The machinery by which it was proposed they should be carried into effect, is duly provided for, as I have already stated, in the body of the Bill. (6) It was proceeding through the House, when in September, Parliament was prorogued, but it was in a great degree adopted by Lord STANLEY, and carried into effect in the October following, in the letter which he addressed to the Duke of LEINSTER, constituting the present Board of Education in Ireland. The manner in which that Board has worked, and the results which has followed from its operations, I need not detail to the present meeting, which is not assembled for the purpose of considering Elementary education. I have only to refer to the documents laid upon the table of the House of Commons, and to the recent declaration of the Premier, in reply to my motion on the University. He stated in language which could not be misunderstood, that not only was great satisfaction expressed by

those entrusted with the superintendence of popular education, but that he, for his part, participated in that satisfaction, on finding so large a number as 355,332 children, actually in a course of education under the Board, and he might have added that the education given, was greatly superior to any known during the former period of our history. (7) And I can myself bear testimony, having upon more than one occasion had opportunities of personal inspection and examination, that the course of education pursued in these schools, has improved, and is improving, and if it has not yet attained the excellence of that in use in many of the schools on the Continent, there is fair promise, that in progress of time it will gradually reach, if not surpass it.

But I have detained you on this branch of the subject too long; excusable only from its bearing on those others which follow. *Our* immediate object is with Academical and Collegiate Education. To that, therefore, I hasten. In this instance, the subject being less known, it became indispensable to commence by inquiry. Accordingly, no sooner was the first portion of the plan carried into operation, (though not to the extent, or altogether in the form which could have been desired,) than encouraged by this success, I ventured to proceed to the second, and in the following year 1832, moved an address to His Majesty, praying him to direct the Commissioners of Education in Ireland, "to inquire into the actual state of the Diocesan and "Royal Schools, and report their opinion, whether consistently "with the original objects, of their institution, the course of "instruction pursued therein, might not be extended to scientific, as well as literary objects, in such a manner as to render "them more available to the purposes of general education, "but more especially to the education of the Professional and "Middle Classes in Ireland." In moving for this information, I stated, that when laid upon the table of the House, "I hoped I should be enabled, in some future Session, to found upon it, a legislative measure, for the better education of the middle and Professional classes;" but, though the motion passed the House, in consequence of the dissolution in the August following, the Commissioners were either unable, or unwilling to report as directed, and the whole, in consequence, fell to the ground. (8) In the subsequent Parliament, the motion was not renewed, nor any further proceeding taken thereon; (9) but in 1835, anxious to go more deeply and extensively into the subject, I moved for, and with some difficulty, and, after many disappointments, succeeded in obtaining a Select Committee of the House, "to examine into the state, funds, and management, of the Diocesan, "Royal, and other Schools, of public foundation in Ireland; as "also, into the system of Education pursued therein, with a "view to increasing their utility, and also, to inquire how far "it might be practicable and expedient, and in what manner,

“and from what resources, to improve, extend, and permanently maintain Academical Education in that country, and to report thereon, to the House.” These powers were afterwards enlarged, and the Bill of 1831, for the advancement of Elementary Education, which, I again ventured to bring into the House, in order, if possible, to secure by legislative sanction, the existing National system, against all future Ministerial contingencies, was on its going into Committee, referred to us, for our previous consideration and report. We were thus enabled to embrace in our inquiry, the entire subject, in all its branches; and, after sitting two years, and obtaining a great variety of important information, oral and documentary, from all parties, and on all sides of the question, we proceeded in 1838, to lay before the House an ample Report, in compliance with our instructions, not only on the existing state of our educational establishments, (the University alone excepted,) but, suggestions in detail of such measures, either by reformation of the old, or the addition of new institutions, as seemed best calculated to establish, and perpetuate a system of education, primary, secondary, and subsidiary, consonant to the spirit and requisitions of the times, and accessible to all classes and persuasions of the country. ⁽¹⁰⁾ Our attention, however, was more immediately directed, in conformity to our original reference, to an investigation into the present position of our *secondary* education, and the best means of ameliorating and extending it. This embraced two considerations.—1° The existing state of our Foundation Schools.—2° What measures ought to be taken in their regard, or, what other institutions might be found necessary, in order to establish an efficient Academical and Collegiate education. In the course of our inquiries, we found none of the existing institutions sufficiently adapted to the purposes either of Collegiate, or Academical education. The Diocesan and Royal Schools, and other Schools of Public foundation, had either been diverted from their original institution, and were rendered inadequate to fulfil the objects for which they were founded; or where this was not the case, so great was the increase of intellectual power in the present age, so many the necessities arising from this increase, that they were no longer calculated to meet these exigencies. We stated candidly, in the first instance, that they had departed from their original institution. The Diocesan Schools, were part of the original Catholic institutions of Europe, adopted by Elizabeth: I say Catholic, for it must be remembered, that the Catholic Church, so far from being adverse to Academical or Collegiate education, had, besides her numerous establishments, endowed by public or private munificence, for superior education, ordained in her several Councils, that due provision should be made, out of her own funds, for the establishment and maintenance of this intermediate branch of instruction. The Councils of Lyons, of Lateran, of Trent, had each required, that

there should be attached to every Cathedral Church, a higher School, and a Teacher provided for the gratuitous instruction of the Clergy, and poor Scholars; his salary to be drawn from the revenues of the Church, or, where they were insufficient, levied on the Clergy of the Diocese. ⁽¹¹⁾ The instruction was as ample, as the age could afford. It embraced the "faculty of Grammar," a very comprehensive term, taking in the whole of the Seven Liberal Arts. ⁽¹²⁾ Nor was this an idle letter. We find the system in operation in most of the Catholic Countries of Europe. I have myself witnessed its existence in the Roman States, where, to this day, education from the Elementary School, up to the termination of the courses of the University, may be had gratis. Political changes, and various modifications in modern education, may have impaired or superseded its continuance; but, this in no wise detracts from the intention or exertions of Catholicism, when means were not so considerable as they now are, for the intellectual advancement of the middle, as well as of the lower orders. We find a similar spirit, animating the religious, as well as the secular clergy. I cannot instance nobler proofs, than what were exhibited by the Benedictines, the Dominicans, the Franciscans, the Augustinians, the Jesuits. The Dominicans in particular, signalized themselves in this country, by their devotion to the cause of Academical and Collegiate education. When they perceived, that through our unhappy dissensions, religious and political, it was impossible to hope from our Rulers, anything like a general system of higher education; they came forward in 1644, and proposed to establish, from their own resources, and, by their own labours, Six Provincial Colleges in Ireland. The generous project unfortunately, proved abortive, in consequence of the systematic persecution which followed the invasion of Cromwell, and the Vandal spirit against our civil and religious institutions, which animated his partizans and successors; but praise be given, where praise is due—even the attempt was noble, and deserves well of humanity, and of our common country. ⁽¹³⁾ The original institution then, of these Diocesan Schools, was Catholic, founded and intended in a truly Catholic spirit. The law of Elizabeth, at a time when so much was secularised, extended to it, as to other institutions, a secular, as well as ecclesiastical sanction. That law, passed in the 12th year of her Reign, and intituled, "an Act for the erection of a Free School, within every Diocese of this realm," (remark, a *Free* School, and in *every* Diocese of this realm,) consecrated in an emphatic manner, the title which the middle classes had in common, with the upper and lower, to public instruction. It provides:—

- 1° That there shall be a Free School in every Diocese, in the principal Shire town of each.
- 2° That the School-house shall be built at the costs and charges of the whole Diocese,

under the superintendence of the Ordinaries of the Diocese and the Sheriff of the Shire. 3° That the Lord Deputy or Chief Governor of Ireland, for the time being, shall appoint for the schoolmaster a salary according to the quantity or quality of each Diocese, as he shall think expedient. 4° That the Ordinaries of each Diocese shall pay one-third of such salary, and the other Clergy the remaining two-thirds. The principle of this Institution is obvious. The Clergy, co-operating and contributing conjointly with the people, were to furnish free education for the people. These provisions were modified under the Georges. By the 12th GEO. I., Archbishops, Bishops, and other ecclesiastical Dignitaries, were empowered to set apart, a piece of ground not exceeding one plantation acre, in some convenient part of the Diocese, to be approved of by the Chief Governors, &c., for the building of the school." That Act, confides the levy of the costs and charges for the building of the school, as also for the repairs, which seem not to be noticed in the former acts, to Grand Juries. The levy was at first proportionable. The Grand Jury of each County is required to raise such sums as they should find reasonable, for their respective proportion towards building or repairing such Diocesan School, to be levied upon the whole, or such part of the said county, as shall be situate in each respective diocese. These *proportionable* presentments were, however, attended with much difficulty, and by the 29th GEO. II., c. 7, Grand Juries were further enabled to present on the *entire* of the county, for the building or repairing of such schools in Ireland. The only obligation left upon the Bishop and Clergy of the Diocese, was the payment of the salary. The institution, however, did not flourish. So early as William, we find serious complaints already preferred of its inefficiency. The Act of the 7th of his reign, c. 4, was intended to remedy the evil, and "Justices of the Peace and Assize, were required to give it in charge to the Grand Juries, and to be very circumspect in seeing the same put into execution." But William himself, and his predecessor Charles II., had materially contributed to this result. The 17th & 18th CAR. II., c. 6, enacted that all schoolmasters should take the Oath of Supremacy; and this gave, instead of a general and national, a sectarian and exclusive character to all education. This very act of the 7th Wm. c. 4, which evinces such anxiety about these schools, renders it highly penal to receive other than a Protestant education. If a Roman Catholic sent his son abroad, he was liable to the heaviest penalties. No Papist could teach at home, under £20 fine, and three months' imprisonment. In a word, education, like every thing else, was perverted to a mere instrument of Protestant ascendancy. But it is one thing to deprive a Catholic of Catholic education, and another to compel him to receive a Protestant one. The Protestants were too few, to sustain the system; the Catholics too attached to

their religion, not to fear and shun it. With the diminution of the scholars, the schoolmasters diminished: with the decline of both, the schools themselves fell off. In concurrence with these causes, there were many others, arising from the defective character of the system itself, which rendered success both doubtful and precarious. Accordingly, we find in every successive report, still stronger evidences of negligence and failure. The Report of 1788 states, that "after the most diligent search, only one appointment of master, that of 1673, in the Diocese of Connor, had been discovered," It concludes in these words:

"From this institution the public receive inadequate benefit: in many there are neither Diocesan Schools, nor School-houses. In the thirty-four Dioceses, we find only twenty Diocesan Schoolmasters, though the Act of Elizabeth directs there shall be a Free School in each Diocese, &c." In 1809, though the population and intelligence of the country had greatly increased, the number of schools had actually decreased, and with them, in still greater proportion, the number of *free* scholars. There were not more than thirteen schools in the thirty-four Dioceses; ten only in tolerable repair, educating not more than 381 pupils—no enormous amount for a single public school. Even of these, the great majority were day scholars, a large proportion boarders, and not more than one-thirteenth free. In 1812, these deficiencies at last attracted the notice of the Government, and in the following year, Sir ROBERT PEEL'S act was passed. By that act, the 34 Dioceses were consolidated into 15 Districts, in each of which there was to be a school, and a Board of Commissioners constituted for their administration. This consolidation had chiefly the effect of recognising what had already taken place, and legislatively relieving the Clergy from a large portion of those original obligations so jealously, but I must also add, so ineffectually sought to be enforced by the 29th GEO. II., c. 17. The substitution of the responsible government of a Board, for that vague and inefficient authority up to that time exercised by the Archbishops, Bishops, and Clergy, the Grand Juries, and the Lord Lieutenant, was a step in advance; but though these and other improvements resulted from the change, it was by no means sufficient to meet the existing evils. The number of the schools did not augment. In the year 1809, there were 13 Diocesan Schools in Ireland; in 1831, 12; in 1835, they had not increased to a greater number. Many, and these the most radical vices, continued unabated. This is not the place to enter into details confirmatory of these allegations; but I can refer with confidence for proof, to the Report already mentioned, and to the satisfactory evidence and papers, from the Secretary of the Board of Commissioners, by which it is accompanied. I limit myself to a mere indication, of the leading defects of the organization, as it exists at present. The law is uncertain or variously interpreted; great difference of

opinion and practice exists as to the object of these schools, the rights of the public, and the obligations of the contributors, Masters, and Commissioners. It is not generally understood whether these schools are designed for gratuitous education, and open to all persuasions, or are "classical," (the term of the 7th Wm. III.) or boarding Schools, preparatory to the University, and principally intended for the upper classes; whether the Grand Juries, Masters, or Commissioners have a right to interfere; what is the nature of such right, &c. The collision which this uncertainty necessarily produces between parties, tends to neutralize the best attempts at general or local improvement. This was the case in Limerick. It was proposed to establish a District School in that city, pursuant to Sir ROBERT PEEL'S Act, (53rd GEO. III.) already noticed. The Bishop was willing to grant the ground, the Grand Jury of the Connty were ready to present £1,292 6s. 2d. for the building, the Clergy was ready to contribute for the payment of the salary of the Master; but the Grand Jury having required as a condition when built, that the school should be open to 12 Free Scholars, the proposition was rejected by the Master, as an undue encroachment on his rights, and the Commissioners, with whom it would be supposed, the power of deciding ought to have rested, declined, or were not authorised to interfere. The whole forms a vicious circle. "The Lord Lieutenant will not appoint masters, unless a salary be secured: the salary is refused by the Clergy unless the School be built by the Grand Jury; the Grand Jury refuses to build the School, unless the Master stipulates to receive a certain number of *free* scholars; the Master refuses to receive free scholars on the compulsion of the Grand Jury, and the Commissioners will not or cannot enforce either on the part of the Grand Jury or their own." The mode of collecting the contributions is scarcely less objectionable: there is no security for a good class of buildings: the Masters have too unlimited an authority, the Commissioners too limited, there is no efficient superintendence, no local Committees, no constant inspection, no regular reports. If these schools be so defective in point of administration, they are hardly less so in the still more important point of instruction; whether we take into view, their origin and early constitution, or the demands of actual society, they are in all these respects equally deficient. They by no means complete even the curriculum of the ancient "Grammatica." (14) Still less can they pretend to furnish the elements of a modern general education. Undoubtedly, many of their pupils have distinguished themselves at the University of Dublin, and may trace their success to the preliminary instruction received at these schools, but placing out of consideration, the amount and nature of their obligations to this teaching, and admitting that they provide a fair preparatory course, for the University, it must still be remembered that an education for the University, is not an

education necessarily fitting for all the other purposes of life, and that the members of the community at large, for which such institutions are designed, are not all destined to be Fellows of Trinity College, or Clergymen for the supply of the Protestant Church. We are a mixed population, even beyond the ordinary meaning of the word, and, so far from this diversity of opinion, of grade, of employment, being injurious, it is out of this diversity, this "concordant discord" of men and things, that in the social, as in the natural world, is educed that beautiful harmony, from which cometh all vigor, all vitality, both in the individual and the community. But for this diversity either of person or occupation, no due provision is made. The practical purposes of society are disregarded, no preparation for any of these numerous careers, which the present advance of science, and of the country demand; no chemistry, no mineralogy, no applications of geometry, to mechanics, to construction, &c., are to be found. It scarcely presents the conditions of the most ordinary commercial education. The scientific course, if such it can be called, is limited to a few Books of Euclid; in one or two schools, the elements of Algebra; now and then a little Mensuration, Astronomy, and Navigation, and in a few cases, Logic are taught.

We had next under review, the "Royal Schools." We found them richly endowed; Charles I., in the second year of his Reign, (1627) founded five: two others were added in the year 1629; Estates to the amount of 13,627 acres, situated in the North of Ireland, were granted for their support. In addition, fees were allowed to be taken from Boarders and Day Scholars, by the Masters. I will not say that this was an unwise grant, or not in harmony with other institutions of the period; but, I cannot admit, that the system of administration then adopted for its management, was judicious. The administration of these estates, was formally vested by Charter in the Archbishops and Bishops, and large powers conferred for the due execution of the trust. This trust, however, seems to have been grossly neglected. Though open to all religious denominations, by the almost exclusive appointment of Protestant Clergymen for Masters, they became almost exclusively Protestant; though *Free Schools*, the proportion of Free Scholars to Boarders, is inconsiderable, and, have actually diminished from 38, to 23: though endowed with large estates, as we have already seen, through the dilapidation of the funds, the taking of leases by Masters or their relatives, at trifling rents, the misapplication of public buildings, and other enormous abuses, they were rendered almost inadequate for the support of the institution. The Government and Legislature, were at last compelled to interfere, and to rescue the foundation from the ruin to which it was hastening. Sir ROBERT PEEL, included the Royal Schools, in his Act, for the regulation of the Diocesan. He took the

administration, out of the hands of the Bishops, and vested it in a joint Lay and Clerical Board of Commissioners. Not I, then, but the Minister and Legislature of the country, have pronounced their condemnation. But, in this, as in the other instance, the public has to regret, he did not go farther; defects still continue in the system, whatever may be the improvements exhibited on the surface. The estates are better regulated, the School-houses better built, the appointments of Masters usually more judicious; but, for the general and common education of the people of this country and age, they are in no wise better constituted than the Diocesan Schools. The objects of the Institution are not clearly defined. Instead of the Schools being open to all persuasions, instead of their being Schools for the due extension of Education to all classes, they have virtually, become Schools confined in a great degree, to the education of the Protestant Gentry, for, as in the Diocesan Schools, the Free Scholars, and Day Scholars, have been less considered than the Boarders, from whom the Masters derive greater emoluments. The Estates are ill-apportioned, each School being supported by the rents of the Estates on which it is built, and some in consequence, having more than sufficient for their wants, others not enough. The funds are not applied in a manner the best fitted to carry out the benefits of the foundation. In 1788, the rental amounted to £3,918 17s. 3½*d.*; in 1835, it produced £6,470 0s. 2½*d.* These funds, however, are not the only means of support. The charges for boarders and day scholars present a large income. In 1788, the highest prices for boarders were 5 guineas entrance, and 35 guineas per annum, and 4 for day scholars. The average amount at present is 35 guineas for boarders, and 8 for day scholars. For these funds 251 pupils, half of them boarders, were educated, (in 1788, they were 211)—exhibiting an increase of not more than 40 scholars, but in that interval the population had nearly doubled, and the necessity for a greater diffusion, and a higher class of education, had been proportionably greater. Nor was this large expenditure, compensated by corresponding advantages in the improvement of the instruction. The masters, doubtless, were largely remunerated, and the situation rendered worthy of the acceptance of men of ability and reputation: but, we did not find that the course of teaching, had become in any remarkable degree superior, for extent or excellence, to that pursued in the Diocesan Schools. It is founded on the same principles, and conducted nearly in the same manner, embraces a somewhat more enlarged system of classical reading, adds a few branches, or rather Text Books to the science course; but, equally passes by all the physical sciences, and their applications to industrial purposes; in a word, the Royal Schools prepare pupils, for entering the University, but forget the great mass of the Irish people. Will any one

say, however partial to ancient institutions, or inattentive to the changes of the times, that such a system as this, so expensive, so limited, so inapplicable to existing men and circumstances, is such as can, or ought to satisfy the people of this country, in the middle of the nineteenth century. The other schools of Public foundation, are made up of still more discordant and inferior materials, and regulated on principles still more narrow and inapplicable. Now, considering the formation and working of the superintending power, was there much hope of internal reform? The Board of Commissioners, from the unimpeachable testimony of its own members and officers, (I again refer to the Report and evidence,) laboured almost from the outset, under the double defect of *ex-officio* appointments, and inadequate powers; irregular in their attendance, and unprovided with the means of enforcing their authority, they were ill fitted to carry out that searching, and entire alteration, in administration and instruction, which was required so imperatively by the circumstances of the case. We were thus thrown on the single College of Belfast, (the "Belfast Academical Institution.") the only one in the category of public establishments, which proffered an education between the Elementary School and the University, at all commensurate with the wants and objects of the classes, intermediate between the higher and lower. But this again entered into the range of institutions, designed for superior education, and did not come under our review. We were thus forced to the conviction, that the materials presented by the existing institutions, were altogether ill adapted, and insufficient to form even the basis of a sound general system of Secondary Education, and compelled to take the course of recommending something more than their mere correction. In this opinion, and conclusion, I am glad to see, we are borne out by the Prime Minister himself, who, in his observations on my motion, on the subject at the close of the session, stated, "that he had no hesitation in saying, that the result of the consideration he had given to the subject was a conviction, that the means of Academical Education in Ireland, were defective." Acting therefore in this view, we recommended an entire reform. We proposed, that in every county, there should be established a "County Academy," immediately following the "Elementary" School, for the education principally of the middle classes, and that the same principles which had been adopted in the instance of Elementary Schools, as to organisation, administration, and instruction, should be followed out as far as circumstances might permit, in the instance of these academies,—that upon the government, should devolve the duty of founding and outfitting; and, upon the people, that of maintaining them; and, that their management should be conducted jointly by the government and the people; the first through the National Board, the latter, through a county Committee. Next came the question, how far

existing institutions might be made available to this plan, without violating vested rights. We recommended, that in the case of the "Diocesan Schools," the existing Statutes, referring to the management of Diocesan Schools should be repealed, the contribution hitherto prescribed to be paid, for the salary of the Master by the Bishop and Clergy, should be compounded for with the Government, that the Grand Juries should in future be exonerated from providing for the building of the Schools, but in lieu thereof, should be required to assess for the salary of the Teachers, as also for the current expenses of the school, and that the Government in consideration of the commutation thus effected with the Clergy, should be obliged in future, to build, enlarge and repair. In the case of the "Royal Schools," reform was less difficult. We proposed to consolidate their funds (a proposition originating at a former period from the Board itself,) and, after duly and equally providing for the existing schools, to employ the surplus in founding additional Academies on the same principles, and to be supported in the same manner as those to be founded solely by the Government. The course of instruction, in all these institutions, we recommended should be assimilated and enlarged, so as on one side to form a natural sequel to the Elementary School and on the other a preparation for the higher education of the College and the University; but especially, to afford to such of the middle classes as had not means or leisure to attend either, a sufficient amount of instruction, to enable them to pursue with advantage to themselves, and the community, their respective occupations and professions in after life. For this purpose, we suggested that the whole plan of instruction should be revised, and to the Classical, should be added a Scientific course, embracing such studies as might be most in conformity with the general and special local wants and wishes of the country. The last important question still remained behind, to whom were we to entrust the administration of this system? The Board of Commissioners had proved itself inefficient, besides it was objectionable on other grounds; it exercised a separate jurisdiction, ill-according with that of the Board of National Education. We proposed it should be dissolved, but in lieu thereof, that the Board of National Education should be augmented by additional members, so as to form a second section, under the name of the Section or "Committee, for Secondary Education," to whom should be entrusted the building, inspection, and other duties allotted to the Government in relation to this branch. We thus hoped to see gradually established, the basis at least, of intermediate education, on the same national foundations as Elementary. But we did not intend to stop here; there still existed a large interval between the Academy and the University, unoccupied by any national or publicly supported institution, except that already noticed, of Belfast. This interval we proposed to fill up, by the establish-

ment of "Provincial Colleges," in each of the four Provinces of Ireland, which were to stand in the same relation to the County Academy, that the County Academy stood to the Elementary School. The organisation, both as to administration and instruction, was to be in analogy with that of these two institutions, the Government to found, the people to support, both to co-operate in management, through the National Board and local bodies; the course to comprise Literature and Science, with their several special applications, as might be required by the general or professional wants of the country or the locality. It was thus hoped, an harmonious and consistent system might be completed, in which the child would be taken by the hand, not as a matter of favor but of right, and led gradually by the nation, that is the Government co-operating with the People, through the Elementary School, the County Academy, the Provincial College, up to the threshold of the University. Is this more than our present age, and its numerous and imperative wants essentially require: is this more than Irishmen in their own land, have a right to look for? Look to other countries. Begin by Spain: the attention paid in that country, to this branch of education, was paramount to every other: it reckons, great and small, for a population of 12,000,000, 11 Universities, reduced from 22, and not less than 168 Colleges. In Italy, there are 17 Universities, many of the highest celebrity. In the Roman States alone, there are 2 of great renown, (at Rome and Bologna,) and 5 minor ones scattered through the other provinces. Of Colleges of the rank of the proposed Academies, there are 146. In Switzerland, there are 3 Universities and 24 Colleges. In advancing to the North, these provisions for secondary and superior education, become more frequent and conspicuous. In France, the University counts 26 towns, in which are chairs of her several faculties; 112 Royal, and 308 Comunal Colleges, of which 70 are "*en plein exercice*," are intended to provide education for the middle classes, on leaving the Elementary School, and before proceeding to the University, or to special institutions. ⁽¹⁵⁾ In the Netherlands, before 1830, there were 5 ancient Universities, and the newly founded University of Liege and Gand, 4 Athenæums, (in which University courses were followed,) in Holland, and 106 Colleges or Gymnasia. Prussia is believed to have made as large a provision as any other state in Europe, for intermediate and University education. She possesses 6 Universities, 72 Gymnasia, and 43 Latin and Higher schools. Würtemburgh, with a population of not more than 1, 600,000, not exceeding that of the Province of Munster, has 1 University and 87 Latin Schools. There was one Institution, I visited with particular attention in that country, and well deserving of especial notice, the great Agricultural Seminary at Hohenheim, founded and supported with large funds from the state, and conducted by a numerous corps of Professors: it was

the first establishment to give an impulse to scientific agriculture in that kingdom, and to a great degree throughout the whole of northern Europe. ⁽¹⁶⁾ The system established in Bavaria since 1833, bears a higher reputation for its organisation and the manner in which it is conducted, than that of almost any other country, not excepting Prussia. In common with the other German states, Bavaria allows no child to remain unsupplied with education; not satisfied with providing due means for his elementary education, it meets him on leaving the school, ready with every additional description of instruction which his future profession or occupation may require. Besides the usual Gymnasia and Latin Schools which immediately succeed the Elementary Schools and prepare for the University, or the ordinary studies and avocations of the higher classes, there is in each circle, a *Gewerbs-Schule*, or Industrial School, in which are taught in addition to competent instruction in languages and literature, all those branches which bear on Agriculture, Manufacture, Commerce, or the Industrial Arts on one side, and on the Fine Arts on the other. There are thus, courses in Chemistry in all its practical applications, in Mathematics, Mechanics, and Engineering, in the Physical Sciences generally, in Architecture, Modelling, Design, &c. This grade of industrial instruction is followed by the "Polytechnical Institute" of Augsburgh, for Manufacture and Agriculture, of "Nürnberg, for Mining and Metallurgy, and of Munich for the Fine Arts, and the whole is completed by the University, in which there has been established (a novelty in Europe,) a Technological Faculty with Technological Degrees, ranking with the other usual University Faculties and Degrees of the continental Universities, in Theology, Jurisprudence, Medicine, and Philosophy, thus affording not only the highest possible degree of instruction in their several professions to the middle and industrial classes, but honoring with that honor which is not more grateful than just, those classes and pursuits from which all communities draw so much of their health and vigor. I have visited many of these institutions, and witnessed with pleasure, not unmixed with shame, when reverting to my own country, the number of their scholars, fully justifying the number of the establishments, the excellence of the instruction and management, the earnestness of the masters and students in pursuit of knowledge, and the eagerness with which they sought to pass onward from one department to the other. The elevation which such an education must tend to give not only to the individual, but to the profession itself, need not here be insisted on; it does more than all the declamations in the world to place the industrial classes, in the position, with reference to the others, they are so well entitled to hold in a civilised and moral community. ⁽¹⁷⁾ In Austria, we meet, if possible, the fullest development of this portion of the system. No where, perhaps, is education made

more special. No grade of society is left out; abundant provision is made for all. There is an education for the man destined for the highest offices round the person of his sovereign, for the military man, for the ecclesiastic, (of all persuasions) for the philosopher, for the man of science and of literature, but above all, for those who dedicate themselves to the industrial pursuits of life. The number of institutions most liberally endowed, and carried on, on the largest scale, for this purpose have attracted indeed the attention of all, and the reprobation of some travellers. It has been thought that this solicitude, for the promotion of industrial education, tends to blunt to the higher and more spiritual studies, the energies of a nation, and that Austria has encouraged their establishment, with the insidious view of diverting the attention of her people from political inquiry, to the mere mechanical objects of society. Be this as it may, I do not, I confess, apprehend the same consequences, with some of these gentlemen, from these causes. The intentions of rulers are one thing, the consequences of a system another. I cannot conceive how mind once developed can be restricted in the long run to any particular path, or that we can say, when the movement is fully impressed, "thus far shalt thou go and no farther:"—I believe that mind is beyond the reach of men: it is in the power and control of God alone: no machinery of to-day will necessarily enchain to-morrow, and when the time shall come, a nation so instructed will not easily be prevented, I trust and hope, from acting up to its duty and its destiny. The objection is also somewhat too extended. Austria has not been neglectful of other education. She has 7 Universities, and 267 learned Schools, of which not less than 31 are Lycæums, answering to the highest description of College; some belonging to the state, others to religious societies. ⁽¹⁸⁾ The rest of Germany is not below the reputation of the countries I have just noticed; in many particulars they more than rival them. ⁽¹⁹⁾

But it may be urged that, in the absolute, or nearly absolute States, with which Germany abounds, government establishments and government supports, may be more practicable and more necessary than in countries with a greater degree of popular freedom and individual exertion, like our own. It may be so: but I find even in freest states, the same arrangements. I turn to Sweden: Sweden has a free constitution, free institutions, and a character and temper in some analogy with ours. Sweden, both government and people, has paid as much attention to education, especially for the middle orders, as the most despotic countries in Europe. She shows, what Holland shows, what Switzerland shows, that a good system of education, jointly supported and regulated by government and people, is not to be limited to absolute monarchies, but may with facility be adapted to any country, however free. In Sweden, every one

reads and writes. But education does not stop there. It is pursued through the Gymnasia, of which there is one at least in each of the twelve Provinces, besides a high School of great eminence, at Stockholm, and from thence upwards, to the Universities of Lund and Upsala. The Universities perhaps exhibit, as much as any other institution, how much the education of the middle and lower classes is attended to. In the University of Upsala, where there are 24 Professors, there are 900 students, of which 150 only are sons of the nobility, 200 of the Clergy, 400 of the Burghers, and not less than 100 of the peasant proprietors. In the University of Lund, the number of the latter class is still greater in proportion to the others.⁽²⁰⁾ I have stated I think sufficient to show that Continental Europe at least, is not inattentive to Secondary and Superior Education, no more than to Elementary, and this inquiry might successfully be carried on, to America. The demand for a widely extended system of intermediate and higher instruction, has been long recognised in the United States, and every day new efforts are making, to supply it. Already her population can count not less than 10 Universities and 42 Colleges or Academies, inferior certainly in extent and scale of instruction, to those of Europe, but evidence at least of the generous rivalry between her several States, in providing means for the intellectual culture, of all orders and persuasions of her people.⁽²¹⁾ And now I turn back to my own country—and with these facts filling my eyes and ears, look around me. I find Germany possessed of these institutions;—I find France possessed of them,—Italy possessed of them,—Spain possessed of them,—I find them in the North and in the South,—in free states and in despotisms—in Austria and in America,—I find Ireland without them! I turn to the Government and ask it, is this just, is this wise? I turn to the people and ask them, will they continue to endure it? Feelings like these pressed on me, on completing this inquiry of our Committee, and every step I took upon the Continent, more and more confirmed them.⁽²²⁾ I will not detain you with any lengthened recurrence, to the course I thought necessary to adopt, in order to carry out these conclusions into deed, and to give embodiment and action to the recommendations of our Report. Your former meeting, the meeting at Limerick, convened to adopt and follow them up, live, I am quite sure, in the recollection of every one present,⁽²³⁾ and you have in the Report, which I considered it my duty to lay before your College Committee, the full detail of my reiterated efforts to press that part of the question which refers to Secondary education, embracing Academical and Collegiate, on the then government.⁽²⁴⁾ In this, as in the case of Elementary education, we were doomed to many disappointments, the inseparable accompaniment of all reforms, but so far from feeling any discouragement, or doubt, or hesitation, or apprehension that I had gone

too far, I every day became more and more assured of final triumph, more and more convinced of the necessity, not merely of pressing, but of enlarging the entire question.

After some occasional attempts, with more or less success, to give effect to our recommendations on "Subsidiary" Education, which formed as you may remember the Fourth Section under consideration, I again reverted to the project already noticed of "Secondary" Education. I thought no plan could be complete which did not deal at once with the whole subject, financial and educational, so closely intermixed were their several bearings, and so much was the successful working of one portion of the system, &c. dependent on that of other. Not only did Academical Education affect Collegiate, but Collegiate affected University, and each the other in turn. In any arrangements to be made for one, the arrangements for all were therefore to be considered. And in reverting to the question of funds, it became a matter of special importance to ascertain how far it might be possible for the state to avail itself of some at least of the advantages and large endowments, already in existence, for the support of these departments. But the question of University Education had not come under the consideration of the Committee, we had not therefore been called on to pronounce any opinion on its existing state, or possible improvement or extension. I thought it, in consequence, my duty, to bring this question also before the House of Commons, during the last Session, combining it with that of Academical and Collegiate. With the terms of that motion, the debate which followed, and more particularly with the reply of the Premier, you are already acquainted. He admitted the accuracy of my statements and the justice of my conclusions, and recognising the necessity of a reform in the system, pledged himself to lay before Parliament a measure to that effect, early in the next Session, and in the interval to institute the necessary inquiries and give instructions for that purpose to Lord HEYTESBURY.⁽²⁵⁾ Knowing well, however, how many circumstances might chance to prevent or delay the execution of these promises, I gave notice before Parliament was prorogued of the renewal of my motion, at the opening of the ensuing Session. I intend to embrace, when it shall come on, the entire plan from the Academy to the University, though it must depend on the House and the Minister how much of it may be adopted. But the House and Minister, must be guided by the opinions and wishes of the country, and now is the acceptable season, in which the country ought to speak out. It is now that your duty commences. It is now you are called on to do your part. You are called on to discuss and decide, after due consideration of the whole and its parts; you are called on to lay the result of your decision at the foot of the throne, and before Parliament. Tell the Minister boldly *what* you want, tell him *when* and *how* you want it. It is for

the purpose of participating, and as far as I can, of aiding in these discussions and decision, that I appear before you to-day, and I will gladly and explicitly state my opinions and propositions on the subject, and be happy to learn your's in return. But before I enter further upon this task, I wish to protect myself, as I have on every occasion, public and private endeavoured to do, against the imputation of having any other view in calling the attention of the Legislature to our University system, than the desire of making it more efficient,—more useful to the country,—more Irish than it is at present. I was educated in the University of Dublin myself. I find its recollections twined round my heart, with many of the dearest remembrances of my earliest years:—I have never forgotten the guidance of its Fellows, and the friendships of its students. I look back with gratitude to the spirit of generous rivalry and honorable ambition, which, amidst all the clashings of creeds and politics, existed amongst its alumni, and survived so many of the discords and disturbances of after life. As far as regards myself personally, I feel here bound to state, that Roman Catholic as I am, I never had to complain of any interference with my religious opinions. If therefore, I have complained, and do complain, my complaint has not been directed against the men or manner in which they exercised their functions, but against the system they had to exercise, and of which they were the bounden ministrants, against the inadequate nature of its machinery, to work out the great ends to which the Irish people, like every other on the face of the globe, has a right to look to; against the narrowness of that spirit or organisation, which has continued to confine to the purposes of a citadel for a favored class or sect, what ought to have been the centre of light and heat to a whole nation. The present University of Dublin, was founded, it will be remembered, by a Protestant Sovereign, Queen Elizabeth. It is true, that previously to its establishment, other institutions existed, which though not sufficiently endowed, or of long duration, owing to the disturbed state of the country, are at least evidence that even under the most unfavorable circumstances, efforts were made from time to time, to extend to the people of Ireland, the benefits of University Education. I shall not insist on the first attempt under Archbishop John de Lecke, in 1313, followed up by the foundation of his successor, Alexander de Bykenore, in 1320, nor of the exertions of the Franciscans and Dominicans, to revive as far as the difficulties of the times would permit the old pursuit of knowledge, for which Ireland was so honorably distinguished, even in the darkest periods. The failure of the first University of Dublin for want of funds, was not sufficient to deter from a similar effort a little later. In the beginning of the reign of Edward IV. at the solicitation of the inhabitants of Drogheda, the Earl of Desmond endeavoured to found an University in that town. The political

convulsions of the times prevented, however, the completion of this desirable object.⁽²⁶⁾ The circumstances of the succeeding reigns were not more favorable, nor was it till Elizabeth had to a certain degree restored tranquillity in Ireland, that any new or at least successful project was set on foot, to establish anything worthy of the name of an University in that country. But it must be observed, that whatever may be the impressions, or prejudices, or wishes of present men, it never could have been the intention of the foundress, to limit the University institutions of Ireland, to the single University of Dublin; to shut out from the enjoyment of its advantages, so large a proportion of the very people for whom it was designed; or, to prescribe as rule for all futurity, what was only fitted to the circumstances of her own day. Even prior to the founding of the University of Dublin, she had already given to Sir NICHOLAS MALBY, directions to establish one in Connaught. It is remarkable also, that she proposed to draw the funds for its support from the church; and gave as object the prevention of emigration for the purpose of education beyond the seas, where her subjects imbibed foreign opinions, which led as it was alleged, to rebellious principles and practices on their return; an argument afterwards used to authorise the foundation of Maynooth.⁽²⁷⁾ It is said that even Cromwell, had felt the necessity of establishing another University in Ireland, and had fixed, for its site, on Athlone. But not only had the expediency of other similar foundations been recognised, but provision had been made in the organisation of the University of Dublin itself, for any expansion or addition, that circumstances might hereafter require. The University of Dublin, and Trinity College, are considered not only as synonymous, but as identical. But they must be kept distinct. Trinity College is only one College of the University of Dublin, and being as yet the only one, is held to be one and the same with the University. This error is mischievous: it accounts for much of the outcry we daily hear, of invasion of chartered rights, departure from ancient institutions, &c., whenever it is proposed to make any additions to the University. Though there be as yet but one College, there is no reason why there may not be two, three, four, or any number which the exigencies of the times and nation may demand. In this view, was the Charter framed, and in this view, has it been understood. So early as Charles II., in the Act of Settlement, it is formally provided, (acting on this understanding,) that there shall be added another College, to be called King's College, and £2,000 is directed to be allocated to this purpose. In the partial Emancipation Act of 1793, the same interpretation is recognised, and the possibility of the foundation of another College, forming portion of the University, fully contemplated. We have thus abundant evidence to show that there was at all times a sense of the necessity of University institutions amongst the people of Ireland, as well as

complaints of their want; that soon after its foundation the University of Dublin was not adequate to supply these wants, and other Universities were anticipated, or called for; and that the single College of Trinity, was not thought sufficient to constitute in all future time, the University of Dublin. The object of the foundation of the University of Dublin, was to render education accessible and cheap: it is so stated in the letters of Elizabeth. (²⁸) But at that time, the population of Ireland was not more than 1,000,000, and it was open as far as any provision of the charter is in question to all her subjects. Since that period, the population has increased to 8,000,000, of which $\frac{7}{8}$ ths are Catholic, and the University being still confined to the single College of Trinity, is Protestant, and as far as her constitution is concerned, exclusive. It is true that Catholics are admissible to her studies and degrees; but they are debarred from her honors or dignities, and emoluments. No Catholic can be a Fellow or a Scholar, under the existing regulations. The Professorships in some instances, are open, but they are Professorships of comparatively little value, and in the case of those of Medicine, to which a new election takes place every seven years, the choice I am informed, is usually restricted to Protestants. This, is an injustice to the Catholic, and an injury to the whole country. It is not merely that particular individuals are deprived of the legitimate and well-deserved reward of intellectual superiority, but that the wholesome stimulus to intellectual exertion, and consequently to intellectual production and labour, for the erecting of which, such rewards are principally intended, are stunted and limited to a narrow circle. For the one who may become a Fellow, or a Scholar, thousands may hope, and aspire, and labor to become one, and it is from this hope and labor, extending and working through large masses of the population, far more than from the abilities and services, however eminent, of the single actual possessor of these dignities and emoluments, that the real and permanent good is derived to the community. To look then, upon these efforts, to increase, and extend such influences, by breaking down the monopoly which at present restricts both, as a mere struggle for pelf and place, is a misapprehension of the whole subject. It is answered by a single observation: apply the same rule to every other profession, and see how it will work; how it will advance the interests of the profession and the country, to exclude from all competitorship, $\frac{7}{8}$ ths of a nation! What other profession would accept such a protection, above all, what other would make use of religious tests to secure it? Nor is the amount of this monopoly trifling: compared to the numbers who participate in it, the advantages are considerable. A Scholarship in itself, is not only a competency during an important period of education, but a title of recommendation to places of honour and emoluments, later. A

Fellowship confers riches and dignity, still farther to be augmented by every day's residence, unless indeed the fortunate possessor should prefer to it, some of those still higher and wealthier situations without the walls of the University, of which so many are in the hands of its governors. I do not say, that it is not right there should be such prizes in the country, for the encouragement of learning, but I do say, that it is most unfair, that Catholics should be excluded from their chance of obtaining them: I do say that it is unjust, to shut out Catholics from sharing them in the University of Dublin, and, at the same time, refuse them any other institution, which may in a similar proportion present them. Nor is this a new grievance: it was recognised as such by the legislature so long back as 1793. The Catholic Relief Act of 1793, not only admitted the grievance, but provided the remedy. It provided, that in any College which might hereafter be founded in connexion with the University of Dublin, Roman Catholics should be equally eligible with Protestants to the Fellowships and other offices of said College, thus admitting the rightful claim which Catholics had to such emoluments and dignities, in common with other Irishmen, and the propriety and practicability of satisfying this claim, by adding other Colleges to the University, open in all respects, to Roman Catholics.

Considering, therefore, all these things—considering that the first object in every country pretending to the least degree of civilisation, is to secure the existence of an University system adequate in point of endowment and instruction, to the wants of the inhabitants—considering that in this particular, Ireland is worse provided than any other perhaps in Europe, with only one University for nine millions of people—and that University, on the assertion of its own members, confined as far as all higher dignities are concerned, to a section and the smallest of that people; in a word, that it is not Irish but Protestant, and not merely Protestant, but ecclesiastical—considering that this University and College is richly endowed, that it enjoys upwards of £16,000 a year from nearly 300,000 acres, besides an annual income, from matriculating fees, fees during the course, fees on graduating, fees on retaining names on the books in order to qualify for the exercise of the elective franchise, with the certainty that all these sources of revenue must every day, with the increase of intelligence and population, necessarily increase; ⁽²⁹⁾—considering that this large income is divisible amongst a limited number of teachers, instructing a proportionate number of scholars—considering that besides this institution, no other exists for the great majority of the community, that the government and the legislature have hitherto refused all aid, beyond a miserable pittance given reluctantly, and under constant menace of withdrawal, for the education of the Clergy of that majority, needing and anxiously desiring as

they do, such education—and this too after the fundamental change which has taken place in the whole of our constitutional policy, (the great principle of civil and religious equality being now established by law)—considering I say all these things, have I not a right to turn round and ask even the most prejudiced, is this a state of things which a wise statesman can in any shape pretend to justify, or a free and intelligent people ought for one moment to endure? The question then lies thus.—It is reduced to a simple dilemma. Either this University is an Irish University, designed for all the Irish people, and then it ought to be open, emoluments and dignities, as well as studies, without distinction of creed or class to all,—or it is an exclusively Protestant ecclesiastical establishment, not for the Irish people, but for the exclusive service of the Protestant Church, (which as far as the University is concerned, I deny) and then it ought to be brought within the limits of the legitimate wants of that Church, and other Universities and Colleges ought to be founded, to meet the wants and wishes of the universal Irish people. Out of this alternative there is no escape, except to the open injustice of the old penal and ascendancy code. Under this injustice, however, we at this moment suffer, and it is to get rid of this injustice, and to get rid of it completely, and to get rid of it at once, that we are this day assembled. This is the main business of our meeting, and I must beg your indulgence a little longer, while I proceed to lay before you in detail, the means by which I think this may be accomplished. In the course of my late motion on University Education, I submitted to the House and Government, three propositions. The single College of the Holy Trinity constitutes at present the University of Dublin; to the degree, I have already stated, it is exclusively Protestant. I proposed to open it to all religious denominations, that is to admit all to its Fellowships and Scholarships, as well as to its studies and degrees: should this be found impracticable, on the ground that Trinity College was essentially a Protestant ecclesiastical foundation, then I proposed to carry into effect, the acts of Charles II., and of 1793, and by adding another College or Colleges, with equal privileges and advantages to those of Trinity College, and to the dignities and emoluments of which Catholics and others should be eligible, to open, if not Trinity College, the University of Dublin at least, to the whole Irish people. That was my first proposition. My second was, that in case the preceding were rejected, a Catholic University should be founded, with all the dignities, emoluments, and privileges at present enjoyed by the Protestant University of Dublin. My third might or might not depend upon the adoption of either of the former; should neither, however, be adopted, it would become indispensable. I proposed that the Provincial Colleges, (on whose establishment I had already insisted,) should be aggregated, and constitute an

University open to all persuasions. Nor should I confine such privilege to the Provincial Colleges, but allow the annexation of other Colleges of different religious denominations, (exclusive or otherwise) provided they kept up to the level of the course prescribed generally by the governing body of the University, on the system adopted by the University of London. Such were my three propositions, and I will now take the liberty, with your permission, of pointing out the advantages and disadvantages of each. The first was surrounded by many difficulties, but none, in my mind, were insurmountable. True it is, that by the existing constitution of Trinity College, the great majority of the Fellows, must necessarily be ecclesiastics: within a limited period after obtaining Fellowships, they are required to take orders in the Protestant Church. The object is obvious. Trinity College, is designed to be the great seminary for providing proper Ministers for the Protestant Church in Ireland. I do not quarrel with this; it is right that abundant means should exist for such a purpose; but I do quarrel with the policy which would confine a great national University, to this. Trinity College, in the livings in her gift, has full means of encouraging a high class of clerical education, without nearly monopolising, for the same purpose, so many other situations, within her walls. There is no reason why the number of Clerical Fellows might not be diminished. But I do not trench on vested rights. I recur to another remedy. Three of the Fellowships have always been lay; others have been added of late years: why should we not increase them to any number necessary; and give them equal position and advantage with the clerical Fellowships? The clerical Fellowships, by this arrangement, would still be restricted to the Protestant Church, the lay Fellowships open to Catholics, and other denominations, equally with Protestants. I would deal in a similar manner with the Scholarships. It is, I understand, a doubtful point whether Catholics be, or be not, even under the present constitution admissible, though ruled against them recently in the case of Mr. HERON; but whatever may be the law or its interpretation, a disposition in favor of the claim, is stated to exist even in the University itself, and a wish to have been expressed by more than one of its highest authorities, that the point were put beyond doubt, and Scholarships for the future fully opened to Catholics. On this head, therefore, no reasonable opposition ought to be anticipated. The question of the constitution of the Governing Body is more complicated. As the College now stands, it is a Protestant, and to a great degree an ecclesiastical body. No new element could be introduced into the College, without requiring that sooner or later it should be represented in the Board. The introduction of Catholic members might follow, once Catholics were admitted to Fellowships. We should thus have a mixed Board, for the government of the College, but then it

must be remembered, that whatever it may be at present, the College under the new constitution would be a mixed College, and ought to have a mixed Board, and if any apprehension were entertained of the predominance of one religion over another, it could be met by fixing the relative proportions of each. The exclusively Protestant, or ecclesiastical portion indeed ought to be guarded from the possibility of any encroachment on their rights, but this might be secured by placing them exclusively under the government, (as far as these rights were concerned,) of the Protestant members of the Board; so also of the Catholic. This will appear to many, to be a serious infringement of chartered rights. I am not for diminishing chartered rights, but for adding to them; at the same time, I can conceive cases to exist, where these chartered rights might and ought to be made to yield to public necessities. The Queen has already altered the statute, prescribing celibacy, as an indispensable condition to the holding of Fellowships: I see no reason, why she should be debarred from removing by another letter, other and greater inconsistencies and inconveniences. The exercise, however, of such a power, requires caution; and aware that education is a subject which demands more discretion than almost any other, though not without my plan, on the subject, I did not press its details on the government, but confined myself to the expression of my conviction of its practicability. So far, the first part of my proposition treated Trinity College, in the light of a College, as well as University: the second regarded it in the latter character only. In applying the spirit of the act of Charles II., I proposed that Maynooth and Belfast should be admitted as Colleges of the University of Dublin, in addition to Trinity College, and opportunity given for similar aggregations in future, but guarding each College scrupulously from any interference in its internal arrangements from the other. Being each designed for the education of the Clergy of their respective communions, they might each be considered as the Theological Faculties of the same University; Trinity College for the Protestants, Maynooth for the Catholics, and Belfast for the Presbyterians.

I found examples for such arrangements in Prussia, Austria, and France. In Prussia, the University of Bonn, has its respective chairs of Catholic and Protestant Theology, without any right of interference, one with the other. In the Austrian University at Vienna, frequented by 7000 students, there is a Protestant Faculty of Theology, as well as a Catholic, liberally supplied with Professors, and supported by considerable funds from the Government. France has its Theological Faculties, Catholic, Calvinist, and Lutheran, connected with seminaries of these several communions, distributed through six towns in France, and united in one University.⁽³⁰⁾ I am not to be understood in instancing the University of France,

as expressing any approval of the organisation of that body: on the contrary, there is much and legitimate objection to be made, to the inconsistency and severity, with which it has dealt with the Colleges under its control. Its organisation is different altogether from that of any other University of Europe, it possesses powers not only over its members, but over the whole of education; it requires education to be conducted on its system, and in its colleges, and continues I believe, to impose a course of moral philosophy, to which many of the Colleges on principle are opposed. In the Universities of Prussia, and Austria, the Faculties are assembled in the same building, and not as I propose, established in separate, and independent Colleges. In combining them, however, in one University, we come again to the question of the constitution of the governing body, but this is a less difficult question to deal with, than the governing body of a College. The control and powers in the case of a College, are considerably greater, and require more circumspection in their distribution and management, than in that of an University: at the same time, I am not insensible of the obstacles which may arise, from the remains and recollections of former dissensions, together with their attendant suspicions and apprehensions as to the future. It will not be easy to combine under one and the same head, a College altogether Protestant, like Trinity College, with a Catholic College, such as Maynooth, and a Presbyterian College, such as Belfast; unless the University Board be such as to a certain degree may represent, and secure each from the aggression of the other. This may at first be resisted, on the part of the actual possessors of power; hereafter they may become more liberal, and disposed to meet their Catholic and Presbyterian fellow-subjects with a greater degree of good sense and kindness; more perfectly, however, to assure this, a reform in the internal arrangements of Trinity College, and the grant of such endowment and powers in reference to theological degrees, both to Maynooth and Belfast, as may equalise them with that establishment, will be requisite. My second proposition, was the establishment of a Catholic University, in every respect on an equality with that of the University of Dublin. Whatever may be the opinions of some persons, for whom I entertain every respect, I am bound candidly to say that I am no favourer in the abstract of such a system. The same exclusiveness I condemn in the University of Dublin, I should be sorry to see emulated in an University at Cork. Circumstances indeed might demand it. I can conceive a necessity of acting on the exclusive principle, arising out of the nature of the institution itself. Were an University to insist on residence: if in the Colleges which constituted it, every individual were required to live within the walls, and to form as it were one family, particular doctrine, discipline, and practices of piety must exist, impossible to maintain, unless all the *alumni*

were of the same religious faith. Were combination under such circumstances to be attempted, the violation of conscience, or frequent exemptions from the general law, both attended with injurious results, would become inevitable. In such a case I see no alternative: if we would *bond fide* work out the whole system of education, moral and religious, as well as intellectual, the College so situated, must of a necessity be exclusively of one religion or the other. But this is not the principle on which modern Universities have been constructed: it is not the practice of the present day. It is not seen in the Universities of the Continent. The Scotch Colleges repudiate it. In Marischal College, Aberdeen, they have carried the opposite system to the utmost. Not only do none of the students reside, but the classes of the Professors are held in rooms scattered through the town, and not in the halls of one great public building. And this is the almost inevitable result of existing necessities. Large numbers to be educated, and limited funds for educating them, naturally produce it. If every person requiring University education, were compelled to reside within the walls of an University, or even within the walls of a College connected with it, the same amount of funds, would educate only one hundred, under this system, which under the other, would be sufficient for the education of five or six hundred. Once residence is not insisted on, an University may embrace all denominations: and when designed for a mixed population, I do not see how it can consistently assume to be exclusively of one religion or of another. These observations apply, it will be remarked to an University—the case is different with the Colleges, of which it may be formed. I see no inconvenience in founding and aggregating Colleges, though exclusively of different communions, to the same University, (such is at present the case, in the University of London,) as circumstances might permit or require.

I now come to the third proposition, that the several Provincial Colleges, proposed to be founded, should be aggregated and form a single University, the seat of which, should be in Dublin. In order to obtain the full and efficient execution of this project, several conditions are requisite, each of which should be distinctly understood. It never was my intention to limit the establishment of Provincial Colleges to *one* College only in *each* Province. The words of the Report are “one College at least” which have been misinterpreted into one College at most, in each Province. Away, therefore, with all these petty jealousies about localities. Let it never again be said that it is a question of Cork against Limerick, or of Limerick against Waterford, or of this county or that county against the other. The point is not where we are to *end*, but where we are to *begin*. Where is the good work, not for Munster, or Ulster, but for all Ireland, to commence? Let there be no selfish contentions, but a generous rivalry between us. Let us not degrade se

momentous a national movement into a struggle for local or partial advantage, like a mere Railway speculation, between this or that body of Directors. In establishing the first of these Colleges, we must remember it may in great measure, be the guide to the formation of others. Too much attention cannot therefore be paid to its organisation. I venture to suggest that it should be of an university character, on a large and liberal scale, as to building, administration, and instruction. If you begin with a small and paltry arrangement, you will not easily rise beyond it, and you will have, instead of an University, a nearly useless aggregate of mere Grammar Schools. Do not assume that this or that Professorship is not needed at present, or if appointed is not likely to find hearers. Professorships, if well filled, will create hearers. In dealing with such a project pay due regard to its prospective advantages as well as to its present difficulties, and to the important rank you intend it should attain, amongst the other institutions of the Empire. If in the first instance you render it by your own exertions, what it ought to be, you will when the occasion shall afterwards arise, be entitled to call for further aid on private and public liberality. And first of its formation. I think the College should consist of a building of considerable extent, and of appropriate architectural character, with an ample portion of land attached, adequate for the erection of all accessory buildings, and so situated as to admit any extensions which might hereafter be required. The buildings of the College should be appropriated to the residence and use of the Professors, and of the other officers, to Class-rooms, Halls, Libraries, Museums, Galleries, Laboratories, &c. and other Collegiate purposes. With regard to the Students, the same course might be adopted, with that in use, in the Universities on the Continent, in the Scotch Universities, in great degree in the University of Dublin, in the London University, in several of the great Colleges and Schools, and in some of the lately established Collegiate Institutions, such as those at Bristol and Liverpool, in England. But in order to obviate the danger of any imprudent or irregular conduct, I would give the Professors adequate jurisdiction and supervision, in the management of the houses, appropriated to the residence of students, such as power to give and withdraw licenses, regulation of hours, &c., at the same time, that I trust the majority would receive that moral and religious instruction and culture in the bosom of their own families, which is the best security against vice or folly in early life. I think the Professors either all, or in such numbers as might be found advisable, should constitute the governing body of the College; a certain number to be appointed by the Government in *limine*, with power to fill up their number, and all future vacancies as they might occur, by the mode of election already suggested, after a public "concurus" and examination, subject to after approval, on the

part of the University Senate, (if advisable,) and in the case of some special Professorships, of the religious authorities of the place. So much for the "Administration:" I now proceed to consider the course of "Instruction." In any course, that I should recommend, I would wish to see carried the cultivation of Science and Literature, based on religion to the fullest extent. Literature remember, not merely languages,—not languages alone. On this particular, I am sorry to observe that many of our Universities are little more than Grammar Schools. I would recommend your providing chairs for courses, not merely of the languages of other times and countries as well as of our own, but of the literature, history, laws, arts, philosophy, and religion of each. Language, though a powerful one, is only one instrument, one expression of thought. The language of any period is only one of the manifestations of that period: to understand one of these manifestations, thoroughly, it will be necessary to study all. An historical and artistic acquaintance with each epoch becomes as necessary as a philosophical. If it be the languages of Greece and Rome which engage your attention, you must look to their literatures for elucidation; if occupied with their literatures, your best commentary will be found in the pages of their history, and in the great monuments they have left behind. The same may be said of the middle ages, the same of the age in which we live. Such is my idea of what the study of languages should tend to; they should be considered as parts only of a great whole. The Sciences should be studied first theoretically, then in their applications, special and local, to the practical purposes of life. I have already noticed how this has been effected in Bavaria. A similar course might be pursued here. It is not intended to impose these courses either in Literature or Science on all. Certain foundations or rudiments are doubtless necessary, to all: the courses which embrace these foundations should be obligatory; all others being special, should be left to the choice of the individual, as suggested in the Report. Having thus constituted a certain number of these Colleges, I would unite them, as I have said, in one University, by nearly following the course adopted in the instance of the University of London.⁽³¹⁾ There should be a "*Senatus Academicus*" established in Dublin, composed of a certain number of members, representing the interests of these Colleges; to which might be added, if deemed expedient, a due representation also of the Colleges of Physicians and Surgeons, and of the Academy of Arts. You would thus have a central governing body regulating these institutions throughout the country. I would confide to the Senate the superintendence of this aggregate University, and require from it, and the Board of Education, (I have already stated through what new department), the preparation and submission to Parliament of an annual Report of its operation and progress. There is another

point connected both with instruction and government,—it is one of essential importance, to determine to what extent, and in what manner religious instruction is to be communicated in these Colleges. Let it not be supposed, that I am one of those who hold that religion ought to be inculcated in Elementary Schools only. In Elementary Schools, it naturally forms a matter of primary necessity, because it so happens that they are, and must generally continue to be, the only places where the great bulk of the community can receive any education at all; but there is also, every reason why provision should be made to develop and strengthen those principles and feelings, which every day are more and more needed to control and direct the otherwise erring impulses of our nature. As the child approaches to manhood, as the passions begin to develop, as the influence of the individual on society becomes more sensible, the more requisite also does it become, that religious education should gain in importance. Fully impressed, therefore, with the value of these religious influences on the character of educational establishments, I would wish to preserve them unimpaired, if possible, to see them augmented. The question then will be, how is this to be accomplished? A course is suggested, it is a simple and I think an effective one. I do not propose that Theological Chairs should be established in the University, but I recommend that religious instruction of the amplest description should be accessible in the several Colleges of which it is to be composed.

As to the particular course, best adapted to such purpose, it must in great measure depend on circumstances, and be matter of ulterior arrangement. I can only say, as far as my own opinions are concerned, that having considered the subject attentively, I would confide religious instruction entirely to those whose calling, position, experience, and character best qualify them to convey and administer it. I would uniformly place it under the superintendence of the respective authorities of the Catholic, Protestant, Presbyterian, and other persuasions, and leave them to manage and arrange how best it might be carried into effect in each College, without interfering with its other advantages as an educational establishment. In this I follow out the principle of the whole system: it is in analogy with what I should propose in the instance of County Academies, and what is actually in operation in the National Elementary Schools.

Thus far as to the organisation and working of the College;—we now come to the question, from what funds it is to be established and maintained? The burthen of establishing it, as in the case of all other branches, I would, as I have already stated, impose upon the State. The State is most deeply interested in the education of the people; the State is not only interested, but bound to provide for the education of

the people: the obligation is positive and solemn, and all-important. It has been questioned whether a State is justified in punishing, unless it makes due moral provision for the prevention of crime: it is as much bound to give to its people opportunity for education, as protection for liberty and property. This being a principle, now happily recognised in this and every other country in Europe, I think the Government of this country ought, and I am sure it cannot long refuse us the necessary funds for the establishment of these institutions. But there are other grounds besides, on which we may rest our claims: our case is special: there are reasons why we should require such assistance in our particular case, even supposing it contrary to general principles. How does the question stand? Had we such institutions for the moral and mental culture of our people, formerly? What has become of them? Who and what has taken them away? In whose hands are they now? Shall no equivalent be given, no atonement, no retribution for their loss? These are considerations, which must press upon the mind of every man, who reads history, and knows how to reflect upon it. We have this most imperative right of all, the right of the unjustly plundered of knowledge, the defrauded of civilisation. We were compelled for years to retrograde, not through our own fault—(we had no share in the laws of William and Anne, which proscribed education)—but through the fault of those whose duty it was to instruct and protect us. We come forward, therefore, not only on general, but peculiar grounds. We are Irishmen, living in the 19th century, in the blaze of European civilisation, and yet without the enjoyment of those institutions, which our forefathers ought long since to have enjoyed. It is time to seek for restitution, it is time to come forward frankly with our demands for compensation. I for one will never flinch, from seeking in Parliament and out of Parliament, from every Government and Minister, the full recognition of this claim.—I say full; a half measure will be worse than no measure: an insufficient grant will not effect the good intended, and do an injury which was never anticipated: better to decline the puny gift at once: in accepting you incur an obligation, without receiving a benefit. At the same time, the Government is not to act rashly or inconsiderately: they are bound to look forward to contingencies: they have a right to require from the people a proof and pledge that they are in earnest. In the case of Elementary Schools and Academies, I have already stated the principle to be, that the Government should establish, and the people assist. Such, with various modifications, is the course adopted by foreign Governments, whether absolute, constitutional, or republican. It is so in Prussia, so in Bavaria, so in Holland, so in Switzerland, not a system exclusively Prussian, as is erroneously supposed, but with the exception of England, European. And I am glad to have here

an opportunity of correcting other misapprehensions as to Prussian education: it has been described as a mere mechanical instrument, for purposes of despotism, enforced by the bayonet on a reluctant people; a Drill-Sergeant education, a Police education. I not long since had a conversation with a gentleman of the highest eminence as an educationist, connected for years with the Schools of one of the most enlightened of the States of America, Massachusetts, a republican, and with no prejudices, it is to be supposed, in favor of absolute monarchies. He had made a tour through Germany, with a view of personally informing himself of the character and working of her educational system. He had seen that of Prussia, for days together, in actual operation, in her Schools. On his return, he stated to me, it had not been praised one half enough; the system of teaching he had found excellent, and merited the concurrence of the whole country. But to revert to the question of establishment and support.—Though the general principle be, as I have described, yet in application it suffers various modifications, and some exceptions. In the lower branches in Elementary education, the greater part of the burthen is usually thrown upon the people; in the middle or Collegiate, it is pretty equally shared between Government and People; in the higher, the Government takes upon itself the chief part of the obligation. The general practice in founding Universities, is for the State in the first instance to endow, and leave them afterwards to be supported and extended by public and private munificence, and the usual emoluments of the institution. This course, I admit, is not the one recommended in the Report. The same principle, put forward, in reference to the Elementary School and County Academy, is proposed to be carried out, with the modifications required by the greater importance and extent of the establishment, in the case of the Provincial College. It is recommended that Government should found and outfit in the first instance, these institutions, and that they should afterwards be maintained, by an assessment on the Province, within a prescribed maximum, to be levied proportionably (on the principle of Lunatic Asylum assessments,) on the several counties by their respective Grand Juries.⁽³²⁾ In imposing such assessment, it is intended it should fall not upon the poor, but upon the rich, not upon occupancy but upon property, upon none who pay less than a certain amount of Grand Jury taxation, and I may add, (should it be thought advisable to tax absenteeism,) in a double proportion on absentees. But though such a course might be fair and expedient, in the case of Elementary Schools, County Academies, and Provincial Colleges, it may be doubted whether it ought to be extended farther. The Report takes no cognizance of Universities: it treats these Colleges, as Colleges only. We consider them as members of a great University body, and the

question is how such a body is to be established and supported. In the case of a National University, the example of the Continent ought to be regarded: establishment and endowment ought to come from the Government. What course was followed in founding the University of Dublin? Was assessment required there? Is it not supported by lands granted by the foundress and other Sovereigns for that purpose, and have not the people of Ireland at the present day, as good a claim on their gracious Sovereign, Queen Victoria, as their forefathers had in their day upon her predecessor, Queen Elizabeth? And can we so wrong her Majesty as to suppose that she has a heart less open, or a mind less regardful of the moral and intellectual necessities of her Irish subjects than what Queen Elizabeth, in the days when she held the sceptre of these realms, professed for hers?

My Lord and Gentlemen—I think I have now gone through the most important points of the project, for the promotion of which, we are assembled; we have now only to look to the future. On my part, I have already given notice of the renewal of this motion, unless taken up by the Minister, early in the Session. On your's, I venture to recommend, that I should continue to have the co-operation of the Munster Provincial College Committee, to suggest what, to them, may seem most advisable in the discussions which must immediately ensue. This, my Lord, is no partisan question, taken up to attack one Ministry, or to support another. I have not adopted it in that sense; I am not disposed to degrade it, by rendering it in any shape subservient to party purposes or political considerations. There is no understanding on the subject, between the Premier and myself: I have heard nothing from him, but what I heard in the House, and which was as new to me, as to any other Member who heard it. Since then, I have had no communication with him. I have acted in the character and position of a perfectly independent Member of Parliament, deeply anxious for the success of the project, and desirous it should be discussed in the same frank and impartial manner, in which I have endeavoured to lay it before you to-day. I was met, to all appearance, in a similar spirit. I recognised with pleasure, many important admissions of the principles I ventured to submit to the House. That Ireland once possessed adequate means of Academical Education, of which she was deprived by England, it was not difficult to show—that while other countries possessed the advantages of such education to a large amount, Ireland was comparatively destitute of them, was no longer denied. Who knows not the supremacy, which mental and moral pre-eminence confers on nations as well as individuals, in the days in which we live? Is it fitting that this nation of Ireland, in no wise inferior in natural gifts, forming portion of the greatest empire in the world, should in intellectual culture, have to bow its front before any other in the world? The

question then is this, what is to be the remedy? Is our one University to be for ever an exclusively Ecclesiastical Institution, or if so, are we never to have another? No other people, with the least appreciation of mental power or glory, would bear this humiliating state of things. Can it be imagined that we will? How far these considerations may press upon the Government, I know not, but this I know, that a pledge has been given, that measures shall be considered before the next Session of Parliament, and the necessary inquiries be instituted by Lord HEYTESBURY. I have reason to believe from secondary information, but on which reliance may I think be placed, that these inquiries are going on at this moment, I cannot say with what success; but having got so far, it will not depend on Sir ROBERT PEEL, nor on Lord JOHN RUSSELL, on the transient Ministry of to-day, or on that equally transient which may succeed it to-morrow, whether the People of Ireland shall have, like every other enlightened nation in Europe, a liberal, complete and permanent system of public instruction for themselves, and their posterity. It will depend on the People of Ireland themselves—it is for you, and such as you, to make these promises facts, to convert these hopes into realities; and, if now you be wanting in exertion for your own interests—if you neglect your obligations to yourselves and to those who may come after you, you not only abandon those interests and forfeit your title to those advantages, but you stand guilty of the worst of treasons, to the cause of civilization, before the eyes of your country and of all Europe.

And now, before I conclude, let me add one word more, on what I conceive the most important point of all, the spirit in which this sacred undertaking should be entered on, and conducted, as I trust it will be, to good and fortunate issue. The education of every country is not only the expression, but also the guide of the mind and conscience of that country, whatever they may be at the time. The period in which we live, let it be remembered, is not like that of the fourteenth or fifteenth centuries. The institutions of that age, were well adapted to it: they were of a more theoretic character, than similar institutions can be at present. Our age is more practical: it is an age of attempts, earnest, devouring, incessant, to raise the physical with the intellectual and moral nature of man. On every side we see as it were, a great Sorcerer sending forth his wondrous charms, to the remotest ends of the earth—controlling the winds—subduing the sea—wielding the elements to his boldest behests—exploring the cavern depths of the globe—almost annihilating space and time—consulting the haughtiest aspirings of the human heart, and, by the power of co-operation, moving men's minds and actions, like figures on a chess board. We see this mighty wonder-worker, effecting all this by the single power of thought; sending forth from his studious

cell, nations for his familiars, to work, and guide, and govern, as he may direct. But, beware how you regard him as a mere earthly magician, doing his own human will, by his own human means. God it is;—God in his instruments, who works the miracles which this metaphorical language endeavours to describe. While on one side, then, you consult the mere material interests of your race, look that you use them on the other, as means only, for higher purposes, to purify and beautify the spirit, and to extend and elevate and sanctify the power of soul. Do not suppose you are a perfect nation. I never, before my countrymen, have been in the habit of boasting of their excellencies. I prefer rather to point them out their faults, as I would admonish any valued friend, in the hope of seeing them corrected. We cannot conceal from ourselves, that we have flaws and disadvantages in our social condition. The finger of every stranger points them out. Some of these have been reformed, others cry loudly and incessantly, and as yet unsuccessfully for reform. We tell the poor untutored man, that the law was made for his protection, and we shut him out from the benefits of the law: we teach him that an awful retribution awaits crime, and we render crime inevitable by suffering ignorance: we call on him for cheerful obedience, and in return scarcely offer him our sympathy: he is left to reflect on his happiness in a cabin, through which all the winds of heaven penetrate: and to admire our constitution through the bars, which have been erected to secure his exclusion. Do we wonder that with all these primary interests neglected, he should be deficient in the qualities which usually follow in their train; when promoted, that his industry should be uncertain, his habits disorderly, his foresight rare, his very generosity not unfrequently capricious and vain. Whence comes all this? Much more, I verily believe, from above than from below. It is amongst the upper classes the seeds of all these defects are sown;—to them they may be traced. We have ourselves, yet to gain those principles and practice, we would inculcate and infuse into those beneath us. We have to acquire that knowledge, thoughtfulness, reflection, punctuality, and perseverance, those habits of cool and laborious inquiry, and resolute maintenance of right and truth, under whatever shape it may appear, that wise respect for the opinions of others, that firm, but temperate avowal and adherence to our own, that wide compassion for human want and even error, beyond all limits of creed and class,—in a word, that self-forming, self-respect, and self-standing, which constitutes the pith and marrow of a people and alone gives right to the higher honors of a nation. These are the qualities the Irish people can attain, and will attain I am quite sure, through a sound system, harmoniously working, and universally diffused, of National Education. In urging you therefore onward, in your efforts to obtain this end; in offering you my feeble aid to

secure for the middle and higher classes, as I have already endeavoured to do for the lower, their appropriate means of moral and mental culture—their Academies, their Colleges, their Universities as well as Schools:—great would be the error to suppose that I work for the mere purpose of Commercial or Literary advantage, or the promotion of the material, the inferior interests of humanity. No! I look to an end more worthy of such a cause:—to its higher, more enduring, more ennobling results. I look to laying the foundations of a people, to erecting of a future Ireland, which may raise, and have a right to raise her brow amongst the proudest of her sister communities of Europe, their equal in intellectual power and glory; in moral elevation, I ardently hope and trust, beyond them.

APPENDIX.

No. 1.

HEADS OF A PLAN FOR NATIONAL EDUCATION IN IRELAND, SUBMITTED TO
THE GOVERNMENT—DEC. 9, 1830.

A National system of Education should be applicable to every portion of the Nation. To be generally applicable, it should be generally acceptable.

It should be especially so to the classes which most require it. These are the lower classes in most communities.

The lower classes in Ireland are principally, and in many places altogether Catholics.

The Catholics are opposed, and are likely to continue opposed, to any system which labours under the suspicion of Proselytism.

The system of the Kildare Place Society has laboured, and does labour, under this suspicion.

The system of the Kildare Place Society, therefore, can never become National

Another system has become necessary.

The Irish, generally speaking, are anxious for education. They will try to obtain it through many obstacles. But it may be injurious. Government cannot suppress the passion or prevent its gratification. But they can beneficially direct it. If they are to govern, they are bound to govern well. The first duty of good government is to see that education be beneficially directed.

To effect this, Education must be good; it must be widely diffused; it must be efficiently and permanently supported.

By "good," is meant not only that the education be good in itself—an absolute essential—but that it be in harmony with the special feelings and wants of the great mass of the Nation.

By being "generally diffused," is meant being extended, not to a favoured sect or party, but to every persuasion, class and portion, without distinction, of the Nation.

By being "efficiently and permanently supported," is meant, requisite funds and perfect security for its efficiency and duration.

These principles being admitted, let us now proceed to their application.

The lower class of the people stand most in need of Education. Begin with the lower. Establish Elementary or Primary Schools, one at least in every Parish.

But Education should not be forced on the People: it should be offered and demanded.

It should, therefore, be at the choice of the Parish: it should determine whether it will have a school or no.

It is right the People should pay for what they derive benefit from. It is also right that Government, which likewise derives such material benefit from the education (well directed) of the People, should assist the People in establishing and directing it.

There should be joint contribution, joint exertion, joint management, between Government and People.

Allow, therefore, every Parish, if it should so think fit, to meet and assess itself for the establishment and support of a School. On the presentation of such assessment, duly authenticated, require Government to advance *one-third* annually, or to *build* and *outfit* the School.

Men value little what costs nothing. Children frequenting a School should, therefore, pay *something*, however trifling to its support.

The great object of Education being to make men happy, and in order to that, useful and good, Religious Education should be the first of all; but it should not be of such a nature, nor given in such a manner, nor by such persons, nor at such times, nor in such places, as to neutralize its good effects, or to produce such bad effects as religious discord. The mode of giving them should not render nugatory in after life, those blessed lessons of Christian charity given in childhood and youth.

Therefore—

1. Let Catholics and Protestants be educated, wherever possible, in the same school; each in their quality of citizen contribute to it. Its object is to prepare future Citizens for a common country.

2. Let Religious instruction be given regularly to the pupils of each persuasion; but by the persons most competent to give, and most interested in giving, such instruction as it ought to be given, that is, by their respective Pastors.

3. In order to remove all causes of Religious discord, let Religious instruction be given on a day, and in a place most appropriate to such duty. A separate room in the School, the Church or the Chapel, might be applied to that purpose (if Sunday be insufficient) every Saturday.

4. Let the Schoolmaster (who, to educate with effect, ought to have the confidence of the pupils and their parents, *i. e.* the Parishioners) be chosen by the Parishioners; but in order to guarantee that the choice be good, and not liable to the chances of ignorance or passion, let the selection be made from a Teachers' School, under the superintendence of a proper body.

This body, to execute its duty with utility, ought to possess the confidence of the People and of the Government. It should, therefore, be composed of Protestants and Catholics, of Clergy and Laity, in due proportion. It might be called the Board of National Education; and to it should be entrusted the application of National grants, the publication of books, and other objects connected with National Education.

But the Middle class require education as well as the Lower.

Let there be all this established in every Province, Provincial Colleges and Academies, for the education of the Middle classes of society, in those departments of knowledge most necessary to such classes, Mathematics, Mechanics,

Natural Philosophy, Natural History, Agricultural and Commercial Chemistry, &c. &c. &c.

As the advantages derivable from such establishments are considered by many, more in the light of luxuries than necessities, let them be established in part by subscription; but as Government, or more properly the community of which it is the organ, would also derive benefit from their existence—let Government concur in certain conditions with the subscribers, for their establishment and support.

Let these conditions be, that on two-thirds of the sum necessary for their establishment and support, being subscribed, Government should grant the remaining third, or let Government build and outfit, and the People support.

Let the establishment be maintained, in addition to such subscriptions by fees from pupils; the subscribers to have a preference in presenting pupils to the establishment.

The Provincial Colleges, though principally destined for the Middle and Professional classes, might be made, where deemed advisable, subsidiary to the University.

The University is destined principally for the Upper classes.

The only University in Ireland is Trinity College, Dublin. Though its gates are open to Catholics it is not *national*, for Catholics are excluded, not indeed from its studies, but from the honors and emoluments to which these studies lead. This is not yet felt as a great grievance by the Catholics; partly because they have been long distracted by their late divided and degraded condition, from all intellectual pursuits; and partly because they form a minority in the upper grades of society. But it is not less clear that the day must come, and soon, when such effects (these causes no longer existing) must pass away. Catholics must then be admitted, not only to the cultivation, but to the natural rewards of such cultivation, of every branch of human knowledge.

The funds of the Dublin University, both in lands and fees, are, on its own admission, large. They are in the management and enjoyment of a few. They might be made more usefully available to the many.

It will be urged that this would be impracticable; it would be a direct interference with ecclesiastical property.

Is the National University of Ireland, then, an exclusively Ecclesiastical corporation? If so, why are there Lay Fellowships and Scholarships? If one, there may be many. There is no good reason why Catholics, as well as Protestants, should not be eligible to both. If too few—let them be increased.

If, on the contrary, the University be what it has been described, purely Ecclesiastical—purely exclusive, it is high time, in justice to the Irish nation, to whose wants such a body cannot be adapted, to found a second University, either taking advantage of existing institutions, or erecting a new University altogether.

Thus good and ample education, on a fair system, accessible to all, acceptable to all, contributed to by all, and managed by all, would be provided for the present, and be fully secured to future generations. Such a system is a National System—all others, less wide, less enduring, are temporary experiments for the advantage of a party; miserable boons to sections of a nation.

No. 2.

LAWS OF WILLIAM TO DISCOURAGE CATHOLIC EDUCATION.

7 William, c. 4, Act restraining Foreign education. 9 William, c. 1, Act banishing Popish Archbishops, Bishops, and Priests. Every Popish schoolmaster tutor, or usher, was subject to the same penalties as the Popish Clergy, and £10 offered for his conviction.

No. 3.

CHARTER SCHOOLS.

In 1741, ten years after the Charter had been granted, the Society had established—

SCHOOLS, educating SCHOLARS, at an EXPENDITURE of	
1741, 15	372 £10,000
1751, 35	1022 54,000
1761, 47	1979 100,000

For the number of schools, scholars, and annual expenditure from that year to the year 1821, see Parliamentary Report on "Foundation Schools, Ireland," 1838.

SCHOOLS.	SCHOLARS.	At an EXPENDITURE of
In 1821, there were 33	2200	£36,655 0s. 6 $\frac{1}{2}$ d.

Upwards of £1000 per School, and what an education for such a charge! Contrast this with the statement of Sir Robert Peel, in his speech on the operations of the National Board in 1832.—*Times, Saturday, July 20, 1844.*

No. 4.

ASSOCIATION FOR SUPPRESSION OF VICE, in 1824, educated 15,922 scholars. THE KILDARE PLACE SOCIETY, in 1825, had established 1,490 schools, attended by 100,000 scholars. The grant was withdrawn by Parliament in 1832. For the annual amount, see the *Report on Foundation Schools and Education, Ireland, 1838*, p. 11.

No. 5.

LAY AND CLERICAL QUERIES.

I. Which do you think preferable, that *separate* Parochial Schools should be provided for Catholics and Protestants, or *joint* Schools, entrusting to the same teachers the Civil Education of the pupils, but confiding the Religious to their respective Pastors, at such time and places as may be convenient?

II. In case either of these plans be adopted, would you recommend that such Schools should be supported by Government grants solely; or by Assessments levied on the Parish by the Rate-Payers or Freeholders, convened in public meeting on due notice; or by a combination of both modes (on a plan similar to that adopted by Grand Juries,) measuring the amount of Grant by that of Assessment or Subscription; or by the allocation or restitution rather to its original purpose* of a portion of Church revenues, so as to supercede, or at least materially to diminish such demands on the Treasury and the People?

* See the Statute of Henry VIII.—the Statute 12 Elizabeth. c. i.

III. In case the first plan should be adopted, in what proportions and on what principle would you determine the amount of Grant and Assessment respectively?

IV. Would you, in addition to these *Parochial* schools, deem it advisable to establish in each Province, *Provincial* Schools or Colleges to be maintained partly by Government Grants, and partly by public subscriptions or shares, combining the elements of an ordinary English education, with an adequate instruction in the Sciences most calculated to promote knowledge and industry amongst the middle classes of our population, such as Mechanics, Natural Philosophy, Navigation, Statistics, Political Economy on a Popular plan, Agricultural and Commercial Chemistry, &c.?

V. Would you deem it advisable to leave these several Schools and Colleges to the regulation of Committees or Councils appointed by themselves, or to place them under the superintendence of a Board or Minister of "*Public Instruction*;" and if so, how should such Board or Minister be selected?

19, Manchester Buildings,
Feb. 26, 1831.

THOMAS WYSE.

No. 6.

5 WILL. IV.—Sess. 1835.

Last introduced August 6 1831. 92 11th June, 1835.

A BILL

FOR THE ESTABLISHMENT OF A BOARD OF NATIONAL EDUCATION, AND THE ADVANCEMENT OF ELEMENTARY EDUCATION IN IRELAND,

(Prepared and brought in by Mr. Wyse, the Earl of Kerry, and Mr. W. S. O'Brien.)

Preamble.

WHEREAS it is right and expedient that in every State there should be established, widely diffused and permanently maintained, such a system of Public Education as may best tend to improve the physical, intellectual, moral, and religious condition of its inhabitants, and promote the virtue and happiness of the same; and whereas this subject is most effectually to be attained by the joint contributions and exertions of the Government and the People: and whereas it is especially desirable that such a system should be extended to Ireland; be it therefore enacted, by the King's most excellent Majesty, by and with the advice and consent of the Lords spiritual and temporal, and Commons, in this present parliament assembled, and by the authority of the same, that a Board shall be constituted in Ireland for advancing and superintending Public Education, with power to found and superintend schools therein, and that every Parish shall have power to assess itself for the support of any such school for the use of the inhabitants thereof; to which end be it further enacted, as follows:

Sect. 1.
Board to be constituted in Dublin, under the title of "The Board of National Education."

1. A board, under the title of the "Board of National Education in Ireland," shall, within the space of *one* calendar month after the passing of this act, be established in Dublin, with the powers hereinafter stated, for the due execution of this act.

Sect. 2.
Constitution of the board.

2. The Board shall consist of the following members, namely, the Archbishop of Dublin, the Catholic Archbishop of Dublin for the time being, a Presbyterian Clergyman, and six laymen, namely, the Chief Secretary of Ireland for the time being, and five other laymen, regard being always had to preserve, as much as possible, one moiety Protestant, and the other Catholic, and to select one member from the city of Dublin, and one from every one of the four provinces of Ireland.

NOTE.—The words printed in *italics* are proposed to be inserted in the committee.

3. The members of the board shall be appointed by the Chief Governor of Ireland; and whenever any vacancy shall occur in such appointments, such vacancy shall be forthwith filled up, pursuant to the preceding provisions, by the chief governor of Ireland for the time being.

Sect. 3.
Members thereof to be appointed by the Lord Lieutenant.

4. The Chief Secretary for Ireland for the time being shall be president of the board, and the board shall appoint, with the approbation of the chief governor of Ireland for the time being, one of the members thereof to be the Vice-President, and to discharge the duties of the president in his absence.

Sect. 4.
President thereof to be the chief secretary for Ireland, for the time being, vice president thereof to be appointed by the board with the approbation of the Lord Lieutenant.

5. The board shall, in like manner, with the approbation of such chief governor, appoint a secretary, treasurer, inspectors, counsel, solicitor, architect, and such other officers as they may deem necessary, prescribe the duties, and fix the salaries of the same.

Sect. 5.
The secretary, treasurer, inspectors, and other officers thereof to be appointed by the board, with the approbation of the lord lieutenant.

6. The board may appoint a committee of its members for transacting the ordinary business thereof, and prescribe the duties and regulate the proceedings of such committee.

Sect. 6.
Committee of the board.

7. The board shall hold two general meetings in every year, on days to be appointed thereby, and an extraordinary meeting whenever summoned by the president, or by *three* members of the board, *seven* days previous notice of such extraordinary meeting, and of the purposes thereof being given by the secretary to every other member of the board.

Sect. 7.
General and extraordinary meetings of the board.

8. The board may, at such general or extraordinary meeting, receive and consider the reports of the officers of the board, audit the accounts, make regulations for the execution, and in pursuance of this Act, and prepare and sign the reports to be laid before the Government or Parliament.

Sect. 8.
Proceedings thereat.

9. The Board and Committee shall keep journals of the proceedings of every meeting thereof respectively, and enter in such journal the name of every member thereof respectively present, and also all reports made to, or by the board; and whenever the board shall so be ordered by the chief governor of Ireland for the time being, or by either house of Parliament, shall produce such journals, or a true copy of the whole, or of any parts thereof respectively so required.

Sect. 9.
Board and committee shall preserve records and accounts, and produce them whenever legally so required.

10. The board shall, once at least in every year, present, through its president, to such chief governor, for the purpose of being laid before both houses of parliament, a general report of all their proceedings during the previous year, setting forth, first, all transactions relating to the board itself; secondly, all matters relating to the schools under the jurisdiction thereof; and, thirdly, such further information relating to the state of education generally, and such suggestions for its improvement, diffusion and support as may be thereby deemed advisable, and every such report shall be signed by a majority of the board.

Sect. 10.
Board shall report once a year, at least, to the lord lieutenant.

11. The board, for the purposes of this act, shall be a Body Corporate, and shall have all rights and powers usually exercised by other bodies corporate in Ireland, for the enforcement and administration of their rights under the title before mentioned.

Sect. 11.
Board for the purposes of this act shall be a body corporate.

Sect. 12.
Board may make by-laws for their own government, with the approbation of the lord lieutenant.

12. The board may at their first or any subsequent general meeting, with the approbation of the chief governor of Ireland for the time being, make such by-laws, orders and regulations for their own government, and that of the officers and servants thereof as to *two-thirds* of all the members of the board shall seem expedient, and such by-laws, orders, and regulations shall remain in force until altered or repealed by *two-thirds* of all the members of the board.

Sect. 13.
Board may sue and be sued, in the name of its secretary.

13. The board may prosecute, sue and be sued in the name of the Secretary thereof for the time being, without any prejudice to such prosecution or suit from the mere act or default, or state of the office of such secretary.

Sect. 14.
Board may purchase and hold hereditaments and chattels, and exchange them for others of equal value.

14. The board may purchase, take and hold, either in fee-simple or for any less interest, any hereditaments, and take or receive any chattels that shall to them respectively be given, granted, devised or bequeathed by any person capable of making such gift, grant, devise or bequest; and may exchange any part of such hereditaments for other hereditaments being of equal value; and lying more conveniently for the site of any school to be established or maintained under this act.

Sect. 15.
Conveyances to the board to be valid, whether made by laymen or by ecclesiastics.

15. Every person seised of land in fee-simple, fee-tail, or for life, may, for the purposes of this act, by deed, grant or sell to, or exchange with, the board, such land, or any part thereof, as fully as such person may now grant, sell or exchange the same for like purposes in Ireland; and every archbishop and bishop, and every other ecclesiastical person, with the consent of the archbishop or bishop of the respective diocese, may, for the purposes of this act, by deed, grant or sell to, or exchange with, the board, any part not exceeding *twelve* acres of the land to them respectively belonging, in right of their ecclesiastical dignities.

Sect. 16.
Board shall hold all hereditaments or chattels so purchased or granted in trust for the public, or for the particular purposes for which the same shall have been granted or assured; and shall account therefor to the lord lieutenant, or to parliament, whenever so required.

16. The board shall hold in trust for the public services all parliamentary grants made to them from time to time, all hereditaments and chattels granted or assured to them for the purposes of this act, and shall apply the same in the manner best calculated to advance such purposes, or the particular purposes (if any) for which the same shall respectively have been so granted or assured, and whenever so required shall render an account of such receipts and applications to the chief governor of Ireland for the time being, or to either house of parliament.

Sect. 17.
If not so applied, same shall revert to original grantor, donor, or to their heirs or assigns.

17. If the board shall not so apply any grant, donation, or bequest made thereto for the purposes of this act, the grantor, donor, or the heirs or assigns of such grantor, donor, or testator, may give notice to the board of such non-application or misapplication (as the case may be), and if the same shall continue for *six* calendar months after such notice, such hereditaments or chattels shall revert to such grantor, donor, or to the heirs and assigns of such grantor, donor or testator, and shall be re-assured, or re-transferred by the board accordingly.

Sect. 18.
Board may erect buildings for schools, for residence of teachers and for other purposes connected there-

18. The board, from the funds and the land so held in trust, may, in concurrence with the parishioners of any parish in Ireland, erect any number and description of buildings for

schools, for the residence of teachers, or for other purposes connected therewith, as they may judge most fitting; and may provide the same with articles and implements for teaching, and may annex to the same any portion of land, for the playground of the scholars, or for a garden for the use of the teacher, or for the purpose of Agricultural instruction.

19. The board shall pay the rent (if any) for such buildings or portions of land.

20. The board may provide such books, documents, and articles as to the board shall appear necessary for the purposes of education, and distribute the same for such purposes, gratuitously or otherwise.

21. The board, under regulations to be made thereby, and in any school under their jurisdiction, may establish a Library, for the use of the Teacher, and of the scholars, and the families to which they respectively belong; and may establish a collection of works of nature or art, for the use of the teacher, or of the scholars of such school, or of the families to which they respectively belong; and may provide any such school with any implement of mechanical or agricultural labour, for the instruction of the teacher and of the scholars of such school.

22. The board may establish, build, outfit, and maintain, under their immediate direction and control, in such parts of Ireland as to the board may appear advisable, schools for the education of teachers; and also Model Schools, connected with such teachers' schools, either annexed thereto or separate, as the case may require.

23. The board may appoint any number of persons to examine into the character and attainments of candidates for the situation of teacher, in order to ascertain whether such candidates be qualified, in respect to religious and moral habits and competency, to teach such branches of education as shall be prescribed by the regulations of the board for schools under the jurisdiction thereof.

24. The board may cause the name of any such candidate as shall, after examination, have been approved of by such examiners, to be entered in a list to be kept for the purpose, called the "Candidates' List," together with such particulars relating to the place of birth and of education, the honours obtained during the course of education, the manner of answering at such examination, and such other subjects as to the board may appear requisite, to convey a just idea of the qualifications of such candidate; and may publish such list in one at least of the newspapers of every province in Ireland once in every year, at the period in which their report is presented to the chief governor of Ireland for the time being.

25. The board may appoint such of the persons named in such list as they may consider best qualified for the situation of teacher, to any school under their jurisdiction, and shall furnish such teacher with an extract from such list duly authenticated of such examination and approval, together with a certificate of such appointment, and these documents shall

with; and may outfit the same with requisites for teaching; and may annex land thereto for playground teacher's garden or for purposes of agricultural instruction.

Sect. 19.

Board shall pay the rent (if any) for such buildings and land.

Sect. 20.

Board may provide school books and other school requisites.

Sect. 21.

Board may establish school libraries, and school collections; and provide implements of mechanical or agricultural labour in such schools.

Sect. 22.

Board may establish, direct and maintain teachers' schools, and model schools.

Sect. 23.

Board may appoint persons to examine candidates for the situation of teachers.

Sect. 24.

Board may enter the names of such candidates as shall be approved on a list, called "The Candidates' List;" and may publish such list once in every year.

Sect. 25.

Board may appoint teachers therefrom to schools under their jurisdiction.

constitute the title of such teacher to the privileges and emoluments of the situation.

Sect. 26.
Board may prevent any teacher, but such as are so appointed, from teaching in such schools.

26. The board may remove, by legal process, any teacher who, not having been appointed thereby, shall teach in any of the schools under the jurisdiction thereof, and, if necessary for that purpose, close such school.

Sect. 27.
Board may censure, suspend, or remove teachers so appointed, in case of proved incompetency or misconduct;

27. The board, upon any charge being made thereto of the incompetency or misconduct of the teacher of any school under the jurisdiction thereof, shall forthwith serve such teacher with notice of such charge, and having examined evidence upon oath, which any member of the board, or Inspector especially authorised by them, is hereby empowered to administer, shall either acquit such teacher of such charge, or, in case of proof thereof, may censure, suspend, or remove such teacher, as to the board shall appear just; and in case of removal, or after such suspension, as the case may be, all right of such teacher to the privileges and emoluments of the situation shall cease, and a new appointment thereto, either temporary or permanent, as the case may require, shall immediately be made by the board.

and may appoint in place thereof.

Sect. 28.
Board may reward teachers, in case of fitness or good conduct.

28. The board may promote any teacher of any school, under the jurisdiction thereof, who shall be proved by his talents and good conduct to be particularly qualified for the duties of teacher, to any such other school as shall be more eligible in point of situation or emolument, or may award such honorary or pecuniary reward to such teacher as may be determined by the regulations of the board.

Sect. 29.
Board may grant, with the approbation of the lord lieutenant, retiring pensions to teachers, on certain conditions, and within certain limitations.

29. The board may, with the approbation of the chief governor of Ireland for the time being, grant to any such teacher, who, for a period not less than *twelve* years shall have discharged the duties of teacher in any of such schools to their satisfaction, on retiring from such situation, a pension, or annuity, the amount, duration, and conditions of which shall be determined by the regulations of the board.

Sect. 30.
Board shall frame, with the approbation of lord lieutenant, general regulations for Schools under their jurisdiction;

30. The board, in order more effectually to establish a good organization, and to improve the course and methods of instruction, and to maintain good discipline and management in schools under the jurisdiction thereof, shall, within *twelve* calendar months after the passing of this act, with the approbation of the chief governor of Ireland for the time being, frame and publish "General Regulations," or directions for the organization of schools, and for the course and methods of instruction and discipline to be adopted therein; and may add thereunto, with such approbation, at any future general meeting of the board, such further regulations as shall appear to *two-thirds* of all the members of the board expedient, and such regulations shall remain in force and be obligatory on all such schools until altered or repealed by *two-thirds* of the board, with consent of the Lord Lieutenant for the time being, at any future general meeting thereof; and in order more effectually to establish and maintain such regulations, a copy thereof or of such part thereof as to the board may appear expedient, shall be placed in every such school, and every teacher appointed by the board shall subscribe to such regulations before entering upon the duties of his situation.

which shall be obligatory on such schools, until repealed.

Copies thereof, or of parts thereof, shall be placed in such schools and shall be subscribed by teachers appointed thereto.

31. The board shall appoint, in order that such regulations may more effectually be observed in such schools, two "School Inspectors," one Protestant and the other Catholic, for every one of the Provinces of Ireland, for the purpose of visiting conjointly, twice in every year, at such periods as the board shall determine all such schools in the province to which they shall respectively be appointed.

Sect. 31.
Board shall appoint school inspectors.

32. The school inspectors, at every such visit, shall examine into the course and methods of instruction and discipline in all such schools, and into the manner in which the provisions of this act and the regulations of the board are observed, in, or in regard to every such school, and shall enter the result of such examination in a book to be kept for the purpose in every school, and lay an attested copy thereof before the board, with such further report of matters relating to such schools as by the board may be required, or to such inspector may seem expedient.

Sect. 32.
Who shall periodically examine into the state of schools under the jurisdiction of the board, and report thereon.

33. In order to render more easy and accurate such examination and report on the part of the school inspectors, every teacher of such schools shall preserve journals of all proceedings relating to such school, and shall produce them, or copies thereof, whenever required by the board or their inspectors, in the manner and form which shall be prescribed by the regulations of the board.

Sect. 33.
Teachers of such schools shall preserve records, and exhibit them, whenever so required, to the school inspector.

34. Whenever the board shall deem it expedient to establish a school in any parish in Ireland, they shall transmit to the inhabitants thereof, through the principal Protestant or Catholic Clergyman, or through the senior Magistrate, or senior Medical Officer residing therein, or any twelve Rate-Payers thereof, or through all of them, a proposal in writing to establish a school therein, and shall thereby bind themselves to provide the land, erect buildings for the school, for the residence of the teacher, and for the other purposes connected therewith, and to outfit such buildings with all articles and implements requisite for teaching; and to annex to such school such portion of land as may be required for the playground of the scholars, for a garden for the teacher, or for the purpose of Agricultural instruction, as the same shall be respectively set forth in a schedule accompanying such proposal; provided the inhabitants of such Parish shall, in a similar manner, bind themselves to provide, by a Parochial rate, first, for the salary of the teacher a sum not less than nor more than _____; secondly, for the maintenance and repairs of such buildings a sum not less than nor more than _____; and thirdly, for the fuel, lighting, purchase of books, and of other articles and implements necessary for teaching, and for other regular and incidental expenses, a sum not less than _____

Sect 34.
Course to be followed by board when they shall desire to establish a school. Board shall transmit to the parish, in which they desire to establish a school, a proposal to that effect,

with Schedule annexed, setting forth the particulars thereof, and shall bind themselves thereto;

Provided the parishioners similarly bind themselves to assess for the salary of the teacher, the maintenance and repairs, and current expenses of the school.

35. The person receiving such proposal and schedule shall forthwith transmit copies thereof, certified by him to the Chief Constable acting in the parish, who shall, on the first Sunday after the receipt thereof, cause the same to be posted as a notice.

Sect. 35.
Course to be followed by the parish on receiving such proposal. Person receiving such proposal shall cause it to be posted by the chief constable acting in the parish.

36. After such posting, the person receiving such proposal and schedule, or any *twelve* rate-payers of such parish, may

Sect. 36.
A requisition may be transmitted thereupon

to the chief constable to summon a meeting under the title of "School Meeting," to decide on such proposal.

Sect. 37.
The chief constable, on receipt of such requisition shall demand a list of rate-payers of the parish from the collector of the county rates therein; which shall be transmitted by the same, and copies thereof distributed and posted by the chief constable.

Sect. 38.
Persons aggrieved in respect of omissions or particulars in such list, may appeal to magistrates in petty sessions, who may order the chief constable to rectify the same.

Sect. 39.
The chief constable, within *three* days after receipt of such list, shall summon a school meeting.

Sect. 40.
Rate-payers whose names shall appear on the posted list, shall have right to vote at such meeting. Twelve such rate-payers shall suffice to constitute a school meeting.

Sect. 41.
If less than *twelve* be present at the time and place appointed, meeting shall stand adjourned.

Sect. 42.
If business be left unfinished, meeting may adjourn.

Sect. 43.
Proceedings of the school meeting.
Choice of a Chairman.

Sect. 44.
Every rate payer qualified to vote shall have one vote only, with the exception of the chairman, who shall have two; all questions shall be decided by a majority of votes.

Sect. 45.
Proposal of the board shall be read, and

transmit to such chief constable a requisition for a meeting of the inhabitants thereof, under the name of a "School Meeting" for considering such proposal and schedule, and for accepting or rejecting the same.

37. The chief constable, within *three* days after receiving such requisition, shall demand from the collector of the county rates in such parish a list of every person who shall, within *fifteen* calendar months next preceding the date of such list, have been charged and paid not less in total payment than *two* pounds each for county rates in respect to property held therein; and such list, within *seven* days after receiving such demand, shall be transmitted by such collector to the chief constable, and printed copies thereof shall be distributed and posted by the chief constable in such parish.

38. Every person aggrieved in respect of omissions or particulars in such list, may appeal to the magistrates in petty sessions of the county in which such parish shall be situate, and such magistrates may direct, by order under their hands, to the chief constable, such omissions to be filled up, or such particulars to be rectified as the case may require; and such alterations shall be made by the chief constable, before such meeting shall take place.

39. The chief constable, within *three* days after receiving such list, shall summon a school meeting for the purpose specified in the requisition hereinbefore mentioned, for *twelve* of the clock on a day not earlier than *seven*, nor later than *fourteen*, days after such receipt, in the place wherein parochial meetings usually are held, and post notice thereof in the same manner and place in which copies of the proposal and schedule and the list of rate-payers shall have been posted.

40. Every Rate-Payer, whose name shall appear in the list hereinbefore mentioned, shall be entitled to vote at such meeting, and any *twelve* such rate-payers who shall be present before noon on the day and place so appointed, shall suffice to constitute such school meeting.

41. If *twelve* such rate-payers be not assembled before noon, the meeting shall stand adjourned once only to the next day, Sunday excepted, at noon.

42. Or if, after having been constituted, any business be left unfinished thereat at five of the clock in the afternoon, the meeting shall stand adjourned once only to the next day, Sunday excepted, at noon.

43. The school meeting being so constituted, shall choose a chairman from those present, and qualified to vote.

44. Every such rate-payer shall have one vote only, and the chairman a casting vote beside, and all questions shall be decided by a majority of votes.

45. The school meeting shall next proceed to transact the business relative to the purposes stated in the requisition and none other, and first having heard read the Proposal and Schedule of the board, and an estimate or estimates to be presented

by one or more of the requisitionists of the salary of the teacher, of the maintenance and repairs of the buildings for a school, for the residence of the teacher, and for other purposes connected therewith, and of the regular and incidental expenses of such school, shall consider whether the establishing of such school be expedient, and whether, in consideration of its being established pursuant to such proposals and schedule, it be advisable to levy on the parish the amount of such expenses according to such estimate, or, if not, to what amount in lieu thereof.

estimates of the sum required for the salary of the teacher, and the maintenance of the buildings and current expenses of the school shall be presented, and considered and a decision taken thereon.

46. If the school meeting shall decide on accepting the proposal and on the amount and employment of the sum to be levied on the parish pursuant thereto, such decision shall be forthwith reduced to the form of an application for a presentment, and be certified on behalf of the meeting by the chairman.

Sect. 46.

If the proposal of the board shall be accepted, and the sum to be levied pursuant thereto be decided on, such acceptance and decision shall be reduced to the form of an application for a presentment.

47. The school meeting shall also decide on the sum or "school fee" to be paid weekly by each scholar who shall attend such proposed school, due regard being had to the population and circumstances of the parish, or to the district of the parish, wherein such school is proposed to be established, and such decision shall be reduced to writing, and certified in like manner by the chairman.

Sect. 47.

Amount of "school fees" shall also be decided.

48. The Chairman shall cause such application for a presentment, and such decision regulating the amount of school fee, together with copies of the proposal, and schedule of the board, and all documents connected respectively therewith, to be transmitted at the usual time for forwarding applications for presentments for roads to the secretary of the grand jury of the county in which the parish shall be situate.

Sect. 48.

Such application for presentment and decision regulating amount of school fees, together with other documents, shall be transmitted to the grand jury of the county in which the parish is situate.

49. Every such application shall be inserted by such secretary, on receipt thereof, in the list of applications for presentments to be submitted to the grand jury at the then ensuing assizes, and on proof of the proposal of the board, and the usual forms having been complied with, and the estimates and school rate having been duly set forth, it shall become a presentment of such grand jury, and shall be subject to traverse as in case of other presentments, and, if not traversed, shall be fiated by the judge at the same assizes; but no money shall be levied till notice shall be given of the opening of the school to the treasurer of the county in which such parish shall be situate.

Sect. 49.

And shall become a presentment,

but subject to traverse and if not traversed, shall be fiated by the judge; but no money shall be levied until notice shall be given of opening of school.

50. When such Presentment shall be fiated, an attested copy thereof shall be transmitted by the secretary of the grand jury to the board, and on receipt of such copy, the board shall forthwith carry into effect their proposal for the establishing such school according to the schedule annexed thereunto.

Sect. 50.

A copy thereof shall be transmitted to the board; who on receipt thereof shall carry into effect their proposal.

51. When such proposal shall have been fully carried into effect, the board shall appoint, pursuant to the provisions of this act, a teacher to the school, and give notice that such school is open for the reception of scholars to the chairman of the school meeting, and the treasurer of the county in which the parish shall be situate.

Sect. 51.

When carried into effect, the Board shall appoint a teacher to the school, and give notice of its being open for the reception of scholars to the chairman of the school meeting, and to the treasurer of the county

Sect. 52.
The chairman shall, on receipt of such notice, cause a copy thereof to be posted, and shall instal the teacher.

Sect. 53.
The treasurer of the county, on receipt of such notice, shall cause the school rate to be levied pursuant to presentment, until same shall be altered or annulled by another presentment.

Sect. 54.
And shall pay such school-rate to such body or person as the school meeting may appoint to receive and apply the same.

Sect. 55.
Parties desiring to apply donations, subscriptions or bequests, to the use of such school, may transmit same through such body or person.

Sect. 56.
The school meeting shall appoint a committee, under title of "school committee," for such purposes, and for the inspection of the school.

Constitution of the school committee.

Sect. 57.
Continuance in office.

Sect. 58.
Places and periods of meeting.

Sect. 59.
Choice of a chairman, secretary and treasurer; the treasurer to give security.

52. The chairman of the school meeting shall, on receipt of such notice, cause a copy thereof to be posted, and within *seven* days after such posting shall instal the teacher with such forms as shall be prescribed by the regulations of the board.

53. The Treasurer of the county, on receipt of such notice, shall from time to time insert in his warrant to the respective Collector of county rates, after every Assizes, the sum to be for "school rate," pursuant to such presentment, in such parish, until, subject to the provisions hereinbefore contained for regulating such proceedings, another application, either altering or annulling such presentment, shall have been decided on at a meeting held in such parish, with the approbation of the board, and a presentment founded on such application shall have been fiatd by the judge of assize.

54. Such treasurer shall pay for the use of such school so established such school rate, when so levied, to the parish through such body or person as a school meeting thereof shall have appointed to receive the same.

55. Any party desiring to apply any donation, subscription, or bequest made in money, to the use of any school maintained by the parish, under the jurisdiction of the board, may transmit or direct to be transmitted such donation, subscription or bequest to such body or person as a school meeting of such parish shall appoint to receive the same; and such body or person may apply such donation, subscription or bequest to such use, subject to the regulations of the board.

56. The school meeting, hereinbefore mentioned, before separating, shall appoint for the receiving and applying the "school fund," whether under the name of "school rate," or of "school donations," "subscriptions," or "bequests;" and for the inspection of such school, a committee, under the title of the "school committee," of such parish, of which the principal Protestant and Catholic Clergyman thereof, and the senior Magistrate and senior Medical Officer residing therein, shall be permanent members, and at least an equal number of rate-payers, qualified to vote at school meetings of such parish, shall be elected members.

57. Such Committee shall continue in office till the *first Monday in the month of June* next ensuing, and shall afterwards be re-appointed in the like manner, from year to year, at a school meeting, to be held for such purpose, in like manner with the school meeting at which they were appointed.

58. The School Committee shall meet as near as may conveniently be to the school-house, once at least in every month, and also, whenever summoned by notice, specifying the objects of such meeting, and signed by any Member of the board, or any Inspector, or any *three* members of the Committee, or by *twelve* rate-payers qualified to vote at a school meeting of such parish.

59. The school committee, at their first meeting, shall choose a Chairman, Secretary and Treasurer, to continue in office during the continuance of such committee; and the treasurer, on giving security to the amount of *one* year's school

rate, shall be authorised to receive all funds on account of the school, and to grant receipts for the same.

60. The school committee shall, at the same meeting, appoint one or more of the members of such committee to act for such periods as may be determined thereby, as "visitor" of such school, and may at any future meeting appoint instead of such visitor, and for like periods and purposes, any other of the members thereof, and such visitor shall collect the school fee, ascertain the attendance of the scholars, inspect the school, and report on these subjects severally to the committee.

Sect. 60.
Appointment of
"school visitors."
Duties thereof;

shall inspect the school, and report thereon to the school committee.

61. The school committee shall, from the funds received for such purposes, pay half-yearly the school salary and school fees to the teacher of such school, and shall provide for the maintenance, repairs and improvement (if necessary) of such school, and for the preservation and purchase of books and of all other articles and implements which may be required for teaching, and for the fuel, and lighting, and for the other regular and incidental expenses thereof.

Sect. 61.
Duties of the school committee;
shall pay the teacher, and provide for the maintenance of the school buildings, and for the preservation and purchase of school requisites, and for the current expenses of the school.

62. The school committee shall watch over the punctual attendance of the scholars, the cleanliness, ventilation, and good order of the school, and the health, comfort, and general management thereof, without interfering with the course or methods of instruction, or the privileges or functions of the teachers, unless with the sanction of the board.

Sect. 62.
And shall watch over the good order and management of the school, without interfering with the privileges or functions of the teacher.

63. The school committee shall keep an account of all their proceedings, and of all receipts and disbursements of funds committed to their charge, and shall, whenever required, exhibit such accounts and the documents relating thereto to the board, or to any of the inspectors thereof, or to any of the rate-payers qualified to vote at a school meeting of such parish, and shall at the annual meeting to be held for the appointment of the school committee, and before proceeding to such appointment, exhibit such accounts and report thereon to such meeting.

Sect. 63.
The school committee shall keep records and accounts; and exhibit them when legally required,

and present a report thereon once a year, to the parish at the school meeting.

64. Any member of the school committee, or the teacher of the school, or any rate-payer qualified to vote at a school meeting, who shall complain of the management of the school fund, or the state or management of the school, or who shall propose to make any amendment therein, shall transmit in writing, with his signature, such complaint or proposal in the first instance to the school committee, and if such committee be unwilling or incompetent to redress such complaint, or to carry into effect such proposal, then such person may transmit the same to the inspectors, or to the board, for the consideration thereof respectively.

Sect. 64.
Complaints or proposals for amendment shall be first transmitted to the school committee; and if the school committee be incompetent or unwilling to act, then to the school inspectors, or to the board.

Sect. 65.
Course to be followed when the inhabitants of a parish shall desire to establish a school; they shall memorialise the board to that effect, who thereupon shall forward a proposal and schedule to the parish. The parish shall proceed, on receipt thereof, as if such proposal and schedule had, without such memorial, been forwarded by the board.

65. Any principal Protestant or Catholic clergyman of any parish in Ireland, or any magistrate, or medical officer residing therein, or any *twelve* rate-payers thereof, who shall desire that any school shall be established in such parish, may transmit a memorial to that effect to the board, on receipt whereof a Proposal and Schedule shall be forwarded by the board, and proceedings taken thereon, as if such proposal and schedule had, without such Memorial, been forwarded by the board.

Sect. 66.
Course to be followed when any party shall desire aid for erecting, outfitting, and maintaining a school, such party shall memorialise the board to that effect; who thereupon may grant aid for such purposes, on certain conditions, and within certain limitations.

Sect. 67.
Penalties for wilfully obstructing the execution of this act.

Sect. 68.
Forms.

Sect. 69.
Notices.

Sect. 70.
Construction of this act.

66. Any party requiring aid towards defraying the expense of establishing, maintaining or improving a school, and giving security for the permanence of such school, and submitting to the conditions and regulations of the board, may transmit a memorial to that effect to the board, and the board may thereon grant such aid in a proportion not exceeding *two-thirds* of such expenses.

67. Any chief constable or collector of county rate, or any other person who shall refuse or delay to perform the duties imposed on such person by or under this act, or shall wilfully obstruct or unduly interfere with the execution thereof, shall for every such offence, upon conviction thereof before any of the justices of the peace at petty sessions, forfeit a sum not exceeding *five* pounds, at the discretion of such justices.

68. The forms contained in schedules (A.) and (B.) shall be used as far as they are applicable.

69. All notices shall be fairly written or printed, and signed by the persons respectively giving the same, and (except in cases of meetings of the board, board committee, or school committee) be posted on the principal outer-door of one at least of the places of Protestant and Catholic worship, or on the other usual places for posting notices of applications for presentments in the parish.

70. The provisions of this act concerning a "county" shall apply to a riding, to a county of a city or town, and to a city and county; and those concerning "a parish" to a union of parishes, and to any parish forming a part of such union; and those concerning "a county" to the county wherein the greater part, in extent, of the parish is situate, so as to make the whole parish within such county, for the purposes of this act, and those concerning "grand juries at assizes," to grand juries at presenting terms in the county and county of the city of Dublin; and those concerning "the chief governor," to the lords justices acting in his stead; and those concerning "the chief constable," to the chief peace officer of every place where there is no chief constable; and those concerning "Protestant," to Protestant dissenters as well as to members of the Established Church.

[Brought in, Read a first time, and Ordered, by the House of Commons to be Printed, 11th June; read a second time on 24th June, and referred from a Committee of the whole House, to a Select Committee.]

Extract from a letter written by Mr. Wyse to Mr., now Lord Stanley, dated Waterford, Dec. 9, 1831, and published in the *Dublin Evening Post*.

THE INSTRUCTIONS.

1.—A Board, to be composed of men of high personal character, including individuals of exalted station in the Church—of persons professing different opinions.

2.—It is the intention of the Government that the Board should exercise a complete control over the various schools which may be erected under its auspices, or which, having been already established, may hereafter place themselves under its management and submit to its regulations.

3.—The Board will probably look with peculiar favour upon any applications proceeding either from—first, the Protestant or Roman Catholic Clergy of the Parish; or, second, one of the Clergymen, Sectarian Minister of Parishioners, professing the opposite creed; or, third, parishioners of both denominations.

4.—The Board will note all applications of aid, whether granted or refused, with the grounds of the decision, and annually submit to Parliament a report of the proceedings.

5.—The Board will be intrusted with absolute control over the funds which may be annually voted by Parliament.

6.—They will refuse all applications in which the following objects are not locally provided for:—

1st. A fund sufficient for the annual repairs of the schoolhouse and furniture.

2d. A permanent salary for the master; not less than pounds.

3d. A sum sufficient to purchase books and school requisites for half price, &c.

THE BILL.

1.—Board to be established in Dublin, called “The Board of National Education;” to consist impartially of different religious persuasions.—Sec. 1, 2, and 3.

2.—To which shall be intrusted the superintendence and control of all and every the Schools which may hereafter be established, under the provisions of this Act.—Sec. 1. Schools already established may place themselves under the superintendence of the Board.—Sec. 73.

3.—If the Board shall desire to originate any such School or Schools in any parish or parishes, they shall give notice thereof to the Protestant Rector, or Roman Catholic Priest, or their respective Curates, or the Presbyterian Minister, or to any Magistrate or Magistrates, of the same, who shall convene a meeting of the parishioners for the purpose, sec. 41; and *vice versa*, the Protestant Rector, Catholic Priest, Presbyterian Minister, and Parishioners, may make application for the same.—Sec. 61. and sub.

4 and 5.—Power to Board to apply and direct the application of the Parliamentary grants, and all other grants, subscriptions, and bequests, for the purposes of this Act, sec. 13. But to account, therefore, to Parliament, once a year, or as often as may be required, sec. 14. Books of proceedings and other documents to be kept, sec. 35; and annual Report of such to be furnished by Board to Parliament—sec. 86.

6.—Salary of Schoolmaster and other requisite expenses, such as fuel, lighting, the necessary annual repairs of the Schoolhouse, and other incidental expenses, to be assessed by the Parish previous to schools being established by the Board.—Sec. 48, 50, 60.

4th. Where aid is sought from the Commissioners for building a schoolhouse, it is required that at least one-third of the estimated expense be subscribed, or site for building, to be approved of by the Commissioners, be granted for the purpose; and that the schoolhouse, when finished, be vested in trustees, to be also approved of by them.

7.—They will, at various times, either by themselves or by their inspectors, visit and examine into the state of each school, and report their observations to the Board.

8.—They will allow to the individuals or bodies applying for aid, the appointment of their own teachers, subject to the following restrictions and regulations :—

1st, He shall be liable to be fined, suspended, or removed altogether by authority of the Commissioners, who shall, however, record their instructions.

2d. He shall receive previous instruction in a model-school in Dublin, to be sanctioned by the Board.

N.B.—It is not intended that this regulation should apply to prevent the admission of such masters or mistresses of Schools already established, as may be approved of by the Commissioners.

3d. He shall hold testimonials of good conduct, and of general fitness for the situation from the Board.

The Board will apply the funds annually voted by Parliament to the following purposes :—

1 Granting aid for the erection of schools, subject to the conditions herein-before specified.

The Bill requires the Board to furnish the whole expenses of the land, building, and outfit of the school—sec. 40 and 67. (Without referring to the example of other nations, the actual condition of Ireland demands and justifies this course.

7.—Power to Board to visit schools under their jurisdiction personally or by deputy, and to call for papers—sec. 29; and to report all matters to the Board—sec. 29.

8.—The Bill gives the appointment of Schoolmasters to the Board in name; but vesting the power of paying the salary in the Parish, gives it in reality to the parish.

Power to Board to censure, suspend, or remove schoolmasters—sec. 20—but must first be heard (that is, not merely the reasons recorded, but the charges proved on oath.—sec. 21.

This condition is not only implied in the Bill, but extended to every school sanctioned by the Board. (Why confine it to a Model School in Dublin? Why, for instance, exclude Cork or Belfast?)

Power to Board to examine candidates for the situation of schoolmaster, in order to ascertain their sufficiency in respect of morality or religious habits, and competency to teach writing, arithmetic, and other branches of education, as by the Board shall be deemed expedient—sec. 18.

Power to Board (out of the funds granted by Parliament, or from any other funds granted, subscribed, or bequeathed for the purpose of this act) to build and outfit parochial schools, subject to conditions hereinafter prescribed—sec. 16.

2. Paying inspectors for visiting and reporting upon schools.

Gratuities left to the parish, as well as original salary.

3. Gratuities to teachers of schools, conducted under the rules laid down, not exceeding pounds.

4 Establishing and maintaining a model-school in Dublin, and training teachers for country schools.

5. Editing and printing such books on moral and literary education as may be approved of for the use of schools, and supplying them and the school necessaries at not more than half price.

6. Defraying all necessary contingent expenses of the Board.

10. A full power will of course be given to the Board, to make such regulations upon matters of detail, not inconsistent with the spirit of these instructions, as they may judge best qualified to carry into effect the intentions of the government and of the legislature.

Power to Board to appoint and salary officers, and particularly inspectors—sec. 28 and 29.

Power to Board to establish, outfit, and maintain, in a convenient place in Dublin or elsewhere, two or more training schools, and two or more model schools—sec. 15.

Power to Board to direct and superintend the purchase and publication of books for the use of said schools, and to distribute gratuitously or otherwise the same—sec. 17.

(What is meant by the necessary contingent expenses of the Board? Is payment of officers of commissioners included? and if so, to what amount, and for how many? The Bill provides for payment of Officers and acting Committee only, &c., &c.—sec. 28, 37, 38.)

Power to Board to make by-laws for their own government, and that of the schools under their direction, and to repeal same—sec. 26, provided not repugnant to the laws of this realm, and the provisions of this act—sec. 27.

ANALYSIS OF MR. WYSE'S

SYSTEM OF NATIONAL EDUCATION—IRELAND.

Every system of National Education ought to be, as much as possible, *comprehensive, simple and consistent*. It ought, therefore, to depend upon as few principles as possible, and all its details ought to emanate clearly from those principles, and work easily and harmoniously with each other.

The simplest possible elements to which an Education system can be reduced, is the subject matter EDUCATION itself, and the means by which Education can be carried into effect, or ADMINISTRATION.

The judicious combination of both, constitute the excellence of an *Education System*. If *Education* be not good, be not well classified, both in respect to the masses and wants of the population, and the course and methods of instruction, the very best *Administration* is useless. It acts only on a *caput mortuum*, and produces bad effects, or none. In like manner, if the *Administration* be not energetic, intelligent, comprehensive and enduring, the best *Education* will be limited, doubtful, slow, and transient in its results.

The object, then, of the Legislature should be to bring them both into harmonious and permanent co-operation.

This cannot be effected without ascertaining distinctly, the nature, powers and objects of each.

Education should be good. It should, therefore, not only communicate proper instruction, but it should communicate it to the pupils of every age and class in the community, in proportion as they stand in need of it. There should thus be an education for Childhood, Adolescence, and Manhood, and an education for the Lower, Middle, and Upper classes of society.

Education may then be classified into—I. Primary or Elementary, which again may be subdivided into—1. Infant schools for the very child. 2. Lower Elementary schools, for the child of seven to ten years of age. 3. Higher Elementary, for the child from ten to fourteen. II. *Secondary*, (or Academical and Collegiate;) Academies for the boy of fourteen to sixteen, and Colleges for the youth of sixteen to twenty; to which also may be annexed "Special Academies," and "Special Colleges," for particular Professions adapted respectively to these several ages. III. *Superior*, (or University,) adapted to the youth and the young man. IV. *Subsidiary* Education, for the grown man; such as "Literary and Scientific Societies," "Museums," &c.: and *Supplementary*; for such as have omitted or lost the advantages of all, or any of the preceding educations, such as "Adult Schools," "Mechanics Institutes," &c. Here is an education for every age; it is not less an education for every class. The *Lower* class find in Primary education adequate instruction for all its different gradations. *All* should receive the education of the Infant and Lower Primary Schools; such as require or desire it, the education of the Higher Primary. The *Middle* class are, in like manner, abundantly and appropriately supplied in their different gradations, by the different schools of Secondary Education, not excluding them from advancing, if they so wish it, to the University. The *Professional* classes are, in like manner, provided for by the different establishments destined for Special Education. The *Higher* classes have open to them both Academical and University Education. All classes are equally entitled to avail themselves of Subsidiary and Supplementary Education.

Such should be *Education*. We now pass to *Administration*, or the means which should be adopted to carry Education into effect.

The means should be adapted to the ends proposed. What are the best means to carry such a system as that proposed, into true, general, and permanent operation?

All portions of the community must combine;—all powers which these several portions possess, must be made to co-operate.

Education is to be *established—diffused—permanently maintained*. The first position is self-evident. The second not less so—a good system established, but not diffused, is a light hid under a bushel—it is a good for a few individuals, but not for the community. The third is scarcely less obvious. Let the system be the best which can be imagined—let it be universal,—if it is not to last, it is a good for present men, but not for their posterity.

We should employ, to secure these ends, such portions of the community as can secure them best.

A *Directive* power will establish, and extend with the greater facility; an *Aiding* power will *maintain*—both may control.

The *Government* constitutes the most efficient *Directive* power, the *People* the most efficient *Aiding* power.

The "Directive power," *i.e.* the Government, should *organize, enlighten, control*; the "Aiding power," *i.e.* the People, should *maintain and control*, in concurrence with the "Directive."

This, however, cannot be done in *masses*. Each power must have a *distinct acting body*, through which they can exercise these functions.

Under the head of "Organising," I range whatever regards the first *establishment* of a school, academy, &c. The first object of consideration is the mere "material." Land upon which the schoolhouse, &c. is to be

built—the schoolhouse itself and other buildings—the outfit of such land annexed for play ground, &c. for teacher's garden, for purposes of agricultural instruction, all come under this head. (See *Bill, sections, 18, 19, 20, 21. &c. &c.*) Under the head of "Enlightening" I place whatever regards *Instruction*, properly so called. To effect this, "Regulations," obligatory on schools, instruments, such as well-educated teachers, and well-written books, are requisite, &c. &c. (See *Bill, sections, 22, 23, and to 33.*) Under the head of "Controlling," are classed Checks of various kinds, such as "Inspectors," "Reports," "Rewards and Punishments," for Teachers, &c. (See *Bill, sections 27, 28, 29, 31, 32, 33.*)

These powers can only be exercised effectively through a *well-constituted Body*. I endeavoured to constitute such a body in the "*Board of National Education.*" (*Bill, sections 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17.*)

Under the head of "Maintaining," I range *Expenses*, such as the salary of Teacher, the maintenance of buildings, and the charges of the school. These are expenses to be *paid* by the People, therefore to be *voted* by the People. This can best be done in a *fairly constituted* meeting of the payers; *i.e.* in a "*School Meeting*" of the Parish, called, constituted, and acting, by fixed rules. (*Bill, sections 34, 35, 36, 37, to 55, &c.*)

Under the head of "Controlling," I range all Checks on the expenditure, and the management of the school. This cannot well be exercised but by a *permanent* body, and ought not to be exercised but by a body empowered to act, by those who maintain the school. The "*School Meeting*" should therefore select a "*School Committee,*" and the School Committee should select "*School Visitors,*" to watch over the School. (*Bill, sections 56, 57, 58, 59, 60, 61, 62, 63, &c.*)

This system of *Administration* not only combines all interests, powers, duties, and functions, but can also be brought to act upon every grade of Education.

The *Elementary School* is established by the *Board*, and maintained by the *Parish* through the *School Meeting*, and controlled through the *School Committee*.

The *County Academy* is, in like manner, established by the *Board* and maintained by the *County*, through the *County Grand Jury*, and controlled through an *Academy Committee* appointed by the Grand Jury. This is not new. (See *Act 12 Geo. II. c. 6, s. 9.*)

The *Provincial College* is established by the *Board*, and maintained by the *Province* through the *Grand Juries of the Province*, in the same manner as they now maintain District Lunatic Asylums, and is controlled through a *College Committee* appointed by the Grand Juries.

Special Schools, Academies, Colleges, are established by the *Board*, in concurrence with the *Professional Body*, and maintained through a Meeting of the same body, and controlled by a Committee—a *Civil Engineer Committee, &c.* for instance (as the establishment may be) appointed by the *Professional Body*.

The *University* is, in all its grades, and relations, and progress, under the sole control of the *University Council, or Board*, with the single obligation of reporting annually to the *Board of National Education* for the information of the Legislature and the Country.

Subsidiary and Supplementary Institutions are established by the *Board*, and maintained, through the *Town Council* (when reformed) where there are Councils; in other cases through Town Meetings of Rate-payers, and controlled through a Committee appointed by such Town Council or Town Meeting—a *Museum Committee,—Botanical Committee, &c.* for instance, or generally, an *Institutions Committee*, as the establishment may be.

Neither the Government, through the Board, nor otherwise, nor the People, collectively or individually, are precluded by this system from founding or aiding Education establishments, of whatever form they may be. (*Bill, sections 65, 66.*)

SIR ROBERT PEEL, in adverting, Friday, July 19, 1844, to the 10th Report of the Board of National Education, observed.—

“The honorable gentleman (Mr. Wyse) adverted to the state of Elementary Education in Ireland. I think that he, and those who generally concur with him, will admit that the state of elementary education in Ireland is a satisfactory one. Her Majesty’s Government, I think it will also be admitted, have done something towards that portion of public education. In the course of the present session, we purpose to increase by one-half, the amount of the vote applied to the purposes of National Education in Ireland. In the course of last year, the vote for education in Ireland, was £50,000; in the present we propose to increase that vote by £25,000; making the vote of the present year £75,000. (*hear*) Within a very short period, a report has been laid upon the table of the House, with reference to this subject, the 10th Report of the Commissioners of National Education in Ireland.—It is stated in the first part of that Report, that there were many demands for schools, with which they had not the power of complying, and that there were also demands for the inspection of schools, which on account of the limitation of the vote, they could not grant. They stated, however, that at the close of the year 1842, they had 2,721 schools in operation, which were attended by 319,719 children. At the close of 1843, they had 2,912 schools in operation, which were attended by 355,322 children; the increase in the number of schools amounting in one year to 191, and the increase in the attendance of children in the course of a single year, amounting to 35,693. They also add, what I believe to be perfectly consistent with the fact, that “they have the gratification of observing that those unfounded impressions on the subject of education, which we have had to notice, are rapidly taking flight.” The Report shows that there is not merely an increase in the number of schools or in the number of scholars, but the great source of satisfaction is the announcement of this fact—that the hostility and prejudice which were directed against the system of united education, are passed away. (*hear, hear*) So far as elementary education is concerned then, I think we may congratulate ourselves on the progress that we have made.”—*Times, Saturday, July 20th, 1844.*

From Mr. Wyse’s Speech on moving for an inquiry into the state of the Diocesan Schools—Ireland, July 26, 1832.

I shall now conclude, apologising to the House for having so long trespassed on its patience, (but to which nothing would have compelled me, less than the novelty and importance of the question) by moving for the following Returns, upon which, when laid upon the table of this House, I hope I shall be enabled, in some future session, to found a legislative measure for the better education of the Middle and Professional classes in Ireland. I beg to move “that an humble Address be presented to His Majesty, praying him to direct the Commissioners of Education in Ireland, to inquire into the following:—

“I. The actual number, and state, as to ground, buildings, and other similar particulars, of the existing Diocesan Schools in Ireland; the number which under the statute 12 Elizabeth, c. 1, or any subsequent statute, ought to have been established, and the causes of the non-establishment of such schools (where such shall be observable) in any Diocese in Ireland; the actual number, and state as to ground, buildings, and other similar particulars, of the Royal Schools, established under the Charter of Charles II. in Ireland.

“II. The revenues actually enjoyed by such schools, and by each in particular, from whence derived, and how expended, during the last ten years;

the revenues to which, under any charter, or statute, they are entitled, either from ecclesiastical or lay persons or corporations, and the best means for recovering and judiciously, in future, applying the same.

“III. The course of education pursued, the qualifications of masters, the number and average age of scholars, distinguishing boarders from day scholars, and free scholars from such as pay, at present existing in each of the Diocesan and Royal Schools in Ireland.

“IV. To report their opinion whether, consistently with the original objects of these institutions, the course of instruction pursued therein may be extended to scientific as well as literary objects, in such a manner as to render them more available to the purposes of general education, but more especially, to the education of the Professional and Middle classes in Ireland.”

No. 9.

I was absent from the Parliament of 1832, in consequence of the Repeal agitation, but was re-elected in 1834. On my return to the House, I resumed the question of Elementary and Collegiate Education. See Speech, May 19, 1835, for leave to bring in a Bill for the establishment of a Board of National Education, (*Mirror of Parliament*.) Motion for a Committee on Foundation Schools, (Ireland,) 23rd June, 1835, &c. &c.

No. 10.

FOUNDATION SCHOOLS, (IRELAND,) 23rd JUNE, 1835.

“Select Committee appointed to examine into the state, funds, and management of the Diocesan, Royal, and other Schools of Public Foundation in Ireland, as also into the system of education pursued therein, with a view to increasing their utility, and also to inquire how far it may be practicable and expedient, and in what manner and from what resources to *improve, extend, and permanently maintain, Academical Education* in that country, and to report thereon to this House.”

No. 11.

CATHOLIC CARE OF EDUCATION.

One of the Councils of Lateran ordained, that means should be provided in *every* parish for the support of a teacher, whose duty should be to instruct “The Clerks and all Poor gratis.” At a subsequent General Council, provision was in like manner made, for a “Lecturer in Divinity,” whenever the Church should happen to be a Cathedral, and in other cases a “Schoolmaster” was directed to be provided, empowered to collect from the Clergy of the parish. For the Council of Lyons, see *Tiraboschi, t. iv. par. i. p. 69*. See also a Brief much commended by the *Abbate Gaetano Marini*, still more distinctly recognising these ordinances.

“Venerabili Fratri... Episcopo Castellan:—Ne propter inopiam, Scholaribus et Clericis, subtrahetur utilitas disciplinæ, dudum in Generali Concilio piâ fuit provisione, statutum, ut non solum in quâlibet Cathedrali Ecclesiâ, sed etiam in aliis, quorum suffiere potuerunt facultates constituatur Magister idoneus, a Prælato cum Capitulo, seu majori et seniore parte Capituli eligendus qui clericos ipsius ecclesiæ, aliosque scholares pauperes gratis, in grammaticâ facultate, instruere juxta possit percepturus in hujusmodi Ecclesiâ ~~minus~~ Prebendæ protractus quamdiu perstiterit in docendo: Nos igitur, &c. The Canon of the Council of Trent is still larger. It decrees (*Sessio v. c. 1, De Institut. Sac. Scrip. et Liberal Artium*.) not only that the former

Canons should be observed, but where a sufficient maintenance for Teachers in Cathedrals could not be procured by the gift of a Prebend, the Bishop should be empowered *to lay his Clergy for the purpose under contribution*. Even in the poorer parishes a schoolmaster was ordered to be provided, "*lest that necessary work of piety should be neglected.*" Tuscany still, with other parts of Italy, adheres to these Canons, and has twenty-six Seminaries attached to her several Cathedral and other Churches. Similar provisions are observed in other parts of Italy, Spain, &c. &c.

No. 12.

GRAMMAR.—Each of the Greater Arts constituted a Faculty :— The Seven Liberal formed one.—(See later.)

No. 13.

EXERTIONS OF THE DOMINICANS AND OTHER RELIGIOUS ORDERS FOR IRISH EDUCATION.

It will be necessary, in order more fully to understand these efforts, to advert to the commencements and fortunes generally of higher and especially of University Education in Ireland. These may be exemplified in four distinct periods.

FIRST PERIOD.—John de Lecke, Archbishop, obtained from Clement V. a Bull, empowering him to establish an University, but his death occurring a year after, in 1313, the glory of being the founder of the first University in Ireland was reserved for his successor, Alexander de Bykenore. In the instrument* issued in the name of the Archbishop, on the 10th February, 1320, for the appointment of Professors, and the Administration of the University.—The existing schools of the Dominicans, Friars, Preachers, and of the Franciscans, (Fratres Minores,) are noticed in language, in those Catholic times, the most expressive of merit and reputation. The document states that they deserved to be "canonized."† "Scholas Fratrum, Prædicatorum et Minorum maxime canonizandas." This testimony came from Archbishop Bykenore, whose character was thus described in the letters of recommendation which he bore from his Sovereign to the Pope, "a man of profound judgment, high morality, deep learning, strict integrity, and withal, the greatest circumspection in spiritual and temporal affairs."

The first person who graduated as Doctor,‡ and was appointed to a Chair of Theology in that University, was a Dominican. His name was William de Hardite. Many students who honored him as their master were raised to the same dignity.|| Edmund de Karmardin, who was also a Dominican, was associated with him in the Professorship of Theology.§ This latter was created Bishop of Ardfert.

From the inadequacy of the funds to the maintenance of its *alumni*, this University which was attached to St. Patrick's Cathedral, gradually declined in efficiency, and virtually became almost extinct.¶

SECOND PERIOD, } As a preparatory Academy, or High School to the
A.D. 1428. } University, or to meet the scantiness of the education

* Harris' Ware's Antiquities, pp. 243, 244, subtitulo "Ordinatio pro universitate Dublinensi."

† Translated in the *Annales Hiberniæ* for the Irish Archæological Society (1842) Dublin were considered Canonical, p. 97.

‡ Archbishops of Dublin, by John D'Alton, (1838) p. 123.

|| *Annals of Ireland* in the 4th vol. of Camden, p. 488; see also the *Annals* translated by the Rev. Richd. Butler, (1842) p. 96, *Primus Magister*, &c.

§ *Plurimos Doctores creavit*, *Annales Alan*. p. 205.

¶ Ware's Antiq.

supplied by the University, the Dominicans of Dublin, opened a "Gymnasium," as it is called by the Chronicles of the Order, on Usher's Island, which was a populous suburb of Old Dublin. It was dedicated under the patronage of St. Thomas Aquinas, the Angelic Doctor of their Schools. To this seat of learning, youth crowded for instruction.* The full attendance of Masters and Scholars was not unfrequently interrupted. The Liffey divided the Convent of the Dominicans from the Seminary. The former occupied the present site of the Four Courts; "the House of Studies" was on the opposite side of the river. When swollen by floods, the river was impassible. There was no bridge. That which had been built at a remote period, had fallen forty-three years before. The Professors and Students of the Convent, and the Secular youth who lived in the neighbourhood of Ormond Quay, (Juvenes Ostmannorum Burgi,) were thus often prevented from attending the schools. With the perseverance and munificence characteristic of the ancient Regular Orders, the Community of St. Saviours, as the Dominican Friary was called, at their own expense and that of the Benefactors of their House† erected the Stone Bridge of Four Arches, which was called "Old Bridge" or "Dublin Bridge," and was the only structure of the kind in the metropolis for more than two centuries. It is an interesting fact in the history of education in Ireland, that the only stone bridge in the capital of the kingdom, was built by one of the monastic orders, as a communication between a Convent and a College, and a thoroughfare across a dangerous river, for Teachers and Scholars to frequent Halls of learning, where the whole range of the Sciences of the day were taught gratuitously.‡ On it stood a Font for Holy Water, long undisturbed by the spirit of the times.|| It fell in the floods of 1802.

THIRD PERIOD } In the year 1475, a fresh and vigorous effort was made for the
A.D. 1475. } restoration of the University, or rather for the foundation of
a similar institution, unconnected with that of St. Patrick's Cathedral. This
monument originated with the four mendicant orders, and was headed by the
Dominicans.§ They addressed a memorial to Pope Sixtus the IV. for the
canonical authority to found such an establishment in Dublin. In this
petition they set forth, that no general House was then flourishing in the
kingdom of Ireland, where degrees might be taken, or studies prosecuted
though the youth were most anxious for learning, and Professors qualified to
teach Theology and the Arts abounded in the four orders; that they were
obliged to cross the sea with great risk of life, many of their brethren having
suffered shipwreck; and to encounter expenses which they were not able to
meet in foreign Universities,—and that moreover, in foreign Universities they
had to endure a cold reception, and to combat national antipathies. "In
Universitatibus alienis,—frigescente caritate multorum et pullulante discordiâ
nationum."

The Pope assented to this prayer, and published a Brief bearing date, 5 Kal. Maii, 1475, empowering the memorialists to erect an University for the cultivation of the Liberal Arts and Theology. (Studium Generale Artium et Theologiæ.) with all rights and privileges appertaining thereto, similar to those enjoyed by Oxford.

History does not inform us, whether special buildings were erected for the purpose of carrying out the powers given to the Religious Orders, by their Pontifical Diploma. It is most probable, that as the first University was located in St. Patrick's Cathedral, so the new institution was formed in connexion with the Convents of the four Orders, the Halls of each being raised

* "Quo confluebant juvenes pro philosophicis et theologicis disciplinis." Hib. Dominican. p. 193.

† Sumptibus Fratrum Prædicatorum Suorumque Benefactorum, Ibid. ut supra.

‡ Walsh & Whitelaw's History of Dublin.

§ Pueri hodi vas pro aquæ lustrali, De Burgo, p. 183.

|| Dominicanis, Franciscanis, Augustinianis, et Carmelitis.

to the rank of a College of the University, and enjoying the privilege of conferring degrees.

The spirit of the old University revived before its total extinction for a while, but feebly, at the appearance of a rival establishment in the monastic Cloisters, such is the salutary effect of a generous and legitimate rivalry between institutions of the same kind. At a Provincial Synod held in 1496, at which the Archbishop Walter Fitzsimons presided, a certain allowance was stipulated for seven years to the "Lecturers of the University," payable annually by Archbishop, Suffragans, and Clergy of the Province of Dublin.

Whether a connexion was formed between the two Universities, for such they were in reality, or each continued distinct in the enjoyment of its own privileges, we have no historical evidence sufficiently clear to determine. Campion says that the University of the Cathedral was never disfranchised, "but only through variety of time discontinued, and now *since the subversion of monasteries*, utterly extinct; wherein the divines were cherished, and open exercise maintained."

Thus it was, that University education in Dublin was sustained under the most adverse circumstances, until the suppression of the Convents of the four mendicant orders.

FOURTH PERIOD, } The foundation of the University of Dublin, or rather
A.D. 1644. } Trinity College, in 1591, was not sufficient to meet the wants of Ireland, and from the limited nature of the funds, it for some time was threatened with a similar fortune to that of its two predecessors. The Catholics gradually withdrew for instruction to the Continent, and the expulsion of the Religious Orders gave rise to the establishment or enlargement of the Collegiate foundations for Irish Students at Lisbon, Louvain, and Rome. Many of the Chairs in the principal Universities were filled by Irish Professors, and fair share won by those literary and scientific dignities, from which they were debarred, by the spirit of the times, at home. During the short interval of repose allowed in the reign of Charles I. many of these exiled religious returned to their native country, and again exhibited that interest in Collegiate education, for which they had formerly been so distinguished. The Dominicans, in particular, had so increased in numbers and importance, that their conventual establishments amounted to 43, and their professed members to 600, when the Cromwellian persecution burst forth. It was during this interval, on the 14th March, 1644, at a General Chapter of the Order, held in Rome, at which the Irish Provincial, Terence Albert O'Brien was present, (he was afterwards Bishop of Emly, and fell a victim to the cruelty of Ireton, at Limerick,) that it was ordained, that five "Universities," as they are called, in the Arts, or "Houses of General Studies," for the 5 divisions of the kingdom of Ireland, should be erected in such towns as were most conveniently situated for such purpose,—viz;—Dublin, for Leinster; Limerick, and Cashel, for West, and East Munster; Athenry, for Connaught; and Coleraine, for Ulster; or in such other localities as the Provincial might select.* What might have been the civilising effect of these institutions, under the direction of learned and zealous Masters, who had taken their degrees, and in many instances, presided in the Colleges of the Continent, it is idle now to speculate: the history of the Dominican Provincial Colleges closed almost as soon as it began. In four

* Ut hunc Provinciæ (Hiberniæ scilicet) de Literarum studiis si provisum, erigimus in eâ Quinque *Universitates*, seu *Studia Generalia* pro quinque Regni partibus, Conventum, videlicet Dublinensem, Limericensem, Casseliæ de Athenry et Cullahanensem, ita ut in iis Actus, Scholastici, and Exercitia fieri possint pro gradu et formâ. Si autem Temporum injuriâ aliquando in aliquo existis respectue Studium nequeat haberi, possit Provincialis pro tempore alium conventum deputare, donec in eo commodè Exercitia fieri possint, cum iisdem Privilegiis.

years afterwards the convents were smoking ruins, and their inmates, victims to the fanaticism of an invading soldiery, or fugitives beyond the sea. On the restoration of Charles II., the few of the Dominicans or Friar Preachers, who had survived massacre or exile, returned to their convents in Ireland. Many they found stript of their roofs or heaped on the earth; they were restored; in some time they renewed or founded schools. Of the character and extent of these schools, a witness of the day, has recorded his experience. O'Heyn, in his *Epilogus Chronologicus*, (p. 31.) relates that on the restoration of Charles, two Fathers of the Order, Thomas Tully and Cornelius Mac Mahon, the latter a man of great talents and extraordinary memory, by command of the Provincial, opened in a very solitary place in the county of Galway, near Athenry, a School, where 300 Students attended, of which number, the writer was one. The first named of these Friars sunk under the labors of his calling, "fractus laboribus assiduis in *docendo*," &c., the second, after ten years of honorable exertion, "decem annis cum eximiâ laude et fructu," was translated to the Convent of Kilkenny, to teach there also, "ad docendum ibi."

This ancient spirit for the extension of education, which so honourably distinguished these religious communities, yet survives. The Dominicans, in particular, have begun to exhibit new zeal, for the instruction of the industrial classes. "In a solitary place," in Esker in the County of Galway, "the House of Refuge," as it is named in the Order, Elementary schools for both sexes of the poorer classes, are now flourishing; *industrial* schools have been founded, in which various trades are taught; and a large College with an Agricultural school, for the children of the Gentry, is in course of erection, and nearly completed.

No. 14.

GRAMMATICA.—The whole circle of the Studies of the middle ages comprised the *Trivium and Quadrivium*. The *Trivium*, or triple road to *Eloquence*, embraced the Latin language, Rhetoric, and Logic. The *Quadrivium* conducted by four roads to *Philosophy*; Arithmetic, Geometry, Music, and Astronomy. The whole was sometimes denominated *Grammatica* or Grammar, and sometimes the "*seven liberal Arts*," distinguishing them from the *Greater Arts*, which included Jurisprudence, Medicine, and Theology—which completed the Encyclopædia.

No. 15.

FRANCE.—The late Reports of the Duc de Broglie and M. Thiers, on Secondary Education in France, will put the reader in tolerably full possession of the past and present state, and future prospects of that important branch of public instruction. The recent discussions in the French Chamber and in the public Press, exhibit the portrait of the national mind, in a period of great excitement, rather than the intrinsic and essential merits of the question, and must be taken with the usual precautions under such circumstances. The institutions for industrial and professional education are more interesting, and did space and time permit, would well reward a careful examination. We must not pass by, however, the Institution, which stands at their head; and which has long attracted the attention, not of France only, but of every other country in Europe. The Polytechnic Institution of Paris, is constituted in every respect, on the largest and most liberal scale. It has 34 Professors, Masters, and Repeaters, amongst whom the course is divided: of these there is a Director of Studies, two Professors of Analysis and Mechanics, a Professor of Descriptive Geometry, a Professor of Physics, two of Chemistry, Professors of Geology, Topography, Machinery, and Social Arithmetic, Professors of Architecture, of French composition, of the German language, of the English, four Masters of Drawing and Landscape, a

ich/ Master of Topographical design, four Repeaters of courses of Analysis and Mechanics, three of Chemistry, one of Geology, Machinery, &c., with similar assistants for almost all the other branches, such as Architecture, Geographical inquiries, French composition, to whom, as already stated, Professors are allotted.

No. 16.

WÜRTEMBERG.—Immediately succeeding the Elementary Schools, come the two classes of Sunday Schools. They form the first grade of intermediate Education. The next are the "Latin Schools," established at the Reformation, on the proceeds of the Ecclesiastical Property; for instead of transferring it to the nobility, or confiscating it for the service of the State, it was reserved for the maintenance of Churches, Schools, and Public Charities.

No. 17.

BAVARIA.—Intermediate or Secondary Education in Bavaria, is composed of many degrees.—Immediately on leaving the Elementary School, the pupil is received into the Sunday School, where the first notions are given in the industrial and fine arts. Intermediate Education is divided into three degrees.—1st. The Industrial Schools.—2nd. The Polytechnic Schools.—3rd. The Technical High School, which forms a faculty of the University.

No. 18.

AUSTRIA.—The system of Intermediate or Secondary Education in Austria, is deserving of particular attention. On leaving the higher Elementary School, the pupil may go either to the Gymnasium, if he be intended for a learned education, or to the Industrial School, if designed for a profession. The Gymnasias are organised and conducted much on the same principles and in the same manner as those in Prussia, and other parts of Germany. The two most celebrated of the Industrial Schools, are those of Prague and Vienna. That of Vienna, founded 1816, embraces three establishments.—1st. The Industrial School.—2nd. The Conservatory of Arts and Trades.—3rd. The Society for the encouragement of National Industry.

The following Tables of the State of Education, both as to amount and classification, in the Austrian Empire, in the year 1832, will enable the reader to judge of the extent of the system.

I.—ELEMENTARY SCHOOLS—(Hungary is not included.)

SCHOOLS.			TEACHERS.				EXPENSE.			
Elementary Boys.	Elementary Girls.	TOTAL.	Religious Teachers.	Masters and Mistresses.	Adjuncts.	TOTAL.				
16,292	1,896	18,557 18,251	11,799	17,530	7,587	96,916 36,826	6,551,861,76 Francs.			
Children of an Age to go to School.			CHILDREN AT SCHOOL.				Population.			
Boys.	Girls.	Total.	At Elementary.		At Schools for Perfecting.		After leaving Elementary Schools.			
			Boys.	Girls.	TOTAL.	Schools.		Boys.	Girls.	TOTAL.
1,399,698	1,278,018	2,677,716	33,804	685,198	1,619,002	10,052	318,100	273,358	591,458	23,415,355

II.—ESTABLISHMENTS FOR EDUCATION.

ESTABLISHMENTS FOR BOYS.	No.	Teachers	PUPILS.		BURSES.	
			Intern.	Extern.	Intern.	Extern.
General Education	90	652	5,930	2,257	2,201	33
Ecclesiastical,	50	188	3,337	1,744	2,178	663
Military,	100	199	3,132	—	2,638	—
TOTAL	180	1,069	12,399	4,001	7,017	696
ESTABLISHMENTS FOR GIRLS. }	92	599	3,789	414	2,634	8
MIXED ESTABLISHMENTS. }	17	97	1,441	3,468	1,338	3,067

III.—ESTABLISHMENTS FOR EDUCATION.

	No.	Professors.	Pupils.	Expense.	Burses	Value.
Universities,	8	388	13,109	1,400,076	816	156,401
Lycæums,	5	805	1,429	181,745	184	24,673
Faculties Theol. ...	11	49	646	105,567	30	6,144
Faculties Science..	25	167	3,102	328,682	79	11,676
<i>Special Establishments.</i>						
Boys,	29	152	2,783	580,636	173	52,677
Girls,	7	17	270	36,698	25	6,907
<i>Gymnasia.</i>						
Catholic,	118	921	24,963	1,308,301	693	85,862
Non-Catholic,	14	85	1,683	25,905	13	197
TOTAL	217	1,864	47,978	3,967,610	2,013	344,537

No. 19.

BADEN AND THE OTHER GERMAN STATES.—The Schools are of four classes.—1st. Elementary Schools.—2nd. Higher Burger Schools.—3rd. Schools of Arts and Trades, or Industrial Schools—and finally, the Polytechnic School, Carlsruhe.

No. 20.

SWEDEN.—Few Countries have taken a deeper interest in the extension and advancement of all departments of Education than Sweden. Elementary Education is nearly universal. It is rare to meet a person who cannot read: the greater number write and have some knowledge of Arithmetic. The Parochial Schools are frequented by all the children of the lower and middle classes. The *Prest-Betyg* or Clergyman's Certificate, is indispensable to any advance in life. This document is evidence of the party having regularly performed his religious duties, including attendance at the Sacrament of the Lord's Supper, and at the same time, of a knowledge of reading and religious doctrine, as previous to receiving it and the Sacrament (at Confirmation) the Pupil passes a short examination in the History of the Bible and the New Testament, &c. No Servant or Apprentice is received without its production.

Secondary Education is provided for by the Gymnasia, on the German construction, one for each of the twelve Provinces, situated in the chief town.

In the Metropolis, is also a *High School*, on a very extensive scale, and a "*Technological Institute*," furnished with models of the most improved machinery, in various branches of industry, where the various professions and trades, receive a cheap and efficient practical education. There is also an Agricultural School, with a large tract of land annexed, and an Institution for special instruction in the management of Woods and Forests, a matter of first importance in Sweden, where they depend upon wood for firing, and in a great degree, for construction.

There are two Universities, Upsala, and Lund. The University of Upsala, is the more considerable, it is presided by a Chancellor, appointed by the King; the Archbishop of Upsala is *ex-officio* Vice-Chancellor. There are 24 Professors, 5 for Theology, 2 for Jurisprudence, 5 for Medicine, and 14 for Philosophy, or Science and Literature in general. The salaries of the Professors, in general, are low, not exceeding £125, paid by the State, but the greater number, receive for private tuition, sufficient remuneration to render their position comfortable. After exercising their functions for 30 years, they are allowed to retire on full salary.

The Students live in lodgings, dine at the Table d'Hotes, and frequent Clubs generally of the youth of the same province. The police regulations are generally in the hands of the Professors, forming a Consistorium, or Court of Justice, in which each Professor presides in turn. The Students are honorably distinguished from those of most of the German Universities. Duelling is never heard of, and they are characterised by a christian feeling of forbearance towards each other.

There are in the University of Upsala, 900 Students; in Lund the proportion is less. All these establishments are founded and supported by the State.

Sweden has 3 millions of inhabitants.—Laing's statements of extent of crime, may in some degree be ascribed to the minute classification of the criminal returns, extending in some instances to matters of mere Church discipline. Temperance too, of late years, has made advances, though there is much still to reform, owing to the prevalence of distilleries, one almost on every estate, and the influence and example of the inferior Clergy, especially in the Southern Provinces, many of whom, being of the peasant class, have found it difficult to conquer the habits of their youth.

AMERICA.—The Secondary or Intermediate Education of America, is carried out in—1st, their “Incorporated Academies.”—2nd. “Colleges.” 3rd. “Special Schools. Incorporated Academies exist in most of the larger towns. The instruction conferred is much of the description we expect to meet in the Burger Schools in Germany. The Colleges are numerous, and exist in almost all the principal counties of each state. In some rare instances, they approximate in instruction and administration to minor Universities. Many of them having been founded from time to time by the heads of the different religious persuasions, to meet their respective ecclesiastical, as well as lay necessities, are exclusive. They are generally established and maintained by voluntary contributions, endowments, fees; in some cases, the state in which situated, or even the Congress grants assistance. A few of these Colleges have annexed, tracts of land for purposes of Agricultural Instruction. The Special Schools, are institutions of European establishment, for the ~~Legal~~ ^{Legal}, Medical, Artistic, and Industrial purposes. New York, Philadelphia, and Washington possess the greatest number. The Military School at Westpoint, the only one in the Union, is modelled, but “longo intervallo,” on the plan of the Polytechnical School at Paris. Though especially destined to furnish engineers for the army, others not intended for such profession are allowed admission. The Gerard College in Pennsylvania, founded from the large bequest of M. Etienne Gerard, is well known. There are a few “Manual Labour Schools,” but none remarkable for extent of study, or number of pupils. There are several voluntary associations also for the encouragement of Agriculture, but no institution which can be placed in the same rank with the great Schools for Industrial purposes already noticed in Germany.

The provision for Superior, or University Education, as far as number of institutions is in question, is ample. There are not less than 14 in the United States, from the oldest, Harvard, in Mass; founded in 1683, to the youngest, the Wesleyan in Connecticut, founded in 1831. The most important are Harvard, counting 24 Professors, Baltimore, Maryland, and Virginia, counting 18; all the others are considerably below that number: some do not average more than 5, and belong more to the class of College than University. Most of these Institutions are modelled on the same plan. The Students are undergraduates in the English sense; that is, engaged in a general course of study. On taking their Bachelor's degree, they may recur to any of the special Seminaries or Schools, dedicated to the three faculties. 1. Theological. 2. Legal. 3. Medical. Of the first there are in the Union 21. Of the second, 18; and 8 of the third. The University of Virginia, founded in 1819, presents in its course of instruction and administration, a fair specimen. It is considered the best endowed and most flourishing establishment, in the whole of the Southern States. It embraces 7 schools—1. Ancient Languages. 2. Mathematics. 3. Natural Philosophy. 4. Chemistry. 5. Medicine. 6. Moral Philosophy, and 7. Law, to which also may be annexed, 8. Modern Languages, and 9. Anatomy and Surgery. The University is governed under the provisions of the Charter, by 7 Visitors and the Rector, who exercise the legislative power, but subject, as the Charter expresses it, in all things, and at all times, to the legislature of the State; the executive power is vested in “the Chairman of the Faculty,” who in some degree answers to our Provost or Dean. He is selected by the Rector and Visitors, annually, from among the Professors, but may be re-appointed. He receives a separate salary for the office. His powers extend to the punishment of minor offences. Those of a graver kind are referred to the “Faculty,” which corresponds to our Senate or Board. Most of the Universities, have considerable Libraries and Collections attached, but generally inferior to those of Europe. They are also provided with buildings of sufficient extent, for Lecture Halls and other purposes of Instruction, residence of the Professors, but the majority of the Pupils do not reside. No exclusively religious tests

are imposed. They are consequently open to all persuasions. No Theological chairs are established, except in cases where they are principally designed for clerical education.

It will be observed, that this arrangement, the general separation of the Theological Faculty—separate Seminaries being provided for that purpose, has also been adopted by a government, the antipode to that of the United States, that of Russia. Whether this be an advantage or the reverse, is a legitimate subject of discussion. Benefits accrue from either system, as well as evils. The retirement and seclusion, the stricter discipline required for Clerical Education, is scarcely compatible with the more mixed society, and administration and habits of an ordinary University. On the other hand, the Theologian loses by being excluded from the more ample range of instruction, practicable and common in most Universities.

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No. 22.]

REPORT

FROM THE SELECT COMMITTEE ON FOUNDATION SCHOOLS
AND EDUCATION IN IRELAND:

Ordered, by The House of Commons, to be Printed, 9th August, 1838.

Martis, 5^o die Decembris, 1837.

Ordered, THAT a Select Committee be appointed to inquire into Schools of Public Foundation in Ireland.

Jovis, 7^o die Decembris, 1837.

A Committee was nominated of—

Mr. Wyse.	Sir Charles Lemon.
Mr. Shaw.	Mr. Morgan John O'Connell.
Mr. William Smith O'Brien.	Mr. John Ponsonby.
Lord Viscount Mahon.	Mr. Lucas.
Sir Robert Ferguson.	Mr. Lowther Chapman.
Mr. Mackinnon.	Mr. John Young.
Mr. Jephson.	Mr. Montesquieu Bellew.

Ordered, THAT the Committee have power to send for Persons, Papers and Records.

Ordered, THAT Five be the Quorum of the Committee.

Jovis, 15^o die Martii, 1838.

Ordered, THAT Mr. Lucas be discharged from further attendance, and that Mr. Dunbar be added to the Committee.

Jovis, 9^o die Augustii, 1838.

Ordered, THAT the Committee have power to report their Observations to The House.

REPORT.

THE SELECT COMMITTEE appointed to inquire into SCHOOLS of PUBLIC FOUNDATION in *Ireland*, and who were empowered to report Observations to The House:—HAVE examined the matters referred to them, and agreed to the following REPORT:

THIS Committee was appointed in the year 1835, to examine into the State, Funds, and Management of the Diocesan, Royal, and other Schools of Public Foundation in *Ireland*, as also into the System of Education pursued therein, with a view to increasing their utility; and to inquire how far it may be practicable and expedient, and in what manner, and from what resources, to improve, extend, and permanently maintain Academical Education in that Country: and to whom was subsequently committed for consideration, a Bill, intituled, "A Bill for the Establishment of a Board of National Education, and the Advancement of Elementary Education in *Ireland*;" and power given to report their Opinion thereupon, and the Minutes of Evidence laid before them, to The House.

The subjects comprehended under both inquiries having appeared to Your Committee to embrace the whole question of Education in *Ireland*, with the exception of that given in the University, they have deemed it advisable to consider them, not in reference to the time in which they were referred for their investigation, but in the order in which their mutual connexion and influence, as parts of an entire system, may become most intelligible to Your Honorable House.

In this view Your Committee beg to submit the conclusions to which they have been led by the evidence before them, under the following heads:

- I.—The existing state of Elementary Schools in *Ireland*.
- II.—Suggestions for an extended, improved, and permanent system of Elementary Education in *Ireland*.
- III.—The existing state of the Diocesan, Royal, and other Schools of Public Foundation in *Ireland*.
- IV.—Suggestions for an extended, improved, and permanent system of Academical and Collegiate Education in *Ireland*.
- V.—Suggestions for the extension, &c., of Literary and Scientific Institutions, Museums, Libraries, &c., or for an extended, improved, and permanent system of Subsidiary Education in *Ireland*.
- VI.—Mode of carrying the preceding Suggestions into effect.

I.—ELEMENTARY EDUCATION.

I.—EXISTING STATE OF ELEMENTARY SCHOOLS IN IRELAND.

Your Committee do not feel themselves called upon, in consequence of the ample information already laid before Your House in the successive Reports of the Commissions and Committees, to enter into much detail on the existing state of Elementary Schools in Ireland. They confine themselves to such notice only, first, of the *Administration*, and, secondly, of the course of *Instruction*, as they believe to be requisite to render intelligible whatever propositions they may feel it their duty to submit, for the extension, improvement, and permanent maintenance of those institutions, to Your Honorable House.

Elementary Schools in Ireland are divisible into Public and Private. Under the first may be comprehended all schools supported by public funds, whether by endowment, voluntary contributions of societies, or Parliamentary grants: under the second, all schools maintained by individual benevolence, or individual industry, as objects of speculation. Though aware how much this latter class must affect the education of a country, Your Committee do not consider themselves authorised to enter into their examination.

ADMINISTRATION.

I.—SCHOOLS SUPPORTED BY ENDOWMENT.

Under this head may be ranged,

1. *Parochial Schools.*

Origin and Constitution.

By the 28 Hen. VIII. c. 15, every archbishop and bishop is directed to give a corporal oath to every person on his admission to any dignity, office, or promotion spiritual, that he shall to his wit and cunning, endeavour himself to learn, instruct, and teach the English tongue to all and every one being under his rule, &c. &c. and also shall keep, or cause to be kept, within the place, territory, or parish, where he shall have pre-eminence, rule, benefice, or promotion, a school to learn English, if any children of his parish come to him to learn the same; taking for the keeping of the same school such convenient stipend or salary as in the said land is accustomed to be taken; archbishops, bishops, &c., omitting to give the said oath, to forfeit £3 6s. 8d., and beneficed clergymen not observing it to forfeit 6s. 8d. for the first offence, 20s. for the second, and their benefice for the third. This Act not to extend to beneficed persons bound to keep residence in any metropolitan, cathedral, or collegiate church, or at study at any university, or in the king's service. But the parish priest, who in their absence shall serve under them, shall teach the English tongue, or keep a school according to this Act, upon the forfeiture of 20s. per annum, if he shall omit the same. The 7 Will. III. c. 4, renews the injunction. Every clergyman in the enjoyment of a benefice, is required to take an oath to observe it in the following terms; "I do solemnly swear, that I will teach, or cause to be taught, an English school within the vicarage or rectory of—, as the law in that case requires." The same statute further enacted, "To the intent that no pretence may be made, or used, that there are not sufficient number of schools in this realm, to instruct and inform the youth thereof in the English language and other literature," that the Act of Henry VIII. whereby it was provided that every incumbent should keep, or cause to be

kept, an English school, &c. &c., should thenceforth be strictly observed and put in execution. The 8 Geo. I, c. 12, s. 9, empowered bishops and dignitaries to grant (if a bishop) two acres, and, if other ecclesiastical persons, one, of land, for the use of a resident Protestant schoolmaster, to teach the English tongue, such master to be nominated by the person making such grant, and his successors, and to be licensed by the ordinary. The 5 Geo. II., c. 4, gave similar powers (still farther extended by 50 Geo. III., c. 33, s. 1 & 2,) to tenants in fee-tail and for life, to grant to the minister and churchwardens, and their successors for ever, land, not exceeding one acre of 30s. yearly value, "for the use of a resident schoolmaster to teach the English tongue to such children of poor Papists, and all others, as would resort to the same." No Act abrogating these enactments appears subsequently to have passed, the obligations thereby imposed are recognised in Reports presented by the Commissioners of Education, and signed by the Archbishop of Dublin, the Provost of Trinity College, the Bishop of Killalla, &c. &c.

11 Rep. of Comm. of Education, in Ireland.

The object proposed by the establishment of these schools appears, from the statute of William, to have been, to provide a system of parochial and elementary education, not confined however to the English tongue, but extending to other branches of instruction, for the whole people, (the 5th Geo. II. c. 4, is explicit,) without any political or religious distinction whatsoever.

1 Report of Comm. of Educa. Inquiry, and App. No. 3.

The funds for this purpose were intended to be drawn, either wholly or in greater part, from the Church. According to one construction of the Acts, the Clergy were held to be obliged to provide the schoolhouse, to teach themselves, or to provide and salary a teacher, and encouraged to contribute, if requisite, the land; according to another, they were required only to provide a schoolhouse and teacher, but the teacher was to rely for his stipend on the pupils, being restricted in his demands to such amount as in the said land is accustomedly used to be taken.

11 Rep. of Com. of Edu. in Ireland.

Both interpretations, to a certain degree, seem to be admitted by the Clergy themselves. They have furnished schoolhouses, provided teachers, and paid them salaries, but required, in addition, certain school-fees from the children who attended. The principle is recognised, but the application has throughout been limited and inefficient.

11 Rep. of Comm. of Educa. in Ireland.

This will appear more fully from the following statements :

In the Appendix to the Irish Report of 1788, it is stated, that "in 29 dioceses from which the said returns have been made, the number of parishes is 1699, comprising 838 benefices. It appears that 352 only of the said 838 benefices have parish schools, which are kept in no instance by the incumbents or their curates, but by deputies, or persons paid for that purpose, whose stipend does not exceed, some very few instances excepted, 40s. yearly."

Report 1788.

"In 74 of the said 838 benefices, the clergymen pay 40s. yearly as an allowance for a schoolmaster, without causing any school to be kept in their benefices."

"And in the remainder of the said 838 benefices, being 412 in number, we cannot discover by the said returns that the clergymen keep any school, or that they pay any salaries to others for keeping them."

"The fact, it is humbly submitted, is much to be lamented, since we find that above 11,000 children receive instruction in reading, and for the most part also in writing and arithmetic, in schools of this class; though, as we apprehend, they are not kept in very considerably more than half the benefices of this kingdom."

"It appears by the said returns of the 29 dioceses, that there are 201 schoolhouses in which the said schools are kept, and about 44 acres of ground, chiefly in small parcels, belonging to some of the said schoolhouses."

"The price paid for instructing the children is generally from 1s. to 3s. per quarter."

The progress since that period has not been considerable.

11 Rep. of
Comm. of Educa.
in Ireland.

1810.—Number of Benefices inspected,.... 1,125
Schools kept in..... 549
No Schools kept in..... 187
No returns from..... 359

Parl. Papers,
Schools, Session
1823.

1823.—Number of Benefices inspected.... 910
Schools kept in..... 321
No Schools kept in..... 145
No returns from..... 454

D'Alton, Tab.
Digest, App. 2,
p. 535, *et seq.*

The following return furnished by Mr. D'Alton, if correct, would evince that they still continue limited both in number and resources.

COUNTIES.	Parochial Clerical Allowances.			COUNTIES.	Parochial Clerical Allowances.		
	£	s.	d.		£	s.	d.
Antrim	86	0	0	Limerick	74	0	0
Armagh	70	0	0	Londonderry...	179	0	0
Carlow	46	0	0	Longford	133	0	0
Clare	9	0	0	Louth	198	0	0
Cork Co. and City...	425	0	0	Mayo	60	0	0
Donegal	56	0	0	Queen's County	78	0	0
Down	147	0	0	Roscommon...	78	0	0
Dublin Co. and City,	84	0	0	Sligo	14	0	0
Fermanagh	5	0	0	Tipperary	149	0	0
Galway	39	0	0	Tyrene	36	0	0
Kerry	14	0	0	Waterford.....	54	0	0
Kildare	43	0	0	Westmeath....	71	0	0
Kilkenny	97	0	0	Wexford	137	0	0
King's County.....	53	0	0	Wicklow.....	47	0	0
Leitrim.....	34	10	0	Total...£	2,512	10	0

D'Alton, 837.

The administration of these schools rests solely on the local incumbent or his substitute; there are no periodical reports; the public possess over them no direction or controlling power; their establishment, conduct, and continuance, depend exclusively on individuals. It is a matter, therefore, of no surprise, "that parochial schools (in the words of Mr. D'Alton) were never established in any great number in Ireland," nor calculated at any time to answer fully the purposes for which they were instituted.

2. Charter Schools.

Origin, &c.

The Parochial Schools prescribed to be established by the statutes of Henry and William, not having been erected in every benefice, or not producing the results which were intended, a memorial was presented in 1731, to George II., stating, that great tracts being inhabited by Papists, who were kept by their Clergy in great ignorance of true religion, and the erecting of Protestant English schools in these places becoming absolutely necessary for

their conversion, the English parochial schools already established not being sufficient for the purpose, nor the residence of the Protestant Clergyman fully answering that end, some other plan of education had become requisite. The Government complied with its prayer, and, in 1733, the Charter Schools were established by charter in Ireland, for the purposes therein set forth, "to the intent," as the charter expresses it, "that the children of the Popish and other poor natives of Ireland, might be instructed *gratis* in the English tongue, and the principles of true religion and loyalty." Though of a decidedly proselytising character, even at its outset, it was not till 1775, that it was professedly and exclusively so. In that year a bye-law was entered into by the Board, by which Popish children only were declared in future admissible, but which was unanimously rescinded in 1803.

The efficiency of this system may be gathered from the following:—

Year.	Schools.	Scholars.	Annual Expenditure.		
			£	s.	d.
1741..	18	372	4,981	15	2½
1751..	35	1,022	9,135	4	10½
1761..	47	1,379	10,137	5	4½
1771..	52	2,035	10,404	2	9½
1781..	41	1,346	11,433	7	3
1791..	41	1,774	16,565	16	2½
1801..	41	1,970	20,217	18	4¼
1811..	34	2,351	40,194	11	11¾
1821..	33	22,00	36,655	0	6¾

3 Rep. of Com. of Education in Ireland.
1 Rep. Com. of Educat. Inquiry. App. 3.
D'Alton, 838-841.

3 Rep. Com. of Education in Ireland.

1 Rep. Com. of Educat. Inquiry. App. No. 172.

These funds were derived from various sources; King's bounty, Parliamentary grants, bequests, and savings and donations vested in stock. The King's bounty, in 1788, was £1,000 a year; the Parliamentary grants then averaged about £11,000 a year; the remainder, the interest of stock and endowment, completed a sum total of not less than £20,105 17s. 9d. a year, for the education of 1,798 children.

Since that period they increased, but with as little benefit to the public. The sums granted by Parliament from 1820 to 1832, were as follows;

1820 £24,000.	1826 £19,500.	Parl. Papers. Appropriation of Supplies Acts.
1821 20,000.	1827 18,500.	
1822 17,000.	1828 14,384.	
1823 17,000.	1829 10,583.	
1824 21,615.	1831 5,794.	
1825 15,615 & 6,000.	1832 5,750.	

The Commissioners of Education state generally, in 1825, that the sum of not less than £1,027,715 had been granted by Parliament in the interval of 90 years; that not more than 12,745 children had been apprenticed; that the cost for the apprenticeship of 7,905 had been £1,000,000; and out of 196 children apprenticed, not more than 101 were doing well. From 1803 to 1814, 1,585 boys and 934 girls were apprenticed; of the former, 982 were doing well, but 603 had eloped or were discharged for bad conduct. The girls were better conducted, but not one-tenth had received the marriage portion proposed by the society. From 1806, £83,689 had been expended in building, but it appears not more than two new schools had been erected.

1 Rep. of Com. of Educat. Inquiry.

D'Alton, 843.

D'Alton, Tab.
Digest, App. 2,
p. 552.1 Rep. of Com. of
Educat. Inquiry.
Administration.
D'Alton, 843-4.

In consequence of the Commissioners of Education, after a minute and patient investigation, having reported in 1825, that not only were these schools totally mismanaged and inefficient, but "that the evil was so monstrous it could not be corrected," Parliamentary aid was gradually withdrawn. They now receive nothing from the Legislature, and are maintained exclusively on their own endowments. They are of various foundations; many are subject to various rents, and bound by various conditions. There is reason to believe that bequests and donations were made to some, with use only while they continued Charter Schools; and that other funds left for general education have been appropriated to Charter Schools exclusively, very early after the foundation of the system. The funds are still considerable, but very disproportionately distributed. Mr. D'Alton returns the endowment of the school of Athlone at £1,748; others do not average more than £6 a year. Portions of land are occasionally found annexed to the schools.

The management of the Charter Schools is partly vested in "the Incorporated Charter Society" sitting in Dublin, and partly in the local trustees. Being of various foundations, they are subject to great diversity of administration. They resemble the Parochial Schools already named, in not being subject to Government or Parliamentary inspection, or being required to furnish periodical reports, since the withdrawal at least of the annual grant.

3. *Blue Coat School and other Royal Endowments.*

The principal are the Blue Coat School, combining a school and hospital, the Hibernian School, and the Hibernian Marine School.

Origin, &c.

D'Alton, Tab.
Digest, App. 2,
541. Rep. 1788,
App. p. 17.
D'Alton, Tab.
Dig. App. 1.

The Blue Coat School and Hospital were founded by charter, in the 23rd year of the reign of Charles II., "for the relief of poor children, and of aged, maimed, and impotent persons." The rental amounted, in 1788, to £1,827 8s. 6d.; for which were maintained and educated gratuitously in the school department, 120 pupils. In 1810, it had increased to £4,315 17s. 10d. Irish, or 3,983 18s. 3d. English.

Rep. 1788, Ap. 17.
6 Rep. of Com. of
Educat. Inquiry.
D'Alton, Tab.
Dig. App. 1.

The Hibernian School was instituted for the instruction of soldiers' children, and incorporated 1769, (the 9th Geo. III.) Its funds were derived partly from lands and partly from Parliamentary grants. The annual income, in 1788, was £2,514 16s. 10½d., for which 260 children were maintained and instructed gratuitously. In 1835, it had fallen to £1,010. Up to 1826, it is stated, the institution had received, at various times, Parliamentary grants to the amount of £240,356.

Rep. 1788, Ap. 17.
10 Rep. of Com.
of Education in
Ireland.
D'Alton, Tab.
Dig. App. 1.
6 Rep. of Comm.
of Edu. Inquiry.

The Hibernian Marine School, for "maintaining, educating, and apprenticing the children of decayed seamen," was established by a charter of incorporation in 1771, (15 Geo. III.) Its annual income amounted to £1,729 7s. 3d. in 1788, for which were maintained and instructed gratuitously 150 children. It had an annual Parliamentary grant of £400 a year, in addition to the proceeds of its endowment. In 1809, 139 children were maintained. The income in 1835, was £900. Not more than 23 children are at present maintained.

Administration.

These several institutions are managed by their respective corporations, and since the withdrawal of the grants, without any interference or control on the part of Parliament or the public.

4. *Erasmus Smith's Schools.*

It may be a matter of question whether these schools should be considered "private" or "public." They are undoubtedly of private foundation, but from the frequent interposition of the Legislature, they may in a great measure be regarded as public institutions.

These schools were founded and endowed in pursuance of the will of Erasmus Smith, under a charter of Charles II. (1669,) for the education of the tenants of his estates, and other poor children. The 10 Geo. I., in consequence of considerable accumulations, permits the extension of the funds to other educational purposes, such as the founding of new exhibitions and professorships in the University, granting of aid in the erection of new school buildings, apprenticing poor scholars, founding new English or elementary schools, &c. Most of these powers have been exercised. At their foundation and since, the schools have been strictly confined to Protestants.

The funds are derived from land, and are now very considerable. In 1788, they let for £3,471 9s. 8d. yearly, but before the termination of the year they were raised to £4,249 9s. 10d., and in the next 10 years to £500 or £600 more. In 1835 they amounted to a gross total of £7,584 16s., being the rental of 7,593 acres.

In 1788, the funds were variously applied; a portion to Christ's Hospital in London; another to the Blue Coat Hospital in Dublin; but the greater mass to the schools in question. The number of schools was then seven, educating 89 boarders, 54 day-scholars, and 139 free-scholars, making a total of 282. They have since increased to 89, educating not less than 11,000 scholars.

The administration of these funds, and the entire regulation of the schools, including the appointment of teachers, inspection, course of instruction, is vested wholly in the hands of trustees, under the name of the "Governors of Erasmus Smith's Schools," in number 32, of whom the Archbishop of Dublin, the Chancellor, three Judges, and the Provost, are *ex-officio* members. No annual report is presented either to Government or Parliament.

5. *General Endowments.*

Under this head may be ranged schools, endowed either by societies or individuals, for elementary education, whether restricted or not to particular classes or religious persuasions. Originating, for the most part, from private bequests, and supported by the proceeds of private estates, they can scarcely be considered, whatever may be their objects, in the light of public establishments, wherever the Legislature has not interposed especially.

This class of schools was in 1788, both numerous and well endowed. The aggregate annual value was calculated to have been £7,400; since then they have increased in number and income.

Their distribution over the country, as will appear from the following statement, is very unequal:—

COUNTIES.	Number of Schools.	COUNTIES.	Number of Schools.
Antrim,.....	17	Limerick,	18
Armagh.....	9	Longford,	5
Cavan,.....	2	Louth,	5
Clare.....	3	Mayo.....	6
Cork,.....	38	Meath,	11
Donegal.....	4	Monaghan.....	7
Down,.....	16	Queen's County,...	7
Dublin County,.....	23	Roscommon,.....	3
Dublin City,.....	4	Sligo.....	1
Dublin Parish Schools,	71	Tipperary,.....	18
Fermanagh,.....	3	Tyrone,	5
Galway,.....	3	Waterford,.....	23
Kerry.....	6	Westmeath.....	7
Kildare,.....	12	Wexford.....	11
Kilkenny,.....	7		
King's County,.....	3		
Leitrim.....	1	Total.....	349

There are none mentioned in Carlow, Londonderry, and Wicklow.

The amount of endowment, and the number of children in each school, are not less various. The income of some schools is solely derived from endowment; in others the endowment forms but an inconsiderable item. Many have not more than £10, £6, or £3 a year under that head; others again, such as Wilson's and Bishop Foy's schools, upwards of £2,000.

Rep. 1788. Ap. 36.
5 Rep. of Com. of
Education in
Ireland.
D'Alton, Tab.
Dig. No. 2.
13 Rep. of Com.
of Education in
Ireland.
Rep. 1788.
App. 37.
D'Alton, Tab.
Dig. No. 2.

The most important of these schools are the two last-mentioned. Wilson's Charity combines an hospital and school; it is supported out of lands devised in 1724, by Andrew Wilson, esq., producing, in 1788, together with the interest of 15 Government debentures, £2,317, for which 20 poor men and 100 boys were clothed, maintained, and instructed; and in 1809, £3,102 5s. 6d. Foy's School, in the city of Waterford, for instructing and apprenticing poor boys, is maintained out of the proceeds of 1,400 acres, bequeathed by Dr. Nat. Foy, in 1707, and producing, in 1788, a rental of £523 11s., and in 1809, £2,547 3s. 3d. The number educated in the former year was 75; they have not since increased.

Administration.

The diversity of their origin and objects has necessarily affected the administration of these institutions. They are intended generally for elementary education, but in many cases under various limitations as to religious creed, poverty, &c. In many, instruction is wholly gratuitous; in others, a small fee is required; in some, again, gratuitous instruction is accompanied by clothing and maintenance. The majority are under the management of the trustees of the founders, in some cases, as in Wilson's School, expressly incorporated for the purpose; sometimes private, sometimes official persons. In a few instances they are administered by municipal corporations, and in some rare ones, by the parish. A few of the more important have been placed by Act of Parliament under the Board of the Commissioners of Education; but these are to be regarded in the light of grammar schools, and do not enter into this portion of our inquiry. In cases where they continue under private administration, no annual report to Parliament is presented or required; the control, consequently, of the

53 Geo. 3, c. 107.

public is limited, as in the case of other private charities, to the interference of the Board of Charitable Bequests, or the Court of Chancery, on special complaint. The expense attending such appeals, and the little interest the public generally takes in such questions, render such remedy comparatively inefficient, at least for purposes of permanent benefit to the great body of the community.

II.—SCHOOLS SUPPORTED BY PUBLIC SOCIETIES.

Under this head may be classed schools, maintained and conducted, not only by incorporated societies, but by associations of independent individuals. Amongst the first are the following:

1. *Schools of the Association for the Suppression of Vice.*

In 1792, this Society was established, and in 1800, incorporated, with the view, as their prospectus states, of counteracting the rapid progress which infidelity and immorality were making through the kingdom. The Society seems at first to have confined its attention to the distribution of Bibles, Testaments, and religious Tracts; it subsequently extended to the aiding, establishing, and maintaining schools, building school-houses, and granting salaries to teachers. Though it purported to open them to all religious persuasions, their three leading arrangements were obviously of an exclusive character. 1. The schoolmaster was required to be a Protestant, and to be appointed by the parish Protestant clergyman. 2. The Scriptures were required to be read at school hours. 3. In addition, an extended system of catechetical instruction of the Church of England was provided, for which purpose examinations were held by Protestant ministers, and for answering in which premiums were adjudged.

The funds of the Society were derived partly from subscriptions, and partly, but in a much larger proportion, from annual Parliamentary grants. The Returns of 1828, state that the total, between the year 1800, when the Society was incorporated, and the year 1827, when the annual grant was withdrawn, to have been £101,991 18s. 6d. Since that period, its expenses have been defrayed by private subscriptions, the precise amount of which has not been ascertained.

The administration of the Society was vested, by its original constitution, in a committee elected annually by a meeting of the subscribers. A certain share of power was allowed to the patron and clergyman of the locality. Neither Parliament nor Government exercised any minute or precise control over the management, farther than reserving the power of withdrawing or diminishing the grant. Reports were occasionally published by the committee.

2. *London Hibernian Society.*

This Society was formed in London, in 1806, for the purpose of "establishing schools and circulating the Holy Scriptures" in Ireland. It was, in most particulars, on the model of the Association for Discountenancing Vice. Proselytism was distinctly disavowed; and in order to guarantee this pledge, no books of religious controversy, tracts, or catechism, were admitted into their schools, but the Bible was required to be read and repeated. Schoolmasters were not required to be Protestants, they were eligible from any religious denomination, but the resident parochial clergymen were the permanent visitors; the inspectors were selected exclusively by the Society, and the teachers paid accord-

ing to the result of their inspection. Distribution of Bibles and Testaments seems also to have formed a considerable feature in the objects of the Society.

The funds were derived partly from subscriptions, and partly from contributions from "The Lord Lieutenant's Fund," a sum annually granted by Parliament. No Parliamentary votes were made directly to these schools. The sums granted to the Lord Lieutenant's Fund amounted, during the period between 1819 and 1824, to £80,583 6s. 8d., to which may be added £15,000, to the year 1826, when it ceased. Of this, a large portion was given to the schools of the London Hibernian Society.

The administration was not, in any material points, dissimilar from that of the "Association for Discountenancing Vice."

3. *Kildare-place Society.*

"The Society for promoting Education in Ireland," now commonly called the "Kildare-place Society," was instituted in the year 1814, but did not come into extensive operation till 1817, for the purposes stated more distinctly in their prospectus :

1. To assist, by pecuniary grants, as well the forming and establishment of new schools, as the improvement of schools already in existence, upon condition that the principles of the Society be adopted for their regulation.

2. To maintain two model schools in Kildare-place, in which to exhibit the plan recommended, and to train masters and mistresses of country schools.

3. To receive masters and mistresses from the country, in order to qualify them for carrying the plans of the Society into effect.

4. To publish moral, instructive and entertaining books, fitted to supplant the objectionable ones then in use.

5. To supply to schools in connexion with the Society, gratuitously, and to all purchasers at cost prices, spelling-books, stationery, and other school requisites.

6. To maintain a system of annual inspection of all schools in connexion with the Society.

7. To encourage by gratuities, but not by salaries, such masters and mistresses as should appear deserving.

These schools were open, in all their departments, as well, indeed, as the Society itself, to all sects of Christians. It was not till a later period, in consequence of differences on the reading of the Bible, that it was charged with a proselytising tendency. It was at first supported by all denominations.

The funds for the purpose of carrying the objects of the Society into operation were derived, in part from voluntary contributions of subscribers, and in part, but much more considerably, from the grants of the Legislature. In the sessions of 1814 and 1815 Parliament consented to a grant of £6,980, and in the subsequent years gradually increased it till it reached the annual sum of £30,000. This will appear more intelligible from the following accounts of the annual grants:

1816	....	£6,000	1823	....	£14,000	1829	....	£25,000
1817	....	9,663	1824	....	22,000	1830	....	18,750
1818	....	5,538	1825	....	22,000	1831	....	30,000
1820	....	5,538	1826	....	15,000	1832*		
1821	....	10,000	1827	....	25,000			
1822	....	10,000	1828	....	25,000	Total..		£290,479

* See page 86.

In the year 1833, the grant was altogether withdrawn. The subscriptions now from the sole existing fund for the management and extension of these schools.

They are administered by a committee appointed annually at a meeting of subscribers, with powers to appoint masters, superintend the training schools, select inspectors, and enforce the performance of the other duties set forth in their prospectus. During the period of their existence, not only previous, but subsequent to the withdrawal of the grant, they published annually reports, which go with considerable minuteness into the statistics of schools with which they are in connexion. The Legislature does not exercise any control.

Besides these public societies, there are many others of a less extensive nature, dedicated to the maintenance and diffusion of elementary education. Amongst the societies may be noticed the Baptist and Irish Societies, the Sunday School Society, the several religious societies of the Roman Catholic persuasion, such as the Brothers of Christian Doctrine, the Sisters of the Ursuline and Presentation orders, &c. In the large towns also there are numerous establishments, conducted by various bodies, voluntarily associating for the same benevolent purpose, distinguished by their zeal and activity. There are also attached to several of the places of public worship schools for the children of their congregations, varying in size and importance according to the locality. These institutions are supported, in some instances, by small endowments, aided by voluntary donations, subscriptions, and fees. They are independent of the Government and Legislature, who not only do not interfere, but are generally very inadequately informed of their nature, extension, improvement, &c. Being thus conducted by individuals at their own discretion and on their own responsibility, they enter into the class of private schools, and all inquiry into their administration and numbers must consequently be considered beyond the limits of this Report.

Administration.

M'Namara, 4375.
Bullen, 3981-3984
O'Brien, 6595.
Bullen, 3960.

III.—SCHOOLS SUPPORTED BY NATIONAL FUNDS.

National Schools.

In October, 1831, Lord Stanley, the then Chief Secretary for Ireland, addressed "Instructions" to the Duke of Leinster, establishing the present system of National Schools in Ireland.

In the following Session, the Legislature withdrew the grant from the Kildare-place Society, and voted a small sum to be applied through a Board of Royal Commissioners, under certain regulations prescribed in the "Instructions," to the uses of these schools.

These regulations required for the establishing a "National School;" 1. That there should be a joint application from the Protestants and Roman Catholics of the district. 2. That there should be a local contribution of at least one-third, for the building of the school and the salary of the teacher. 3. That the schoolhouse, when finished, should be vested in trustees appointed by the Board. 4. That a fund sufficient for the annual repairs of the schoolhouse and furniture, and for the permanent salary of the master, not less than _____, and for the purchase of books and school requisites at half-price, should be provided. 5. That persons applying for aid be allowed to appoint their own teachers, but subject to the following conditions; viz. he shall be liable to be fined, suspended, or removed altogether by authority of the Commissioners, who shall however record their decisions; he shall receive instruction in a model school in Dublin, to be sanctioned

Origin, &c.

by the Board; he shall hold testimonials of good conduct and of general fitness for the situation from the Board. 6. That the Board should exercise a complete control over the various schools placed under its auspices.

These schools are open to all sects of Christians, and it is as much as possible intended to unite in them pupils of different religious denominations. With this view, the special religious instruction is given apart. By a recent regulation, a Bible class may be established in any school, but Roman Catholic pupils are permitted to absent themselves, in case their parents object to their attendance.

Blake, 3535 3566.
et seq.

By the preceding arrangements it is intended that these schools should be established and maintained by the joint contributions and co-operation of the Government and the applicants, but the principle or practice of assessment, conditional or absolute, has not been admitted.

Parliament has granted as follows for their establishment and maintenance, under the title of Votes for the Advancement of Education in Ireland:

Appropriation Acts.	1832	..	..	..	..	..	..	£37,500*
	1833	..	..	..	..	..	..	25,000
	1834	..	..	..	..	..	..	20,000
	1835	..	..	..	..	..	..	35,000
	1836	..	..	..	..	..	..	38,000
	Total,							£155,500

Blake, 4065-4077.

These grants have been applied principally in aid of the building of schoolhouses, paying the salaries of teachers, providing school requisites, and in defraying the costs of the Board. Recently a large sum has been allocated to the providing an official building for the Board, and a school for teachers, in Dublin.

The contributions on the part of the applicants have been also considerable. These facts will be seen from the following statement:

2 Rep. Com. of
Nat. Education.

Provinces.	Aid granted by Commissioners in each Province, towards				Amount of Local Contributions towards Building, Fitting up, and Repairs.	
	Building.	Fitting up.	Salaries.	Repairs.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Ulster,	2985 12 4	2107 16 5	3948 0 0	1137 6 4	4030 12 5 $\frac{1}{2}$	
Munster, ..	1155 11 0	1010 13 7	2093 0 0	572 14 9	1660 17 6 $\frac{1}{2}$	
Leinster, ..	2430 7 7	2758 8 0	3983 10 0	1366 16 5	5842 2 4	
Connaught,	1347 16 7 $\frac{1}{2}$	734 6 5	1216 0 0	301 13 9 $\frac{1}{2}$	2295 17 9 $\frac{1}{2}$	
TOTAL, £	7919 7 6 $\frac{1}{2}$	6611 4 5	11240 10 0	3378 11 3 $\frac{1}{2}$	13829 10 1 $\frac{1}{2}$	

For which the following number of Children were Educated:

Provinces.	Population 1831.	National Schools.	Number of Children on Roll.		Total.	No. of Teachers.		Total.
			Males.	Females.		Males.	Females.	
Ulster,	2,266,622	439	27,507	18,104	45,611	391	54	445
Munster, ..	2,227,152	207	18,726	13,775	32,501	158	78	236
Leinster, ..	1,909,713	343	27,737	22,219	49,956	245	147	392
Connaught	1,343,914	117	10,675	6,778	17,453	94	28	112
TOTAL..	7,767,401	1,106	84,645	60,876	145,521	888	307	1,195

* A portion of this sum was applied to the Kildare Place Society.

The Total Amount of Money, and Value of other Aids, issued from 1833 to 1837: Parl. Papers, (446) 1 June 1838.

Provinces.	Building.	Fitting up	Salary.	Books and other School Requisites.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ulster.....	6,875 12 11	3,033 14 1	18,126 8 0	4,401 19 0½
Munster....	5,844 18 10	1,492 14 5	10,930 7 5	2,758 2 11½
Leinster....	9,007 18 10	3,626 4 3½	18,527 10 8	5,121 7 3¾
Connaught..	4,569 17 8½	1,058 15 10	6,491 12 10½	1,384 16 9½
Total..£	26,298 8 3½	9,211 8 7½	54,075 18 11½	13,666 6 1

These sums however are conceived by the Board to be still inadequate, and in their Second Report, in 1835, they have stated, that a sum not less than £200,000 per annum will be required from Parliament, to establish this system on an extensive and efficient scale throughout Ireland. 2 Report Commissioners of Nat. Education. Blake, 3534.

It is to be observed, that the contributions in fees from pupils to these funds must vary very considerably, according to the locality. In some instances the district has been so poor as not to be enabled even to found the school. The Board, in its Instructions, prescribes charges graduated according to the nature of the instruction. Blake, 4125, et seq.

For reading, spelling and writing on slates.....
 Reading, spelling and writing on paper.....
 Ditto.....ditto.....with arithmetic..
 Extra branches.....

Education purely gratuitous is discouraged.

“The children of such parents as are unable to pay the sums prescribed may, on application to the Patron or Committee, be admitted at reduced rates, proportioned to their means; the Commissioners of Education recommending that some payment, however small, be required for the instruction of every child.”

The National schools are placed directly under the control and regulation of the Board of Commissioners. The Board is intrusted with adequate means of enforcing their regulations; they may dismiss the teacher, withdraw the grant, &c., in case of resistance or departure from the rules prescribed for their observance. The Board exercises its superintendence and control through its inspectors, who are selected and appointed by the Board after a previous examination sufficiently strict. By the recent regulations the visits will be more frequent than formerly. The Inspector is required to ascertain by general questions the proficiency of the pupils, and to report thereupon to the Board after a form common to all the schools. The Board, as at present constituted, is composed of a certain number of clerical and lay members, none *ex-officio*, but all appointed by the Crown, and selected from different religious persuasions. Unanimity in all matters relating to the publication of books connected with religious instruction is insisted on, “in order to prevent the supposition that persons of one creed might, by forming a majority of the Board, send forth extracts not approved by those of another.” The Board meet by previous summons once a week, on Thursday, and such other days as may be required for despatch of business. To make a Board there must be present three Commissioners, but any two Commissioners may do business of minor importance. Minutes are taken of each Administration. Blake, 3325. Blake, 3457. Rep. 1837. Blake, 3529. Blake, 4049. Blake, 3366. Blake, 3357, 3358. Blake, 3360, 3361.

Blake, 3362, 3363. day's proceedings; the names of Commissioners present, business to be transacted, &c. &c. In general, though some are prevented from attending by other avocations, the attendance is good. A difference, it is observed, is perceptible in this respect between official and non-official persons, though none between paid and unpaid members. Mr. Carlile, the only paid Commissioner, is in constant attendance. The Secretary receives a salary of £500 a year, and resides in the buildings appropriated to the Board. The Inspectors, when in town, are required to call there every day. One secretary, with an assistant clerk, is found sufficient for the business of the Board, and it is the opinion of one of the Commissioners (Mr. Blake) that he would continue so, though it were considerably increased. The Board receives frequent reports from its inspectors, and presents the results in a condensed form to Parliament every year.

Blake, 3473.

Blake, 4049.

Blake, 3483, 3485.

Blake, 3461, 3466,
4049, 4063.

This system of administration appears to admit a more rigorous, minute, and extended public control and direction than any hitherto applied to education in Ireland. The schools being under the immediate observation of not only local committees of the applicants, but of publicly appointed inspectors; the inspectors, teachers, &c., being responsible to the Commissioners; the Commissioners, in their turn, to Parliament; and Parliament acting under the public eye, and expressing the public will, there is little doubt that such machinery, well applied and well worked, is adequate for the management, in a really national sense, of any system of education.

INSTRUCTION.

The course of instruction, and the method of conducting it, in the elementary schools, varies according to the object which each system has in view, but does not appear to have yet reached, under any, that degree of sufficiency and applicability which is demanded by the times and the country. It is in general below the standard required by the present state of society, inappropriate in many instances to the peculiar position of the district, and conducted on principles and after methods ill calculated to advance the great objects of education.

I.—SCHOOLS SUPPORTED BY ENDOWMENT.

Parochial Schools.—The instruction is limited to reading, writing, arithmetic, a small portion of scriptural reading, and the Catechism.

Charter Schools.—The Reports laid before The House of the manner in which education was conducted in these institutions, disclosed such evidence of undue severity and ignorance on the part of the teachers, such neglect of the physical, intellectual, and moral interests of the pupils, so total a disregard of the very first principles of education, as to leave no choice to the Legislature and the Government between a sanction of these abuses and a withdrawal of the grant. The course of instruction was at all times very limited, not extending beyond reading, writing, a portion of the Scriptures, and the Church Catechism learnt by heart; sometimes a little arithmetic, &c. &c.

3. Report of Commissioners of Education in Ireland.

6. Ibid.

Blue Coat Hospital.—The instruction given is nearly of the character of ordinary English schools, as far as English education is concerned. The pupils are taught the Holy Scriptures and the principles of the Protestant religion, and, in addition, a few branches of practical mathematics, navigation, &c. &c. They are admitted at eight, and apprenticed to some trade at 14.

Erasmus Smith's Schools are, as has already been observed, partly academical and partly elementary. The instruction in the elementary schools is generally confined to reading, writing, and arithmetic, with a small portion of scriptural and catechetical teaching.

Wilson's Hospital.—The education is altogether elementary.

Other Endowments.—In the elementary schools of this class, in some particular instances, considerable improvements have been made. Besides the usual amount of reading, writing, and arithmetic, grammar, geography, history, book-keeping have been added in the schools of Ballyroan; and in that of Carysfort, Elrington's Euclid, Harvey's Mensuration, &c. are read. In the school of Tullyvin, elocution, grammar, and the use of the globes are taught to the boys, and the girls learn book-keeping, in addition to reading, writing, and arithmetic. Extracts from the Scriptures and the Catechism constitute the moral and religious course of instruction.

II.—SCHOOLS SUPPORTED BY PUBLIC SOCIETIES.

The Association for the Suppression of Vice appears to have limited its instruction to the simplest elements of intellectual education; reading, writing, and arithmetic. The religious and moral instruction is based on the reading of the Scriptures, and is accompanied by the Church Catechism. The methods used are principally Bell's. The teachers are not trained by the Society.

The Hibernian Society differs little in its course or methods from the preceding. The reading of the Scriptures is strictly insisted on, and forms the chief object of instruction in these schools. It trains teachers, but does not publish books.

Kildare-place Society teaches, in its schools, reading, writing, arithmetic, a certain portion of elementary geography, history, &c. It grounds its moral and religious instruction solely on the reading of the Scriptures without note or comment, and unaccompanied by any catechism of any particular religious creed. The Society deserves much praise for having been the first to publish a series of works for the use of schools. They are in general creditably executed: some are translations from works in extensive circulation on the Continent. The Board of National Education has in many cases given them its sanction, and they are used in common with its own in many schools in the country, and indeed generally in the three kingdoms. It has also bestowed attention on the education of teachers, male and female: but it has been alleged that the instruction has not been sufficiently fundamental, and is rather mechanical than intellectual. This may be attributed in part to the shortness of the period allowed for training, and the erroneous or imperfect notions existing on education when the Society was first constituted.

Other Societies.—The schools conducted by other associations necessarily partake of the character and opinions of their managers, and must vary accordingly in their courses and methods. They thus present the utmost diversities and strongest contrasts.

III.—SCHOOLS SUPPORTED BY NATIONAL FUNDS.

National Schools.—Intellectual education in these schools is purely elementary, and is left, as to methods and courses, to the discretion of the teacher. It comprises reading, writing, and arithmetic, with the elements of geography, history, and the leading objects of useful knowledge; to which, in some schools, also are now added book-keeping, geometry, surveying, and the

9. Report of Commissioners of Education in Ireland.

5. Ibid.

Appendix, No. 3. p. 561.

Appendix, No. 3.

1 Report of Commissioners of Educat. Inquiry.

Hincks, 173.

Simpson, 2876.
M'Namara, 4368.

Blake, 4124-4125.

Blake, 4143. 4147.

- Blake, 4263-4264. outlines of political economy. No agricultural or horticultural instruction, no training in manual arts, no elementary lessons in the physical sciences, or in music or drawing, have yet been given, at least generally, but it is understood to be in the view of the Board to make such additions as soon as they can provide schools with proper teachers for the purpose. Religious instruction is partly given in common and partly separate, if the pupils should be of different communions.
- Blake, 4125. One day in the week is set a part altogether, according to the regulations of the Board, for religious instruction, and certain hours on each other week day.
- Children are required to be present only at such religious instruction as their parents or guardians approve of, either on the day set apart for that purpose, or during the time set apart on the general school days.
- Blake, 3466. The Inspectors are further particularly instructed to ascertain the books used in the schools, and to report upon them, and whether there is anything in the school to give it the appearance of an exclusively Protestant or Roman Catholic institution. Where any violation of this rule occurs, or indeed any other, the Board immediately communicates with the patron, and if it be not immediately corrected, the school is struck off the list, and ceases to receive any aid from the Board.
- The religious instruction given in school is through the books published by the Board under the name of Scripture Lessons. These books are published with the unanimous approbation of the Board, therefore with the sanction of the Protestant and Catholic Prelates, the Presbyterian and Unitarian members who compose it.
- M'Namara, 4363. There is a marked improvement observable in the school books distributed under the authority of the Board. They have already published several small treatises, amongst which may be remarked the condensed translation of Clairaut's Geometry, Money lessons, &c. They are much sought after both at home and abroad. The Board employs writers to compose these works, which are examined and approved by the Board, and when approved, printed at their own expense, thus reserving the copy-right, and then supplied gratis, at least at the outset, to each school. These works are in very general circulation even amongst schools not in connexion with the Board, in private families as well as schools, and in Great Britain as well as Ireland. Together with the works published by the Kildare-place Society, already referred to, they have gone far to supersede, both in schools and in their own homes, the noxious and absurd works so generally found some years ago in the hands of the lower classes.
- Blake, 4173. The Board also supplies slates and other similar school requisites. It has published maps, but no engravings, as yet, illustrative of zoology, botany, machinery, &c. It is in contemplation to attach lending libraries to the schools under the jurisdiction of the Board.
- Blake, 4183, 4184. Blake, 4188. Blake, 4192, 4193. Blake, 4064-4079. The necessity of having properly trained teachers is fully felt, and large preparations are making both in buildings and the organisation of a proper system for this purpose. Those teachers actually in employment in the majority of the National Schools are of a very inferior description. Mr. Blake describes them "as not at all what we could wish;" that there has been no such thing as what he should call a regular education hitherto for teachers; that almost the only system which existed was that of the Kildare-place Society and the Christian Brothers. That the Kildare-place Society was not what he should consider a training
- M'Namara 4339-4359.
Blake, 4098, 4107.

establishment ought to be. It did not teach the art of teaching; neither did the teachers go through that course of discipline for a sufficient period. "It did not develop the faculties," and thus omitted the most material portion of a teacher's education. The mode adopted by the Christian Brothers is described, by the same witness, as not very dissimilar to that of the Kildare-place Society; "it does not work in the mind sufficiently." Dr. Bryce, in some degree to remedy this want, established in the Belfast Academy a course of lectures, extending generally to 50 or 60, three of which are given in one week. The audience, at first composed of parents and benevolent persons, has latterly consisted chiefly of young persons of both sexes, from 17 to 24 years of age, preparing themselves for the profession of teaching, as tutors or governesses in families of the middle and higher ranks, or as masters or mistresses of schools for children of the same grade. The attendants, however, are not yet numerous, varying from 10 to 30; and the course having been only recently established, its effects are not yet perceptible on the surface of society. As yet, indeed, in the opinion of Dr. Bryce, "properly speaking, there does not exist a science of education; we are only now attempting to create one, by reducing the teaching and government of children to fixed general principles, derived from the known laws of the human mind." Even of these teachers so trained, however insufficiently, by the Kildare-place Society or the Christian Brothers, few comparatively are to be found in the National Schools. The choice is left to individual judgment and inclination. "They have been locally provided in general." "The present teachers are, as a whole, a class of men that ought to be got rid of as soon as possible."

Bryce, 957-966.

Bryce, 964.

Blake, 4103-4107.

M'Namara, 4340.

The cause of this inferiority it is not necessary to trace here; it is sufficient to notice its existence and prevalence. At the same time it is satisfactory to add, that not only does the public seem fully impressed with the nature and extent of the evil, but very effective measures to eradicate it are now in progress. The Board has already applied the sum of £11,000 to the purchase of buildings for schools, and traced out a course of study for teachers in Dublin, pursuant to the intentions of the Legislature; hopes may thus at last be reasonably entertained, that ere long a race of teachers, competent to their important duties, will be provided, not only for the National, but for all other classes of schools in Ireland.

Blake, 4066.

Having laid before Your Honourable House, an outline of the state of Elementary Education in Ireland, it now becomes the duty of Your Committee to suggest such measures as, in their opinion, may be best calculated to correct the vices and supply the deficiencies of the same.

2 Report of Commissioners of Public Instruction Ireland, 1835.

In making these suggestions, it is proposed to follow the arrangement already adopted under the two heads of *Administration* and *Instruction*.

II.—SUGGESTIONS FOR AN EXTENDED, IMPROVED, AND PERMANENT SYSTEM OF ELEMENTARY EDUCATION IN IRELAND.

There are four distinct systems of Administration, in reference Administration. to Education, at present in operation in Ireland.

1. That of Private Schools, where the whole authority and management is exercised by individuals, in their individual capacity, at their own expense, and for their own profit.

1 Private Schools.

2. Endowed Schools.

2. That of Endowed Schools, where both are exercised by individuals or bodies in trust for the founders.

3. Society Schools.

3. That of Society Schools, where both are confided to individuals or committees chosen by the society.

4. National Schools.

4. That of National Schools, where the management is partly in the hands of local individuals or bodies, and partly in those of a Board appointed by the Government, and responsible to Parliament.

Various propositions.

On each of these modes, and their influence, not only upon Education, but on the civil and religious freedom of the subject, and the power of the Executive, various opinions and recommendations have been laid before Your Committee. They may be reduced to the following—

1. 1. Liberty to all classes and individuals to pursue that system of administration and instruction they may think proper: no superintending State authority or control, but also no Parliamentary aid, in the shape of absolute or conditional grants.
2. 2. Liberty to all to select their system: Parliamentary grants distributed by the Treasury, proportionably to the number of scholars or members of the religious persuasion, &c.; but no State interference, inspection, or control.
3. 3. The same liberty: Parliamentary grants, but to be restricted to the first establishment of the school, and to be applied through a temporary Government Board.
4. 4. The same arrangement as the preceding, but in conjunction and acting with the Government Board, a voluntary Board or Association of Teachers.
5. 5. Liberty of selection to all classes: Parliamentary grants conditional and absolute, but to be applied, on certain determined conditions, through a Board of Education, appointed by Government, and responsible to Parliament, and with specific powers to direct and superintend all institutions to which such grants shall be applied.

Your Committee have examined with attention each of these recommendations.

No interference with private schools proposed.

With the administration of the first class of schools, Your Committee does not propose to interfere. They are aware that in other countries they have been considered as affecting materially the public interest, and Government has, in consequence, claimed a right to see that they do not affect them injuriously; but Your Committee are of opinion that the establishment of such a practice might lead to results injurious to education, and to the civil and religious rights of the community in this country.

Same rule with reference to Society schools.

Schools established and maintained by the voluntary contributions of benevolent individuals or Societies, may, in great measure, be said to come under the description of the first class, or of Private schools. Unless they receive public grants, they have the same claim to exemption, with ordinary public schools, from all Government or Parliament control over their administration.

Endowed schools should be exempted, except under certain circumstances.

The third class: In Endowed Schools, founded by individuals or societies, where they deviate from their trust, or adherence to such trust be found to be useless or injurious to existing society, a court of justice, or in its incompetence to deal with such cases, the Legislature itself, has a right to intervene. When founded by the State, or though founded by others, subsequently receiving grants from the State, these institutions must be deemed to come at once under State control and superintendence.

The first, which leaves every thing to voluntary exertion and administration, appears from the evidence laid before Your Committee to be founded on the position, that education is like any ordinary article of necessity or luxury; that supply should follow demand; that if the public be left to themselves, they will demand education; and that any interference or direction to hasten this, on the part of Parliament or Government, will tend only to retard it. If given to schools generally, it is urged, it will teach the public to rely on State assistance, rather than their own exertions: if given only to a particular class, it will act in some degree as a monopoly, and injure free competition. These results, injurious in every country, are likely to be rendered peculiarly so in Ireland, by special circumstances. The public has been so long habituated to regard Education, supported by Parliamentary grants, as an instrument for the furtherance of political or religious views, that it is feared it will look upon any system so sustained with distrust and apprehension.

First proposition relative to State interference with the administration of schools.

Bryce, 1261-1270.

Bryce, 1280.

Your Committee do not feel that these positions are supported by experience. The voluntary system has been tried to a great extent, and for a long period. The demand presumed on the part of the public has not existed, or if so, has not been adequately or appropriately supplied. The schools are not in sufficient numbers, or of sufficient excellence, to supply the wants of the community; neither has it been found that Parliamentary aid, when judiciously applied, has interfered with free competition, but, on the contrary, it has frequently suggested and stimulated it. The distrust hitherto felt of the Government, does not appear to have arisen so much from State interference as such, as from peculiar circumstances connected, but not necessarily, with such interference. Your Committee cannot, therefore, assent to the recommendation, that Education should be left in Ireland solely to voluntary support and management.

Objections to.

The second recommendation is, in many particulars, liable to more objection. It admits the necessity and right of Parliamentary interference; but limits such interference to grants only, excluding what ought to be the condition of all such grants, Parliamentary or Government inspection and control. Under such a system large funds might be unprofitably or injuriously applied, without adequate means on the part of the public to prevent or check such misapplications.

Second proposition. Objections to.

The third proposition is, in a great degree, a modification of the preceding. Maintaining in common with the supporters of the first, that education must prosper when left to itself, its advocates still admit that the present race of teachers are, for the most part, incompetent, and that a better is not likely to be immediately supplied by voluntary exertion. So far, then, as the training of teachers is concerned, they propose that Parliament and Government should step in with their aid and direction; but this object attained, they conceive there would be no need for further intervention. A supply of good teachers being the only desideratum, the public once furnished with this would contribute everything else of itself. It is not enough that Government should furnish the means of training teachers; sufficient inducement should be held out to stimulate aspirants to take advantage of such instruction. And were this effected, still much as regards the public at large would remain to be done in diffusing this education so improved through the community, and rendering it, when so diffused, permanent. Your Committee, therefore, whilst recognising with these witnesses the necessity of a supply of better teachers, and the superior means a Government Board, responsible to Parliament

Third proposition.

Arguments for.

Bryce, 1279-1302.

Objections to, Bryce, 1261.

furnishes for such purpose, cannot see the propriety of limiting its powers and duties to these objects exclusively.

Fourth proposition. The fourth proposition, admitting the necessity of a central superintending body, but recommending it should be formed of a great association of teachers, or that such association should be combined with a certain number of other members annexed for purposes of counsel and advice, does not meet with the concurrence of Your Committee. Admitting the advantages which such a body might possess from practical experience, they are also sensible to the danger of their being affected by professional predilections and interests. At the same time, however, that Your Committee disapproves of this organisation, they repeat their sense of the value of the knowledge and experience of such a body, and feel it would be desirable it should be at all times within reach of whatever Board may be constituted to avail themselves of such assistance.

Arguments for. Bryce, 1280-1293.

Objections to. Simpson, 2705-2712. Blake, 3380-3383.

Fifth proposition. The fifth proposition recommends the organisation of a Government Board, responsible to Parliament for the administration of national education, entrusted with such powers and functions as may be necessary to assure its improvement, extension, and permanency. Its advocates consider that the voluntary system is inadequate, that there is no guarantee in such a system for the existence of a sufficient number of schools, for a sufficient number or a proper selection of teachers, for the goodness of the instruction communicated, for a uniform and efficient system of inspection, or, finally, for the extension or durability of these advantages. These advantages appear to them to be most likely to be secured by a Board of National Education.

Arguments for. D'Alton, 850. 932-945. Simpson, 2666-2683. 2716, 2717. 2845-2860. Reid, 4861-4878. Rickards, 5389-5391. Muggeridge 5483. 5497. 5511-5513. Jones, 5765*-5774.* Mayo, 6023*-6040. O'Brien, 6637, 6638.

Your Committee, whilst adopting this recommendation, are of opinion that the advantages resulting from such an organisation must in great degree depend upon the mode in which it is carried into operation. The Board must be so constituted as to attain these objects, without at the same time trespassing on the liberties or consciences of the community.

Fifth proposition preferable to others, under certain conditions.

i.e. when the central is combined with local administration. There are some things for the sure, rapid, and general execution of which a central power is better calculated than a local; others for which a local is better calculated than a central. In constituting a National Board, this principle should be kept steadily in view, and regulate the distribution of functions and duties to each power respectively.

CENTRAL BODY Government Board advisable, under certain conditions. In applying this principle, Your Committee are of opinion, that the Board should be secured a sufficient degree of power and independence on one side, and be subjected to adequate checks and responsibility on the other.

For this purpose they recommend that,

1. *The Members should be selected by Government.*

1. Members to be selected by Government, and not to be removable, except on cause shown. This appears preferable either to popular or close election by the Board itself. *Ex-officio* functionaries are not to be deemed, from their office alone, qualified for such duties. Official persons, however, should not be excluded. Government, it is to be presumed, would gladly avail itself of the opportunity, (where such qualifications and diligence existed,) of selecting from persons of high official station, and in fair proportion from the several professions and religious persuasions of the community. Not less important than a first selection, is the continuance of the same, or a large portion of the same, members in office during good

Blake, 3355-3363. Simpson, 2667-2674. 2677-2683.

behaviour. A sense of permanence is especially necessary in all arrangements relating to education.

It is a question whether the presidency of the Board should devolve, as a matter of course, on some officer of State, such as the Chief Secretary for Ireland, or on a private individual, at the appointment of the Government or of the Board. Each of these courses has its advantages and disadvantages. The officer of State would offer the advantages of forming a link between the Board and the Government, and be its immediately-responsible organ in Parliament; in other words, his functions would, in this particular, be analogous to those of the Minister of Instruction in most countries on the Continent. On the other side, the objections to *ex-officio* members generally, would, in a still stronger degree, apply to an *ex-officio* president. It may be also worth consideration, whether it would not be better to leave the question in abeyance, in the possibility of similar Boards being, at some future period, constituted in Scotland and England. In such case it might be desirable to place the Irish, as well as the Scottish Boards, like other departments, in connexion with or in subordination to the English, or more properly to the British, Board, and place at the head of the whole without any increased power, as Minister or Secretary, similar to the Secretary of the other great departments of Government, one of the great officers of State, whose other functions would allow him sufficient time for attention to this important duty.

It would be unwise to limit the number of the members; it must depend on the duties and functions entrusted to them; it may be necessary, at different periods, to extend or restrict each.

2. *Certain Members to be salaried.*

It is a question whether all, some, or none, of the members should be salaried. Punctual attendance is not easily secured without some remunerative pecuniary consideration. Two modes have been suggested with a view to this end: the payment of a fixed salary, either to the whole or to a certain number of the Board, or so much to each member for each day of attendance. The latter may not be so applicable to a Board of Education as it may be to other Boards. The fixed salary appears preferable. As to the number, there should not be less than one paid commissioner for each department of public instruction, committed to the Board. The public would thus acquire an incontestible right to exact attention, and the orderly and uniform march of each department be effectually ensured.

The Board should be permitted to choose its own officers. It is a matter of moment that between employer and employed, especially where great responsibility is attached, there should exist harmony; this is scarcely possible without a corresponding freedom of selection.

3. *Such Powers should be conferred as may enable the Board to perform its several Duties.*

The Government, through a Board, by its superintending central character, is peculiarly fitted for organising, directing and controlling schools. The People generally, to judge from experience, are backward in establishing, though, on the whole, well inclined to maintain them. There is a difficulty, in many districts in Ireland, to obtain the large contributions necessary for a first outlay, though comparatively less in raising sufficient for the payment of the teacher, or for casual repairs of the school, &c. This

Blake, 3404-3408.

Blake, 3355-3363.

Simpson, 2916.

2919.

Muggeridge,
5483 5497.

2. Certain Members to be salaried
Porter, 611-613.
Simpson, 2903-2907.

3. Powers to be conferred on the Board to perform its several duties.

Blake, 3566, 3567
M'Namara, 4306-4321.

occurs, as may be expected, most commonly in the poorer or remoter districts; that is, precisely in those districts where schools are most required. Even where money is to be had, it is not always possible, from various causes, to find land; and where both are to be procured, it is not often easy to find a good plan.

Another branch still more important than the providing of schools, is the regulation of instruction. Under this head are to be comprehended the education of teachers, composition and supply of school books, suggestion of proper school courses, &c. &c. In all these cases a Central body is more efficient than a Local one.

Simpson, 2935-2953.
Blake, 3594-3614.
Muggeridge, 5470-5480.
Mayo, 6062*, 5063*.

On the other hand, it is not less apparent that the Local body is better calculated for watching over the immediate management of the school; seeing that the building be kept in due order and repair, the teacher attentive to the children, the children punctual in their attendance, &c. &c. These are functions fully within its competence, and, with the most vigilant inspection, cannot be so efficiently exercised by the Central body as by the Local.

But should first be incorporated.
Blake, 3506-3511.
With certain powers.
Blake, 3535.
M'Namara, 4306-4321.

To reduce these principles efficiently to practice, it will be required, in the first instance, that the Board, or the Central body, be incorporated, with the usual powers and privileges.

The Board has, under the present arrangement, no power to originate schools. It is entirely dependent on the applications. The more ignorant and poor the district, the less likely is it that such application will be made. Thus, the more education is required, the less chance there is of its being imparted.

The cause of this is obvious. The Board cannot take or hold land. It is compelled to wait until land be offered; when offered, it is again necessary to see that it be vested in proper trustees. This requires inquiry into title; into the character of trustees, &c., and not only of those suggested or appointed, but of their successors.

In lieu, then, of this arrangement, as cumbersome as it is defective, Your Committee propose that the Board be incorporated, and whenever necessary, under certain conditions, be empowered to originate schools, and, for that purpose, have the following powers:

These Powers to be
1. Power to purchase land, &c.
Blake, 3536-3554.
Simpson, 2718-2728.
Blake, 3541-3552.
Knight, 4923-4925.

1. *Power to purchase, lease, and hold Land for the public use.*—To give this its full efficiency, the same powers granted to commissioners under the General Inclosure Act, or the Drainage Act, of taking precedence of mortgages, and making good imperfect title, should be conferred, as also the power of selecting such site as may be most advantageous to the public, to be exercised under the same restrictions as those required by the grand juries in passing new lines of road, &c., *i. e.*, no interference to be permitted with demesnes or private grounds, and the compensation for damage to be awarded by a jury empaneled for the purpose.

2. Power to build schools, &c.
Blake, 3546-3554.

2. *Power to build Schools, Houses for Teachers, School-offices, &c.*—The present system necessarily leaves to each district the building of its own school, the selection, consequently, of its own site, plan, materials, and builder. This has been shown to be, of all courses, the most inadequate, expensive, and precarious. In some instances the Board has recurred to the Board of Works; but such duty is scarcely within its province, at all events cannot be exercised with the same knowledge of means and object as by a Board of Education. For this purpose, however, the Board should act on a uniform and effective plan; situation, population, object, being taken into consideration. It is essential also, that the execution of these buildings should be carried on under the

inspection of an architect specially appointed by and under the authority of the Board. An architect engaged habitually in a great number of these constructions will be enabled to construct them on the best plan, profit by every improvement, and combine the maximum of advantage with the minimum of expenditure. It will be his interest also, from being habitually employed, to see that the building be constructed of the most durable materials.

A House for the Teacher annexed to the school, well built and well suited to his duties, whether in reference to the interests of the children, of the improved character and condition of the teacher, or to the application of schoolhouses to the purposes of parochial libraries, is a matter of scarcely minor importance to that of the schoolhouse itself. The alterations hereafter suggested in elementary education, will, in like manner, require ground for the purpose of horticultural instruction, and work-rooms for the use of the children. Your Committee beg leave especially to recommend these additions, convinced that, while they will not materially enhance the expense, they will greatly contribute to improve the education especially of the labouring population.

3. *Power to outfit.*—The same motives which render it advisable that the Board should build the school, extend equally to the outfit. It is not so much with a view of saving to any particular district a certain sum of money, as of at once putting them in the right way. The first supply of school articles, including books, maps, &c., should come from the board. The district should thenceforth be required to keep them up to their full extent and value.

These powers apply to the mere mechanical administration; there are others of more importance necessary for the due discharge of duties connected with the intellectual.

4. *Power to prescribe Regulations for the Management of Schools, &c.*—It would be highly desirable that within a prescribed period a "Code" of such regulations should be framed by the Board as may tend to keep them to a uniform and well-understood practice. It is right that the public should have some intelligible barrier against varying and capricious decisions. At the same time, it is not understood by Your Committee, that such regulations should descend too much into details; it would be a great mistake to fetter, by too much minuteness, that free action, which is the life of public education.

5. *Power to Educate Teachers.*—This power should extend to the founding of special schools for teachers, or annexing to other schools courses of instruction for teachers; each, under differing circumstances, may be advisable. Your Committee, in a subsequent part of this Report, have entered at large into this question.

6. *Power to compose, compile, publish, or authorise the publication of School and other Educational Books, Mechanical Aids to Education, &c. &c., and to distribute them gratuitously or otherwise amongst the Schools under their Jurisdiction.*—The mode in which this power may best be exercised in the opinion of Your Committee will be submitted later.

Such being the constitution and powers of the Board, Your Committee now proceed to the consideration of those of its officers.

The officers of the Board should consist of: 1. One or more Secretaries, with a certain number of clerks, as may be determined by the duties of each department; 2. Inspectors; 3. A legal Counsel; 4. Architect.

House for teacher
Blake, 4222-4224.

Ground and
work-rooms for
use of Children.

Hincks, 239.
Simpson, 2729-
2732.
Duppa, 6347-
6353.

3. Power to outfit.
Simpson, 2740.
2744.

And provide
books and other
school requisites.

4. Power to pre-
scribe regulations
&c.
Blake, 3496-3508.

5. Power to edu-
cate teachers.
Bryce, 966-975.
1261.
Simpson, 2414.
Bullen, 3932-
3934.

6. Power to com-
pose, publish, &c.
books, &c. for
schools, &c.
Simpson, 2867-
2873.
Muggeridge, 5477

Officers of the
Board.

Blake, 3473-3489.

Secretary.

Blake, 3437-3489.

The duties of Secretary are very important. He should not only conduct the usual correspondence of the Board, keep minutes of their proceedings, and furnish and arrange materials for their annual and extraordinary reports, but should likewise be required to compile, after well-considered formulæ, the most important statistical and other information relative to the state of education in his particular department throughout the kingdom. No inconsiderable qualifications would be requisite for the efficient discharge of these duties; not only testimonials of suitable education, competency, character, &c., but previous examination in matters already specified, should be insisted on, either by members of the Board, or examiners deputed for that purpose.

Inspectors.

Blake, 3673-3472, 4049, &c.

Simpson, 2668.

2861-2866.

Mayo, 6058*-

6061.*

Bowring, 5721,

5736.

The duties of Inspectors will necessarily increase and rise in importance in proportion to the extension and improvement of education. It may be said, with not less truth, that education will be extended and improved in proportion to the qualifications and efficiency of the Inspectors. Their visits should be frequent, unexpected, of sufficient duration to inspect not only the books, but to see the school in action; but above all, should be conducted in such a manner as to inspire teacher, parents, and children with confidence and respect, and to return to the Board clear views of the actual state of education, and judicious suggestions for its improvement. The same circumstance which renders examination so requisite in the case of the secretary, extends to that of the inspectors. They should be required to pass through a special educational preparation, as well as a special examination for the purpose. Religious distinctions should not be looked into in the case of inspectors; it would be in all cases highly advisable, that strict abstinence from all religious and political controversy should be enjoined.

Blake, 3452-3455,
3468-3470.**Counsel.**

The difficulties already touched on regarding title and trusteeship, frequently recurring, as they necessarily must, the great importance of avoiding all mistakes on such a subject, the impossibility of the members of the Board, still less of its officers, though of the legal profession, attending to it, without interfering with other duties, render it indispensable to attach to the Board a salaried responsible adviser. Such course is universally adopted by other bodies subject to similar contingencies and responsibilities. It is still more necessary where there is question of public money, and danger of litigation.

Architect.

The duties of Architect have been already noticed, and the necessity insisted on of some especially attached and responsible officer of the kind, if the Board shall take upon itself the obligation of building and outfitting schools.

Salaries of officers

Blake, 3456-3462.

Your Committee does not pretend to determine the amount of the salaries to be annexed to these several situations, no more than to that of Commissioner. They will, it is to be presumed, be regulated by the scale adopted in other departments of the public service, to none of which is this of education to be considered secondary.

LOCAL BODY.M'Namara 4322-
4325.

Quin, 1711-1716.

Rickards, 5391-
5394.

Sanders, 5058-

5060, 5078-5087.

But it is not sufficient that the constitution, powers, and duties of the Board be determined; it is of no less moment, in order to check abuse and to secure the cordial co-operation of the public, that those of the local body, which is to balance and combine with the Board, should be equally attended to.

Your Committee proceed to consider the means by which this may be best and most easily accomplished.

Contributions of
the Local body.

And, first, with regard to the building and outfit of schools.

It is both just and expedient that there should be joint contribution between the Board on one side, and the District on the other,

in the establishment and maintenance of schools. Government does not apply the Parliamentary grant without a proportionable contribution from the applicants. The only point in question is, how such contribution may be rated and levied with most convenience to the parties, and advantage to the public? Blake, 3363-3559.

By the present course of proceeding, the Board gives two-thirds for the building, and two-thirds for the maintenance of the school, the salary of the master, &c., provided the local applicants contribute the other third, and fulfil other forms and conditions required by the Board. Present system. Blake, 3536-3559.

This course appears to labour under several disadvantages.

The security for the continued payment of the third to be contributed by the local applicants ought to be unquestionable and easy to be enforced. The security taken is generally of an individual nature, from the applicants or patrons of the school, liable to the uncertainties of individual security, and presenting the inconveniences already noticed in the instance of trusteeship. This practice throws the public school too much and frequently into the hands of influential individuals, and opens a door to the usual evils of patronage. The Board, under such circumstances, would be called on to act with great vigilance and delicacy to prevent either the failure or misdirection of the school, arising from its assuming a particular bias from the opinions or conduct of the patron. Disadvantages thereof.

Your Committee having heard the evidence of many competent witnesses, some of them members of the existing Board, propose to substitute, in place of this arrangement, another, which, while it will obviate these defects, and fulfil the conditions had in view, will not deviate from ordinary practice on similar occasions. Proposed alteration.

Whenever a school shall be deemed necessary in any particular locality, a public meeting of the inhabitants may be summoned on the requisition of a specific number of the county rate-payers, under the denomination of a "School Meeting," which, legally summoned and convened, shall have power to determine the application for the building of a school to the Board, the amount of salary to be paid to the teacher, the amount of school fee, and amount of current expenses, repairs, &c. &c. Mode of applying for a school.

The amount so ascertained may be raised off the district in the same way as the County Rate or Poor Rate, and handed over to the Local Committee in the same manner as other local assessments. Assessment, how to be levied.

The advantages of this arrangement are numerous. 1. It gives a public and unquestionable security, for it is imposed with the consent of the district, and sanctioned by law. 2. It is enforced with the greatest facility, and requires no new machinery. Once a presentment is passed, it can only be got rid of by a counter-presentment, which, in order to take effect, must pass the school meeting, the grand jury, and finally, the judge. 3. It is a bar to local assumption. The district, not the patron, pays: the school does not belong directly or virtually to an individual or to a society; it is "The Public School." Advantages of this arrangement. Simpson, 2935-2953. Mayo, 6062-6063.

This arrangement is no innovation: at present baronial sessions send up presentments to the grand juries of their respective counties for roads, bridges, and repairs. Late Acts have enlarged these powers, extending them to the building and repair of fishery piers. The Drainage Act gives similar powers under commissioners. Nor is this confined to mere material interests; it embraces a large class of public institutions, such as fever hospitals, lunatic asylums, prisons, &c., not to speak of the constabulary force,

&c. of each county. There is no valid reason why schools should be considered of less moment, or less reducible to the same regulations than any of these objects; nay more, the Legislature has actually already recognised such extension. Grand juries have long had, by various statutes, the power of assessing counties for the building of Diocesan schools, and in recent cases have exercised it; so far then from being a violent or anomalous change, the arrangement proposed is only an extension of powers already given, and in accordance with the spirit and letter of present practice.

The intrinsic advantage of submitting every School Presentation, after having been assented to by the parish, or sub-denomination of the parish, to the grand jury in the first instance, is considerable; it enables the grand jury to obtain a comprehensive view of the education of the country, a matter of much importance, when considered, as it always ought to be, in connexion with the charities, public works, and police of the country, all which departments are at present within their jurisdiction, and which, collectively and separately, must each be most materially affected by education. The grand jury also being held in open court, the operation of the public opinion on the rate-payers would, to a certain degree, be felt.

Another advantage resulting from this course is, the opportunity it would afford of traverse on the part of the rate-payers, and of the consideration, and, if necessary, correction on the part of the judge: the district would thus be protected at every stage, and by every practicable precaution, against injustice.

Objections to.
Bullen, 3865.
M'Namara, 4346-
4355.

The objection against this proposition is, the difficulty of inducing the people to act upon it: firstly, from a dislike to any additional fiscal burthen, though imposed, regulated, and applied by themselves; secondly, from the religious and political dissensions still existing amongst the population. Neither of these difficulties appear to Your Committee to be insurmountable. The dislike at present felt to local taxation in great degree proceeds from a feeling that it is imposed without a sufficiently expressed consent on the part of the taxed; that it makes no return of general benefit; that it is unfairly apportioned, owing to defective or unfair valuations. This feeling could scarcely exist where the district in the first instance proposed the amount of its own assessment itself, where the benefit was duly estimated and obvious, where the application was in its own hands, where a fairer apportionment would arise out of a more correct valuation. Finally, the amount of the sum demanded from the district, in order to obtain so great an advantage as a public school, would be spread over a considerable district, and in itself be trifling.

Answered.

Your Committee would hope the second difficulty was not insuperable. In parishes where a difference of religious denomination exists, an arrangement, by mutual consent, might be entered into between the parties for a joint school; or if this were not practicable, the assessment might be extended to the support of separate schools; or, finally, if this were objected to, the Board might have the power to intervene and receive applications, from personal applicants, as they do at present, taking first due security for permanent support.

Two modes of proceeding:

It is to be presumed, in most cases, the people themselves would make the application to the Board in the first instance, and follow it by assessment in the form just detailed for its support. Where this might not be the case, from the remissness, poverty,

or ignorance of any District, the Board should be empowered to intervene and make application to the district for such assessment, binding itself in such cases, as in the former, to build and outfit the school. Were this application to be negatived for a certain specified period, it might be a matter of consideration whether the Board should either compel the District to assess or should receive applications from individuals, or, under special cases, should take upon themselves, for a limited period, the maintenance as well as building of the school.

These principles, once recognised, are easy of application; they determine the constitution, rights, powers, and duties of the school-meeting.

“Right of voting” at school-meetings should be correlative to the obligation of paying the “school-assessment;” this again should be determined by a certain amount of grand-jury or poor-law rate. The mode of holding the meetings, of preparing the estimate, voting the assessment, and drawing up the application to the Board, are objects to be defined in whatever legislative measure shall be adopted.

The right of watching over the application of the assessment is implied by the payment of the assessment. It cannot be exercised by the assessed in mass. It must therefore be delegated to a committee, under the name of the “School Committee,” by those who vote and pay the school-tax.

The immediate duties and powers of the School Committee will be determined by the objects to which the school-tax is to be applied, to pay the salary of the teacher, and to meet the other current expenses, such as firing, books, and other school articles, repairs, &c., &c. They should for this purpose keep up a vigilant inspection over the conduct of the teacher, attendance of the children, over their health and progress, over the strict adherence to the regulations of the Board. 2. Over the state of the school itself, its ventilation, cleanliness, order, &c. 3. Over the necessary expenditure. Weekly visitors for these purposes should be appointed from the body of the committee, who should at each visit enter their remarks in a book to be kept for that purpose in the school. The Inspector would be thus enabled to collect a more accurate view of the progress or backwardness of the school than even from personal observation or communication with the school committee.

The first of the duties above-mentioned is the payment of the Teacher. The mode by which this may be best accomplished has engaged the attention of Your Committee. Three courses have been suggested for adoption. 1. School fees, to the exclusion of all fixed salary. 2. A fixed salary to the exclusion of all school fees. 3. A combination of both, viz. a fixed salary, payable from the school fund, and a fee quarterly, payable for each child.

1. The first mode is that which is in operation in many of the poorer schools carried on by individuals. It works injuriously. The teacher, instead of guiding, is led; he is at the mercy of the passions and ignorance of parents and children. Cases have occurred where applications for small sums long due have led to altercation, withdrawal, and even litigation. Dean M'Namara states, that “there is a great deal of variety in the amount of fees, and the punctuality with which they are paid; that the conduct of the teacher is regulated by these circumstances, generally paying greater attention to those children whose parents are punctual and liberal in their payments, than to others. The fees are always

Application for school from the locality to the Board.

Simpson, 2666.

Application from the Board to the locality.

Powers of School Meeting.

Right of voting.

Mode of holding Meeting, &c.

Right of superintendence through School Committee.

Powers and duties thereof.

Blake, 3504-3614.

Visitors from School Committee.

Payment of Teacher considered.

Porter, 551-557.

Kyle, 1869-1871.

Various modes.

1. School fees, to the exclusion of salary.

M'Namara, 4326-4356.

Objections.

collected by the teachers themselves ; they were oftentimes required to be recovered according to law. The existence of the teacher thus became very disagreeable and precarious ; his maintenance always inadequate, very little encouragement was held out to be a teacher, and his character was necessarily depreciated."

2 Fixed salary, to the exclusion of school fees.
Simpson, 2800-2831.
Advantages thereof.
Simpson, 2549-2569.
Mayo 6064*
Bowring, 5682.
Wiseman, 6138-6140.
Muggeridge, 5460-5476.

2. Under the second mode the teacher can bring into operation his own knowledge and improvements, without being restrained. By this arrangement the National schools would be open gratis to all classes of the community. This in many particulars would be an advantage ; it would obviate the distinction now made in our public schools between payers and paupers, between those who receive education in virtue of their money, and those who receive it in pity to their poverty. The school would be thus a thoroughly public institution ; all classes paying for it proportionably to their means, and entitled to its advantages as they are to those of national museums, galleries, &c., &c. Mr. Muggeridge considers it highly desirable that the middle and lower classes should, as much as possible, avail themselves of the same school ; the influence of example in such schools (and he has drawn the observation from experience) would be greater and more likely to be beneficial to education. Objections doubtless exist to this arrangement, arising out of the present temper of society. Dean M'Namara, already quoted, states that, in his neighbourhood, "two masters who had undertaken the superintendence of a national school were afraid that, if they received all children indiscriminately, they would lose their wealthier scholars. This proceeded from a cause, it is to be hoped, not universal or permanent—the wretched condition of the poor children who were gratuitously instructed, some of whom were almost literally naked, others covered with mere rags, and in a state of filth and dirt not to be mentioned, &c. The schoolmasters were afraid that all the decent children would be withdrawn from them." A more serious objection, however, is that affecting the teacher. The result of endowments in general is to produce apathy. It is to be feared that a fixed salary would operate very nearly as an endowment. Mr. Simpson, however, does not apprehend this result : he admits the influence of fees under the present system in "acting as an inducement to the teacher to attract a greater number to his school, and for that purpose to put out as much exertion as may be in his power ;" but under a better, he thinks "that much higher motives might be given than that." In any case precautions might be taken to ensure it. For this purpose, Mr. Simpson, "first, would appoint a teacher with proper specific qualifications ; secondly, he would subject him to annual re-election, and thereby have the power of not re-electing him ; thirdly, he would subject him to a very strict system of inspection ; and lastly, he would hold out to him the benefit of promotion to superiorly endowed schools." Were such arrangement to be adopted, considerable inconveniences, however, would arise. It would be requisite that the election and re-election, and the amount of salary, should be determined by the Board. The amount in such a case should be determinable by the population of the parish, or the number of "examinable" persons, without reference to the number of persons attending schools. The teacher would thus be paid, not according to the number who were at school, but of those who might be there. This doubtless would operate as a direct motive for frequenting school. The same sum being assessed, absent or present, and each tax-payer wishing to get the worth of his money, it would act as an induce-

Objections.

M'Namara, 4331-4333.

Knight, 4928-4934.

Rickards, 5332-5340.

Simpson, 2832-2839.

Simpson, 2806-2831.

ment not to remain away. Cases would, however, arise of no slight difficulty. The effect also on the parish is to be considered. As the system, however universal, could not and should not exclude the competition of private schools, the private school and private teacher in some instances might be preferred, even on substantial grounds, to the public; and though they might not have the same cause as at present for selecting the paying to the gratuitous school, still objections might occasionally intervene which would lead to the same results. The consequence would be, that the rate-payer would be taxed for what he did not choose to make use of. This under any system of school-taxation would no doubt exist, but not to the same extent where fees formed a considerable portion of the salary. The feeling of independence which induces parents now to prefer the school where a certain payment is required, to those wholly gratuitous, is doubtless to be encouraged; but it arises more from the distinction now existing between such schools than in the actual circumstance of payment. The value also set upon what has been paid for individually, seems also to be exaggerated.

3. The third plan proposes a medium between the two preceding; it suggests the payment of a fixed salary to the teacher, and requires, in addition, fees from the pupil. It has in view, to render, on one side, the teacher sufficiently independent, without, on the other side, diminishing the stimulus to personal exertion. Under this arrangement there must be two classes, the payers and non-payers. Dr. Knight, while admitting the fact, does not attribute to it, arguing from the case of exhibitions in colleges, any serious inconveniences, and whatever might exist, he proposes to remedy, by giving a power to every proprietor in a parish of sending gratis to the schoolmaster any children whom he might select as proper objects of his benevolence. It is obvious this privilege must be exercised under restrictions. This would give a full opportunity for the exercise of voluntary benevolence, without at the same time inflicting the stain of pauperism on any individual.

Your Committee, on a review of the three propositions, recommend, under present circumstances, the adoption of the third.

The amount of salary is another consideration of importance. It is of moment the teacher should not only be put above all want, but that the encouragement held out should be sufficient to induce others to dedicate themselves with zeal to the preparatory instruction necessary for the situation. If a higher qualification be required, a proportionate increase should take place in the salaries allocated to the future masters. As many motives should be given for the application of talent to the profession, as many means administered for raising it in the estimation of the candidate and of the public, as possible. A fixed and reasonable income, comfortable residence, hope of promotion, certainty of reward for honest and long-continued discharge of the duty, combined with the higher intellectual and moral character of the teachers themselves (the necessary result of a better education, and of a more independent position,) will enable them to attain this desirable object. In each school district the census of the population of an age to go to school might be taken, and a minimum fixed of salary. The Board now apports £10 to every 100 scholars; but Dean M'Namara states this to be a very inadequate remuneration. "In Scotland the maximum salary is at present only between £20 and £30, regulated by prices of grain; the fees at the same time averaging from 2s. 6d. to 5s. per quarter for En-

3. Fixed salary combined with school fees.

Objections.

Knight, 4931-4934.
Blake, 3577.

The adoption of the last proposed.
Amount of salary.
Bryce, 963-1261.

Bryce, 149.
Simpson, 2582.

How to be determined.
Simpson, 2806-2812.
M'Namara, 4315.
Knight, 4910.

Bowring, 5709. glish, writing, arithmetic, and Latin, or 1*d.* or 1½*d.* per week, in the Lancasterian schools." "In Switzerland the minimum of the payment of an elementary schoolmaster is 80 florins, together with habitation for him and his family; the Commune being required to provide him in these particulars; he receives in addition, on account of every daily scholar, 2 kreutzers a week, and from the scholars in the repetition schools, 24 kreutzers a year. This has been found much too small, and the result has been, the teachers recur to other trades for support." In Rome, the average payment is from 100 to 150 dollars a year. There are no school fees. Education throughout is gratuitous.

Wiseman, 5870.

It appears to Your Committee, that should assistants be requisite, the School Committee might be empowered to employ them at such a salary as should not be too low, or less than one-half of the teachers'.

Gratuities and superannuations to teachers.

Blake, 3590.

Simpson, 2841.

In addition to the salary and fees of teachers, gratuities should be given under specified circumstances. Mr. Blake states that he thinks it desirable there should be a power of giving gratuities lodged either in the Board or in the local managers; that the Board had suggested, in their last Report, that the salary of the teachers should be £25 a year; and that there should be a power of giving further remuneration, to the extent of £5, according to the report made on it at the annual inspection. The parish or district, in assessing for the teacher might also assess for a small sum to create a reserve fund, or it might be charged in the usual current expenses, or a new meeting might be called for the purpose. The more advisable course, however, would be to leave it to the Board; it would then come under the denomination of a prize, the Board assigning, at the same time, on what grounds it was conferred. Superannuations, after 20 years' service, should be allowed, not exceeding two-thirds of the salary received whilst in active service, and payable by the Board. Provisions for widows and children may be safely left to the married teachers themselves, guided and encouraged by the Board. A Teachers' Insurance Society, on the principle of other similar Societies, might be established by general consent of the Teachers, under the immediate sanction of the Board.

Blake, 3471-2.
3591.

Teachers' Insurance Society.

Simpson, 2842.
M'Namara, 4345.

House for Teacher.

Blake, 3537, 3538

Garden for Teacher.

Blake, 4222-4224.

Parochial library.

Simpson, 2741.

M'Namara, 4372.

Mayo, 6070-4,
Appointment of Teachers.

In addition to salary, fees, and other cash payments, the Teacher should be provided with a dwelling proportionate to his wants, and to the description of school under his care. This would, of itself, establish another item in the gradation of ranks and inducements. As much comfort as was consistent with simplicity, both in building and outfit, should be given. A garden, distinct from that of school, should be attached; a room should be also provided for the district or parochial Library. The expenses should be defrayed by the Board.

The appointment and removal of teachers, both in reference to the teacher himself and the body to be invested with this right, is matter of the first importance to education. The two principles which it appears to Your Committee should be kept in view, in selecting teachers, are, that on one side the district should be contented with the choice, but that on the other, the public should be protected from a bad choice. It is of moment, unless we are prepared to risk much public and domestic dissension, that the parents should have confidence in the instructor to whom they are to entrust their children. On the mode by which this may most efficiently be carried into operation, there is, however, some diversity of opinion. Mr. Simpson thinks that the appointment of teachers by the parish would be attended with bad consequences, from the action of local prejudices and local par-

Simpson, 2797-
2799.

tialities and caprices, and the introduction of a system of canvassing; nor does he conceive, were the electors required to select from "a candidates' list," that they would be sufficiently qualified to discriminate between the claims of the respective candidates; he therefore holds that appointment by the Board would be much more judicious. Mr. Blake is of another opinion; "he would give, with certain restrictions, to the local committee the power of appointing the master, and removing him in any case of misconduct, in order to avoid any jealousy of the Board." These restrictions are, examination before being allowed to undertake the management of the school; education for a certain period in one of the Teachers' schools, &c. A third suggestion has been offered. It is proposed to leave to the district the original selection of three names, with a power not absolute, but suspensive, of rejecting them in the Board; or *vice versa*, to give the original choice to the Board, and the veto to the district.

Blake, 3598, 3599.

In most other countries the right of appointment is left, with more or less checks and restrictions, in the hands of the local body; but that of removal, in the central. In the Swiss Cantons it is in the hands of the local School committee, with an appeal to the General committee, which interposes its authority in case of misunderstanding, or difference of opinion in the Local committee; but the masters are appointed after examination, and are generally taken from the subordinate classes or vicars (assistants.)

Bowring, 5747.
5754.

The examination is open to all indiscriminately; but in consequence of candidates coming from the normal schools having so much greater prospect of election, the system of education in the normal schools is generally adopted as the best means of introduction to masterships.

Bowring, 5749-
5751.

In Italy the master is generally chosen by the local body, as well as the physician, &c., but after an examination carried on by the Educational Council in presence of the inhabitants. Dr. Wiseman describes the choice in the Roman States to be in the hands of the municipal or communal council. An advertisement appears in the papers; those who aspire to the office send in their qualifications; they are opened by the council, and the council decides to whom to give the preference; the subsequent approbation of the Congregation (the Board of Education) is required; the master is usually a clergyman.

Wiseman, 5870-
5874.

In Scotland, according to Dr. Knight, the appointment of the masters is in the heritors and clergyman of the parish; but previous to the candidate being admitted to office it is necessary he should undergo an examination, conducted by the presbytery; no previous examination by the heritors is required; he adds, that most commonly the heritors become the patrons of some deserving young man, whom they appoint to be schoolmaster, and who is then examined before his admission by the presbytery. Dr. Mayo, guided by the practice in England, thinks the selection of the master should be made by parties locally connected with the school, requiring however in a certain class of schools previous certificates, examination, &c., "to be conducted by the highest body of practical men actively engaged in carrying out the work of practical education."

Knight, 4968-
4972.Mayo 6039*,
6040*.

Your Committee, considering that the local body being that which will have to support the Teacher, and which is mainly concerned in his good and efficient conduct, and anxious to avoid all cause which might give rise to disunion between the Board and the People of the district, recommend the appointment to be left to the School Committee of the district. At the same time they are sensible of the vigilance and precaution necessary to preserve the exercise of this power from abuse, and for this pur-

Plan for appointment of Teachers proposed.

Teachers to be selected from the Candidates' list.

Candidates' List, how to be formed.

Blake, 3601-3613.
Mayo, 6023*.
6040*.
Muggeridge, 5777
-5780.

Local Committee to select.

Blake, 3594-3614.
Muggeridge, 5438
-5444

Removal of Teachers.

Simpson, 2763-
2774.

Plan for removal of teachers proposed.

Certificate of removal.

Promotion of teachers.
Blake, 4108-4111.
Porter, 547-548.
Mayo, 6050*.
Schools not under the jurisdiction of the Board

pose, besides the usual certificates of moral conduct and previous examination, would require that the selection should be made from a list prepared by the Board. This list should be called "The Candidates' List," and should contain the names of all candidates for the situation of teacher. Every person should have a right to have his name entered on this list who had completed a normal course, or a course equivalent to it, and had passed an examination held by a body of examiners appointed by the Board. This body might be composed of five professors of the head normal school, appointed with others from the university or colleges, &c. by the Board, in whose presence the examinations should be conducted. The names of the answerers should, on the conclusion of the examination, be entered on the list, with their place of birth, age, religion, place of education, length and nature of studies, rank, prizes, and creditable notices which they had attained, &c. &c.; publicity should be given in the newspapers and reports, and copies sent to every School Committee throughout the country requiring a master. Nor would it be unwise in addition to publish annually a list of those in actual service, with similar particulars, years of teaching, rewards obtained from the Board, &c. &c. To confine the local committee to this list, while, on one side, it allowed sufficient range for local or personal predilection, would, on the other, secure them, and those whose interests were given to them in charge, from the probabilities of a bad choice. It would not only operate as a check on the conduct of school committees, but enable other schools, and even private families, to avoid erroneous selections. Of its efficiency as a stimulant to the exertions of the normal student it is unnecessary to speak.

The situation of teacher should be held under a legal document, specifying his rights and title, during good behaviour. The removal of teachers should be conducted with as much caution as possible, but with justice, promptitude, and energy; various modes of exercising it have been suggested: Mr. Simpson would give it to the Board in case of proved misconduct and incompetence, to be ascertained, first, from the report of the inspectors, and, secondly, from the complaints of the local committee, but allowing the teacher to defend himself. He would make the decision of the Board final. Mr. Blake would give a power to the Board to censure or to remove teachers, though appointed by the parish, in case of incapacity or misconduct, if the local managers refused to remove him for just cause fairly shown.

Your Committee concur generally in this last view. It should be left in the first instance in the hands of the local committee, on the complaint or with the sanction of the Board. If the committee refused to exercise the power of removal, the Board should be empowered to supply its place. In every instance, the accused should be fairly heard, and the charges proved before proceeding to censure, suspension, or removal. "The Certificate of Removal," formally communicated to the school committee and to the teacher by the Board, should be held to be final, and, on service thereof, the salary should forthwith cease, and the teacher be required to give up possession of the house, &c.

It should be in the power of the Board to recommend the promotion of deserving teachers from one school to another.

This organisation, it will be perceived, embraces one class of elementary schools only, (though certainly the most important) public schools, founded and maintained by the public; but does not extend to schools founded by private societies or individuals. It

is not proposed, without the consent of their respective managers, to place this latter in any manner under the jurisdiction of the Board; at the same time, should it be desired, they are not to be excluded from availing themselves of the advantages of connexion with it. If any of those parties require aid, either for the outfit or maintenance of a school, it should be competent for them to memorialise the Board to that effect, who thereupon, on receiving security for the support of such school, and for its conformity with the regulations of the Board, should be empowered to grant assistance to a limited extent.

may, with their consent, be placed under it.

The Board should be required to collect Reports at a fixed period of the year from all educational institutions under their jurisdiction, and present a digest of the same to the Lord Lieutenant, to be laid before Parliament.

Reports from schools, &c. to the Board, and from the Board to Lord Lieutenant and to Mayo, 6056-6057. Knight, 5024-5028

Parliament. Blake, 4055-4063. Muggeridge, 5486-5488. Simpson, 3331-3334.

Your Committee believe that this system of administration, combined of central and local powers and duties, is founded on just principles, and will work efficiently in practice. It assures the gradual improvement of education, by providing for the instruction of teachers, by elevating them in character and condition, by diminishing the chances of bad selections, by supplying school-books of a superior description, and by being ready at all times to receive improvements adopted elsewhere, and to extend them promptly to the schools under their administration: it assures the general, and it may be hoped the universal, extension of this education so improved, by the powers with which the Board is entrusted: finally, it guarantees its permanency, by basing it on one side on the public trusteeship of the Board, responsible to Parliament; and on the other on public assessment, imposed and applied by public vote. It does not interfere with any right, civil or religious; the funds are voted by those who are to pay them, and for whose benefit they are intended to be applied. The teachers are chosen by the parents of the children who are to be taught; and the regulations accepted before any other proceeding is entered on. Access is given to every complaint. The teacher cannot be deprived of his rights without public enquiry; and in inspection, annual reports, and parliamentary control, the public have a guarantee for the regular and efficient march of the whole system. Finally, it is throughout voluntary; no school is required to place itself under the system, and no parent is required to send his child to any one of its schools.

Advantages of the system proposed.

INSTRUCTION.

Your Committee having submitted the system of administration best calculated in their opinion to establish, improve, extend, and secure National Education, now proceed to the consideration of the course of Instruction.

Your Committee conceive it requisite that in any system which may be adopted due provision should be made for the physical, intellectual, moral, and religious education of the pupils.

The application of these conditions will vary according to the classification of the schools.

The Elementary Branch, to be complete, should embrace the following classes of schools: Classes of Schools

1. Infant Schools.
2. Elementary Schools.
3. Teachers' or Normal Schools, for Elementary Teachers.

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IV.—SUGGESTIONS FOR AN EXTENDED, IMPROVED, AND PERMANENT SYSTEM OF ACADEMICAL AND COLLEGIATE EDUCATION IN IRELAND.

Your Committee having considered the existing state of the Diocesan, Royal, and other Schools of Public foundation, now proceed to inquire "how far their utility may be increased, and in what manner, and from what resources, Academical Education may be improved, extended, and permanently maintained in Ireland."

Education for the Middle orders important.

The education of the Lower classes in Ireland has, at various times, attracted the serious attention of the Government and the Legislature, and large grants, and various plans, been applied to its extension and improvement.

Jones, 5744*-5746*.
 Hincks, 212-217.
 Bryce, 1039.
 M'Namara, 4401-4408.
 Necessary.
 Bryce, 1261.
 Quin, 1724-1733.
 Simpson, 2345-2347.
 Blake, 4201-4212, 4214, 4215.
 O'Brien, 6608-6610.

Your Committee are not less sensibly impressed with the importance of extending the same encouragement to the promotion of the education of the Middle orders. To a well-educated middle order, the State must mainly be indebted for its intellectual and moral progress. Such a class is especially desirable at the present time in Ireland.

How to be obtained.
 D'Alton, 912-914.
 Jones, 5753*-5761*.
 Mayo, 6103*-6110*.
 Blake, 4225.

Your Committee are of opinion, that a liberal, judicious, and appropriate system of education for the middle class, is the only means by which they may be enabled to acquire and maintain that proper position in society to which they are entitled, and by the maintenance of which the community can be fully protected from the chances of internal disorder. They are further of opinion that such system is not likely to be provided as rapidly and extensively as may be required, by voluntary efforts; and that it thus becomes the duty of the Legislature to intervene, as in the case of the education of the lower classes, in order to secure its blessings.

D'Alton, 869, 871.
 Porter, 571-575.
 Bullen, 3750.

To effect this, it appears to your Committee that the following objects should be kept in view:—The system should be in harmony with the real wants and position of the class for which it is intended; it should, as much as possible, accord with other portions of the education system; it should be of the most improved character; it should be general, common to all, without distinction of class or creed; and once established, it should be rendered permanent.

At present inadequate.

The upper classes generally, and a portion of the middle, devote themselves to the learned professions, especially to the bar, and with that view enter the University. The great majority, however, is necessarily destined to agricultural, commercial, and, in some instances, to manufacturing pursuits. There is at present a demand for knowledge in all these branches, consequent upon the extension of public works and private speculations; and it is to be hoped that, with the farther developement of the resources of the country, this demand will continue to increase.

The evidence before Your Committee shows how inadequately the whole of this important body is supplied with the means of acquiring such knowledge. The education at present given, is

not only limited, but in general inapplicable to their after pursuits in life.

These defects have been in some degree supplied by private Commercial Schools, and by Mechanics and other Institutions, but in none with the effect observable in the Belfast Institution and Academy. The introduction of the mechanical, physical, and moral sciences in these establishments, to an extent unknown in other parts of the country, has been effected without difficulty, and been productive of satisfactory results. A taste for these studies has been diffused through the north, especially in the neighbourhood of the town itself. The natural result of this will be to raise, extend, and improve the moral and intellectual character of the people, to give an impulse to industry, and to obviate, it is hoped, many of the evils arising from the imperfection of former or existing systems.

At the same time it must be observed, that even Belfast, (though in many particulars beyond other places,) does not yet furnish all that is required. The system is not complete; natural history is not sufficiently taught; political economy is not studied. But Belfast, even as it is, stands alone; the South and West, especially, are altogether without any great public institution affording education suited to the peculiar wants of the middle order.

To supply this deficiency, two courses are open to the Government and Legislature; 1. To leave the present schools precisely as they now are, and appropriate them principally to classical education, as preparatory schools to the University; founding, at the same time, other establishments for commercial and industrial instruction; or, 2. To take advantage of the present system, enlarging, improving, and extending it, so as to render it applicable to both commercial and classical education, and thus fit it to the wants, at the same time, of both the middle and upper orders.

Your Committee are disposed to consider the latter of these arrangements as better suited to promote the objects of education, social harmony, and economy, than the former.

It does not appear advisable, all other considerations being equal, to separate branches of instruction, calculated mutually to aid and illustrate each other.

Nor is any arrangement tending to divide the several classes of society less objectionable. Your Committee cannot concur with some of the witnesses in the belief that the combination of classical and commercial instruction would tend to drive away the higher classes; or even in the case of so unfortunate a result, would the rich be left without instruction, as must necessarily be the case with the middle, in the event of a perseverance in the actual system.

Separate institutions would require a large additional expenditure, and immediate outlay; by availing ourselves, on the contrary, of existing foundations, considerable expense may be saved. Admitting, then, on all these grounds, that institutions combining the different branches of education are preferable to such as separate them, we have next to consider how such combined system may be carried into effect.

1.—*County Academies.*

Your Committee considering the extent and population of Ireland, its intellectual and moral wants, think it advisable that there should be in each County in Ireland one Academy at least combining classical and scientific instruction, (the latter especially in reference to practical purposes.)

Bryce, 1261-1270. Quin, 1755-1765. Kyle, 2257-2259. Simpson, 3249-3252.

M'Namara 4401-4404.
Bullen, 3964, 3965.
Hincks, 227.
Bryce, 1258-1260.
Hincks, 223-225.

Simpson, 3255.
Knight, 5278-5280.
Reid, 4765-4769.
4797-4801.

Hincks, 246-257.
Porter, 751-755.
Bullen, 3620, 3621.

This deficiency how to be supplied.
Two plans proposed.

Quin, 1736-1754.
Kyle, 2112-2115.
2217, 2219, 2262-2264.

Second plan preferable.

On what grounds.

Simpson, 2374-2386.
Reid, 4760, 4761.
Jerrard, 6767-6774.
Kyle, 2112-2115.

How proposed to be carried into execution.
One Academy in every County.
D'Alton, 920-932.
Blake, 4213-4224.

Existing schools in the first instance to be applied to this purpose. Bryce, 2817-1291 And if not sufficient others to be added.

With this view, they recommend the application to such purposes of the schools, already in existence, and supplying whatever deficiency may still continue, after such application, by the establishment of additional schools.

This proposition embraces two considerations: 1. their Administration, and 2. Course of Instruction.

ADMINISTRATION.

Defects of schools under existing system.

1. The defects of schools under the existing system, in both particulars, have been already shown.

If Your Committee had to devise a completely new system for the country, the course they should be disposed to follow, on the grounds already stated, would be that already suggested for Elementary education, applied, *mutatis mutandis*, to Counties instead of Parishes or Districts.

Reform necessary.

Blake, 4213-4224.
Quin, 1755-1765.
Simpson, 3273-3284.
Kyle, 2257-2259.

On this principle, the State should be required, if necessary, to purchase the ground, build and outfit the Academy, provided the County on its side agreed to assess itself for the salary of the masters and other expenses of its maintenance. These functions, like those necessary for the establishment of Elementary schools, should be exercised on the part of the State through the Board of Education, and on the part of the County through its Grand Jury.

It remains to be seen whether schools can be brought to combine and work with such a system.

The Diocesan, Royal, and other Schools of Public foundation, are each regulated by different principles, and should be considered separately.

1. There are two modes of enlarging and improving the Diocesan Schools. 1st. Improving the law under which they are administered, without any material deviation from their present organisation. 2nd. Altering the present organisation, so as to bring them altogether within the scope of the plan suggested for the establishment, &c. of County Academies. To accomplish the first, the Legislature should decide whether they are to be free schools in the largest acceptation of the word, or merely schools required to receive a specified number of free scholars; whether this number is to have reference to each school, and whether it is to be a matter of choice or obligation on the part of the master; whether such free scholars shall be received as boarders or day scholars; whether there shall be a limited number of each; whether the grand juries shall build the school wherever wanted, and keep the same in repair; and finally, whether or not it should subsequently be authorised through a local committee to exercise a permanent inspection over such school. Nor should its labours cease here; it should more accurately apportion the contributions amongst the clergy; it should prescribe the rights, duties, and powers of the masters, the qualifications for appointment, &c.; and, above all, give ample authority to the Commissioners to carry into execution the intentions of Parliament, and see Diocesan Schools established in each of the prescribed districts.

Reform of existing organisation inadequate.

2. But even were all this effected, Your Committee are still of opinion, that many of the defects already noticed, affecting the establishment, maintenance, and management of these schools, would continue, and that however useful such reforms might be, they would fail in accomplishing the great object at which they aim, a good and widely diffused system of Academical education.

3. It thus becomes necessary to recur to a fundamental alteration in the present organisation of these schools.

For this purpose Your Committee propose,

1. That all Acts, or clauses in Acts, referring to the management of Diocesan Schools, be repealed.

2. That the contribution hitherto prescribed to be paid for the salary of the Master, by the bishop and clergy of the consolidated dioceses of each district, be compounded for with Government, at a specified value, or that it be no longer required.

3. That the building, rebuilding, or enlarging of such number of Academies as, in addition to those existing, may be required, be defrayed by Parliamentary grants.

4. That the Grand Jury in future be exonerated from the obligation of building the school-house; but in lieu thereof, they be required to assess for the salary of a certain number of teachers attached to each Academy, and determinable by the extent of the population, &c., for which designed, as also for the repairs and other current expenses necessary for the maintenance of the school.

In this manner the Diocesan Schools might be gradually brought to work with the uniform system already suggested. There would not be greater difficulty in dealing with the Royal.

In those counties where there are Royal Schools, there would be no more necessity of establishing County Academies, than where there are Diocesan Schools. With a slight change in their organisation, they could be converted to such purposes. With this view it would be necessary to enlarge their system of instruction, to increase the number of teachers, to require the same qualifications, and to adopt the same forms of appointment as in the case of the Diocesan Schools.

The Royal Schools being endowments, do not require any support from the State. The management and apportionment of their funds are, however, susceptible of improvement.

The funds are adequate not only to the support of additional courses, and of the teachers required to conduct them, but also to the foundation and maintenance, on the same extended principle, of a greater number of schools. This appears to be allowed by the Commissioners themselves. A few years ago, a proposition was made for the application of the surplus funds to the foundation of new schools, for elementary instruction. This appearing not to be within the view of the charter, which seems to have intended the estates for the support of academical education, was not pursued. The funds in the interval accumulated, and, after providing the requisite number of buildings for school purposes, and founding several exhibitions, have left a balance in hand, and still continue to accumulate.

The first wants are thus amply supplied; no fresh demands are likely soon to accrue; the masters are paid over-liberally, and there is a reasonable probability that the estates will improve, and the annual surplus every year become greater. Under these circumstances, Your Committee does not apprehend any difficulty in bringing these endowments under the same system as the Diocesan Schools.

Your Committee propose, for this purpose,

1. That all Acts, or clauses of Acts, referring to the management of the Royal Schools, be repealed.

2. That the funds of the several schools be consolidated into one general fund, retaining either, as may be thought advisable, the landed property, or converting it into money by sale, to be vested, for the use of the schools, in the public funds.

New organization necessary.

Plan thereof, as respects external management, in reference to the Diocesan Schools.

In reference to Royal Schools.

D'Alton, 804.
Tab. Dig. Ap. 1.

Kyle, 2137-2144.

3. That after paying the teachers (on the demise of the present occupants) on the same scale as that proposed for the Diocesan Schools or County Academies, the surplus be applied to the building of other similar schools.

4. That where such schools shall be built, the Grand Jury shall be called on to assess, as in the case of the Diocesan Schools, for their support.

5. That the County division be substituted for the Diocesan and District; and the denomination of "County Academy" for those of Diocesan and Royal Schools now in use.

Plan to extend to other public endowed schools. With the exception of Tullyvin, a peculiar endowment, and Carysfort, an elementary school, the other schools of public foundation might, by changes of a similar nature, be brought into the range of the same system.

Plan as respects internal management. Salary. The internal regulations of all these schools should, as much as possible, be assimilated.

The salary is now made up partly by a fixed sum and partly by school fees. Your Committee propose to retain this combination, but with modifications.

Your Committee propose the appointment, in each County Academy, of a Head Master, and of as many Assistant Masters as hereafter there shall be established courses in each. To the Head Master they would allot a fixed salary. The salary of the assistant masters should be determined by the extent of the district, but should not be less, in any case, than £50 a year.

Fees.

Simpson, 3186-3190.

Jerrard, 6740-6743.

Wiseman, 6579.

Jerrard, 6740.

6779-6784.

Kyle, 2141-2144.

Bullen, 3917.

Boarders now contribute the largest portion of school fees, the greater part of which, accrue to the Head Master. Your Committee suggest that the boarding of scholars should be kept altogether distinct from their instruction. The Academy being intended solely for public use, that is, not only the school itself, but the house, or apartments designed for the teachers, Your Committee do not approve of its being applied to the purposes of a lodging-house for pupils for the individual emolument of the Head Master. Should any one of the masters think it profitable or judicious to board any of the pupils attending the County Academy, he should be permitted so to do, but not to apply to such purposes the buildings of the Academy. In schools where this is now the practice, means should be taken, as far as may be judicious and practicable, to alter it. The amount payable for board, &c., should be left solely to the discretion of the contracting parties.

Simpson, 3268-3272.

Knight, 4927.

Jerrard, 6763-

6766

Blake, 4213-4219.

Quin, 1730-1736.

The Fees for instruction should be uniform in all the schools, and common to all classes. This would enable the local committees to lower the fees now paid by day scholars, but by the tendency it would have to increase the number of day scholars would keep up the amount, it is to be hoped, to the same sum that is received at present.

Free scholarships, on their present footing, are objectionable. Should it be thought advisable to give deserving boys, who had not the means of acquiring it from a want of resources, an academical education, the Grand Jury should be required to pay for their instruction. The local committee, according to the extent of the district, might select from the elementary schools therein situated a certain number of children, determinable by the place they held in the school for the three preceding years. This would preclude patronage, limit the application of the public funds to such purposes exclusively, give a good assurance of the claims of the candidates, and be a strong inducement and stimulant to exertion in

all the elementary schools in the district. The same regulations should determine the advancement of academical pupils to the Colleges, and collegiate pupils to the University. It is, in fact, no other than an extensive and uniform, and, what is now material, a safe, application of the principle of Exhibitions.

The pupils should pay for such courses of instruction only as they actually agree to attend.

The present mode of collecting fees is objectionable; an officer of the Academy should be authorised to receive them from the pupils, and pay them over collectively, each quarter, to the teachers.

The mode of appointing teachers might be improved. None should be allowed to become candidates for the situation, who, besides presenting proper testimonials of moral and intellectual character, had not received an academical education, attended a course of educational lectures, and passed a specified public examination.

The appointment should constitute a legal right to the perception of the salary and school fees, and to all other emoluments, privileges, and rights, incidental to the situation. No teacher should be removed or suspended, except for incompetency or impropriety of conduct, proved on trial before the central body; every person aggrieved should be entitled to prefer and maintain their complaint.

It remains to point out the Machinery by which this organisation may be carried into operation:

Your Committee have already stated in their suggestions for the improvement of elementary education, their conviction that the best machinery was a due combination of central and local powers, duties, and functions. They apply this principle to the class of educational establishments under consideration, in a manner analogous to that already proposed for elementary schools, nor in this are they in any great degree departing from the spirit, or in many instances, from the details of existing regulations. The necessity of a large share of local power was recognised in the very foundation of these schools; and it was from such power being carried to excess, and giving rise to numerous and flagrant abuses, that in 1813, a central power was considered necessary, under the form of the then constituted Board of Commissioners. This Board was principally intended to carry into operation, as far as building of schools, and more diligent payment of contributions, the re-organisation of the Diocesan Schools, and to control and direct the expenditure and application of the income of the Royal and other Public Endowed Schools, but not with any more general object, such as the extension, maintenance, improvement, and superintendence of a national system of Academical education. Accordingly, their constitution was as narrow as their purpose; they externally and internally labour under other serious defects.

In the application of the principle of central and local co-operation, Your Committee have already laid down a broad and simple rule. To carry this rule into effect there should be a Board on one side, and a Local assessing Body for the levying of rates, and a Local Committee appointed by such body, to see to their just and judicious application, on the other.

In constituting the first of these bodies, viz., the Board, three courses are open to the Legislature. 1. The re-organising of the Board of Commissioners acting under the 53 Geo. III; 2. The constituting of a new Board; 3. The consolidating of the Board of Commissioners with the Board already recommended for the administration of elementary education.

Bryce, 1261.

Jones, 5667*-5669*.

Collection of and payment thereof.

Appointment of teachers.

Jerrard, 6707-6718, 6719-6726.

Bullen, 3870.

Mayo, 6101*.

Appointment should constitute a legal right. Removal and suspension.

Machinery for carrying this plan into operation. Defects of the existing machinery.

Central and Local machinery necessary.

Principles on which it should be constructed.

Construction of the Central body.

- Present Board of Commissioners not sufficiently efficient.** From former observation it is clear that the present Board is not sufficiently efficient. Its formation, as has already been shown, is radically defective. The changes necessary to remove these defects would be tantamount to the formation of a new Board.
- 2. Formation of a new Board.** The constituting of a new Board, separate like the present, would involve the consideration of the propriety of establishing two distinct systems. It is a matter of great importance, for the simple and efficient working of the whole system of national education, that each part should as much as possible be brought into co-operation and accord with the others. This appears more attainable by one Board than by two.
- 3. Consolidation of the two Boards. Quin, 1359-1363. Preferable to either of the two other plans. Blake, 3484-3495.** Your Committee are thus, after mature consideration, though some difference exists amongst the witnesses, induced to prefer the third course to the former two, and to recommend the consolidation of the two Boards, following the precedent already given them in the instance of the Public Works' Board, which consolidated on its creation other separate Boards existing in Dublin, such as the Board of Fisheries, Inland Navigation, &c.
- How to be carried into execution.** For this purpose, it will be necessary that the existing Board of Commissioners, acting under the 53 Geo. III., c. 107, should be dissolved, and that a number of members chosen, either from that body or from others, equal in number to the members of the present Board of National Education, be added to the latter. This addition might act in conjunction with the other members, or form a distinct Section or Committee, under the name of the Academical Section, with its respective secretary, inspectors, and clerks (appointed, paid, and intrusted, with powers in every particular analogous to those confided to the National Board, recommended in a former part of this Report,) for the superintendence and management of Academical education. With respect to the management of the estates, if it be thought judicious to retain them, and not convert them into funded property, it may be a matter of question whether it would not be better to intrust it to two auditors unconnected with the Board, but accountable to the Treasury, than to embarrass the Board with such functions.
- Its formation, functions, and powers.** To this section of the Board should be intrusted the purchase of land, building of academies, superintending of instruction, on principles precisely analogous to those regulating similar duties, functions, and powers, confided for the government of elementary education, to the other section.
- Local body.** It remains to determine the constitution and functions of the Local body.
- In Counties Grand Jury. D'Alton, 929-931. Simpson, 3276-3278. Bullen, 3866-3867. Quin, 1335-1348. 1444, 1445. Beresford, 273-277.** The Grand Jury is the ordinary legal organ of the assessing power in counties. It is true, not possessing the representative character, it may not be considered the most constitutional; but it being already authorised to act for such purposes, there is no reason why education also should not be included. It is likewise to be observed that this power has been, ere this, guaranteed to them by law. Grand Juries have levied and applied rates to the building of District or Diocesan schools. Finally, should it at any future time be thought advisable to give either to this body a representative character, by substituting the elective for the nominating principle, or by constituting an elective body, under the name of County Boards or County Councils, to which might be transferred the powers and functions now appertaining to Grand Juries, there would be no necessity for any alteration in that portion which refers to education; all that would be required would be to include the powers exercised in this particular with those others for the management of public works, charities, and other
- And later County Council.**

matters of county finance or superintendence. In towns, in like manner, as soon as their Councils shall become elective, these powers may be vested in them with safety and advantage. The Town Council becomes the natural organ of public assessment in towns, by the right vested in it of levying a borough-rate; and all objects to which such assessment may be applicable should be transferred as of course to their administration.

Whenever an Academy, in addition to those already in operation, should be required, it should be competent for the Grand Jury of the County, or Town Council of the Town to apply for the foundation of such to the Board, who should, on its side, be authorised to comply with such application, provided the Grand Jury or Town Council made an assessment for the payment of the teachers, and other current expenses of maintenance. On the other side, the Board might be empowered to propose such assessment on condition of its founding the Academy.

The levy on counties and towns might be apportioned in parishes and districts; a large proportion, as in the case of poor-rate assessment, being required to be defrayed by persons having a beneficial interest. In those parts where the county and town formed separate jurisdictions, the assessment should be levied, as it is now, for other purposes, by proportionate shares. In general, it would be advisable that the County Academy should be established in the immediate vicinity of the town. Where this might be impracticable, from the position of the County Town, or from the great extent of the county requiring a more central situation, the Grand Jury should take the opinion of the rate-payers, and transmit them for opinion and decision to the Board. The Grand Jury should be empowered to assess for whatever number of County Academies might be required.

The County collector should collect the academy tax in the same way as he now collects any other county rate, and pay it, with other rates, into the hands of the treasurer, or into the bank appointed by the Grand Jury.

The Grand Jury should appoint annually, a committee, called the "Academy Committee," to manage the application of the Academy rate, and generally to superintend the financial interests of the Academy. This is in analogy with their present practice in respect to other institutions. They appoint periodically, with similar powers, Committees for the Superintendence of Prisons, of Charities, &c.

Each member of this committee, as in the case of Elementary Schools, should discharge in rotation the duties of Visitor of the Academy, weekly or monthly, as might be found most convenient. Their powers, however, should not extend to any interference with the teachers, or courses of instruction, which should be left to the management of the Board, but should apply solely to the state and keeping of the buildings, the good order and diligent management of the academy, attendance of the scholars, &c. At the same time it should be competent for them to make any remonstrance or complaint to the Board, directly or through the inspectors, or to enter for their information any suggestions they might deem necessary or proper, in a book kept for such purpose in the Academy as well as in the Elementary School.

Every year, at the same time with the presentation of the Reports from the Elementary Schools, each Academy Committee should be required to draw up an extended Report of the state of their Academy, under their several heads, and in the form determined for general adoption by the Board.

In towns, Town Council.
Wiseman, 6442-6444,
Bryce, 1171.
Simpson, 3249-3252. 3279-3285.

Assessment for Academies.

Collection of the assessment.
Payment of same

Academy committee.
Simpson, 3280-3285.

Academy Visitors.

Functions and powers.

Academy Reports.
Reid, 4871.

INSTRUCTION.

Instruction.
Its object and nature.

The object to be held in view in organising anew the instruction of the County Academy, is the providing such a course or courses of study as may fit the upper and middle classes, not for one, but for each of the pursuits to which they may severally be called.

Same (under different forms) as in elementary education.

In this view Your Committee do not consider classical instruction nor even intellectual instruction of itself sufficient.

Physical education.

In the Elementary School, Your Committee have insisted on the combination of physical, intellectual, and religious instruction, in order thoroughly to realise the idea of a sound and complete public education.

Intellectual instruction.

The physical education of the County Academy will require a more direct attention to gymnastic and industrial exercises than is at present usual. For this purpose, each Academy should be provided with a sufficient extent of ground, appropriate buildings, &c. Agricultural and horticultural pursuits should be encouraged.

The intellectual instruction should embrace two great departments,—1. LITERATURE, 2. SCIENCE. Each should be conducted in 1, "general," and 2, in "special" courses.

I. LITERATURE. Under this designation should be ranked, as
"General course:"

English grammar, reading, history of literature, and composition.

Elements of Geography and history.

As "Special courses:"

a. Latin grammar, reading, history of Latin literature, composition, connexion with the arts.

b. Greek ditto.

c. French ditto, and other Southern languages.

d. German ditto, and other Northern languages.

e. Geography and History, general and in detail.

II. SCIENCE. Under this head should be ranked, as

"General courses:"

a. Elements of logic and mental science.

b. Elements of arithmetic and geometry.

c. Elements of physics, &c.

As "Special courses:"

a. Abstract science and its applications, geometry, &c.

b. Mechanical science and its applications, physics, &c.

c. Natural science and its applications, chemistry, mineralogy, geology, botany, zoology, and physiology.

d. Moral science and its applications, ethics, elements of law and constitutions, political economy and natural theology.

To these general and special courses should also be annexed general and special courses in music, drawing, and the other fine arts, according to circumstances of time and place.

Bryce, 1182-1187.
Bullen, 3941-3955

Each of the "general" courses should be obligatory upon all students. The "special" courses should be *ab libitum*, and paid for separately. No pupil should be received to either class without previous examination.

Religious and moral instruction
Bryce, 1041-1046-1174.
Kvle, 2193-2204.
Bullen, 3916.
Teachers.

The religious instruction should embrace the reading and history of the Scriptures, and such special courses, as may be approved by the religious denominations, to be given, as now, apart.

It would be desirable that each of these courses should have a separate Teacher; but circumstances, at the outset, such as want of Teachers or applications, may require one teacher to conduct

two or more. The Head Master should be allowed to select his course; the others should be allotted as might be arranged amongst the teachers themselves. Each Teacher should be entitled to the fees paid by the pupils in his particular class.

The Teachers should be appointed by the Board; but as it is important that the persons named should possess the confidence of those who are connected with the school, it should be from a list of candidates who had fulfilled the conditions enumerated above, presented by the Teachers in concurrence with the local body, or at least subject to a veto on the part of each; and the Head Master should be appointed on the same principle, and under the same restrictions.

The Board should have the power, as in the case of elementary schools, of suggesting the promotion of Teachers from one Academy to the other, with the consent of the Academy to which such promotion was recommended. They should also be authorised to grant superannuations for a specified period of service.

Each Academy should be fully provided with museums, archaeological and scientific, a small gallery of casts from the antique, &c., a collection of prints, libraries, &c. &c.

Each year examinations should be held, in the presence of the whole body of the Teachers and the Public, and the results entered, with other particulars, in the Annual Report.

In arranging the hours of study and courses, due attention should be paid to a fair intermixture of physical, intellectual, and moral and religious instruction.

A practice, as much as possible uniform and permanent, should be adopted throughout all the Academies; all arrangements, additions, and variations should be sanctioned by the consent of the Body of Teachers, and approbation of the Board.

2. *Agricultural Schools.*

Your Committee has already recommended the conjunction of a certain degree of agricultural and horticultural instruction in the country, and of technical instruction in the town, with the literary instruction given in elementary schools. From the limited nature of such schools, and the corresponding restriction in ground and buildings, it is impracticable, in their instance, more extensively. But it does not follow that such extension may not be requisite. Few countries suffer more, if we are to take the concurrent testimony of all witnesses on the subject, from want of knowledge and skill in agricultural pursuits, than Ireland. This want is not confined to the mere labourer, but is, if possible, more conspicuous in the farmer, the bailiff, the steward, the agent, and the proprietor himself. The want of an educated class of farming bailiffs especially is one of the greatest wants felt in Ireland; and the deficiency is obliged to be supplied by bringing over persons of that class from Scotland; but were the education of the Irish to be as good, they would be much preferred. There is thus a considerable opening for profitable employment in that particular, if there were only individuals qualified to take advantage of it. Farmers, so suspicious that the improvements carried on by gentlemen are executed at an expense with which they cannot compete, are very ready to try any improvement which they perceive to succeed with one of their own class. There is thus every motive for supplying this demand. The facility with which the Agricultural School at Templemoyle was established, and is still conducted, and the beneficial results which it has already

Jerrard, 6744-6761-6866.

Jones, 5700*-5709*.

Bryce, 1261.

Jerrard, 6662-6675.

Bryce, 1172-1181

1166-1168.

Jerrard, 6707-6716.

Promotion, gratuities, and superannuation to teachers.

Outfit Academies.

Wiseman, 6475-

6477. 6548-6560.

Mayo, 5892*-

5894*.

Hincks, 339-342.

Examinations.

Hincks, 467-473.

Jones, 5651*-

5666*.

Bullen, 3935-3943

Hours of study,

Uniformity of

practice recom-

mended.

D'Alton, 903-911.

Blake, 4134.

Ferguson, 4591.

Industrial academies required.

Ferguson, 4552-

4558.

Ibid. 4559.

Facility in establishing such. School at Templemoyle.

Ferguson, 4509-4536.

led to in the neighbourhood, remove all objections on this head. The school of Templemoyle was founded through the joint exertions of the country gentlemen, landowners, and landholders in the neighbourhood, the different London Companies, and a few distant subscribers. It was first connected with another school for the upper classes at Followlee, contiguous to Templemoyle, on the plan of the De Fellenberg schools at Hofwyl; but whether the country was not yet ripe for such an experiment, or that some flaw existed in constitution or management, it does not appear to have succeeded, and has recently been given up. The Templemoyle school, which was specifically the farmers' school, continues to flourish. The first outlay was considerable: the buildings cost £2,400; they are capable of accommodating not less than 70 boarders. These expenses were met by the contributions of 112 shareholders, and of a certain number of annual subscribers at 40s. a year. The annual expense of board and instruction amounts to £10 a year. Parents or landlords pay this for the largest proportion, (the parents paying for about one-third) the Drapers' and Grocers' Companies, the Irish Society, and the Commissioners of the Woods and Forests for the remainder.

Ferguson, 4536-4538.

The lowest age for admission is 14; it is deemed better they should come at the age of 17; it is difficult to induce them to remain long. The farmers, as yet, will not submit to it; and it thus becomes impracticable at present to fix a precise age. The administration of the school is under a local committee. Should continued idleness, neglect, or misconduct of any kind be evinced, it is intimated to the parent, who is required to remove the boy. The school is open to all classes and persuasions, and is frequented from all parts of Ireland. No inconvenience has been experienced in a moral and religious point of view, from this liberality. The creeds of the different denominations are respected, and the utmost harmony, good feeling, and propriety prevail.

4542-4546.

The course and methods of instruction are adapted to the objects had in view, and judiciously combine intellectual and agricultural studies and exercises. The whole school is divided into two equal divisions; one remains in school, while the other is occupied abroad. The class in school pursue, under the head master, reading English, English Grammar, writing, arithmetic, geography, construction of maps, book-keeping in reference to their special occupations, farmers' accounts, &c. &c., Euclid's elements, trigonometry, in its application to heights and distances, land surveying, together with the use of the water level, theodolite, chain, &c. &c. The other division works the farm and garden, under the head farmer, divided into bands, each superintended by its respective monitor, who is responsible for the conduct of his band. When the Followlee school was in existence, the pupils from that establishment saw reduced to practice many of the processes to which reference was made in the course of their scientific instruction. On the other side, the pupils of the Templemoyle school were admissible to the scientific lectures on the mechanical and physical sciences, especially in their applications to agricultural labour, given in the higher school.

4534-4551.

4534.

4563-4576.

The number of scholars in 1835, was 39; since that period it has increased to 60.

A considerable extent of land is annexed for the purpose of instruction, and the outfit of the school in apparatus, &c., though not of the best description, is nearly adequate to present wants.

The effects produced by this institution are stated by one of the witnesses and Member of Your Committee, who has had ample and continued opportunities of judging, to be every way most satisfactory. The intermixture of intellectual and manual occupations is most salutary. "The literary acquisitions attained in these schools do not interfere with the dispositions of the pupils to manual labour, nor, at present, lead to the slightest dislike to the occupation of a farmer; the work of the farmer is done cheerfully and well, and the boys take very great pride in executing it properly. The consequences have been productive of the utmost benefit to themselves and to the neighbourhood. "Some of them have been taken as country schoolmasters; some have gone as surveyors to the Ordnance survey, and a good many have been employed by the different gentlemen who had recommended them, in the instruction of the farmers upon their estates, and in laying out and subdividing the farms upon them. Wherever they settled they have led gradually to an improved description of fencing; and, in fact, the farming in the neighbourhood is improving with a rapidity that is quite astonishing. The higher class of instruction has not been less rich in good results. "The pupils educated have generally been good surveyors, and get high wages." Their moral habits are not less improved. They are inclined to fill up the intervals of their farming occupations with reading. The moral conduct of the young men is extremely good; and we have found that this course of instruction has very considerably improved them: the young men themselves have, with very few exceptions, looked up to, and been very proud of the testimonials they received at the school. The objections, first existing from ignorance, to enter the institution are gradually wearing away; and lately more applications have come from the South than from the North.

Results.

Ferguson, 4548,
4549.

4553-4554.

4559.

Ferguson, 4552.

4532.

4546-4549.

4536-4538.

No schools of a technical character, on an extended plan, such as the Real Schulen of the Continent, the Edinburgh School of Arts, &c., have yet appeared in the towns.

The result produced by this experiment is such, in the opinion of Your Committee, as strongly to urge the extension of the system to every part of the country adapted for its reception.

It appears to Your Committee that one Agricultural School at least should be immediately established in each of the four provinces in Ireland. Agricultural Academies proposed.

It would be desirable that this description of school should be placed in the neighbourhood of the County Academy, so as to afford the pupils of each institution reciprocally the benefits contemplated by the joint institution of Templemoyle and Fallowlee.

These schools should be subjected to the same administration as the County Academies. The Board should take the land, build and outfit the school, and the Counties benefited by its establishment should contribute proportionably to its support, if necessary; but Your Committee are of opinion that schools so established would, under good management, support themselves. Constitution, &c. Blake, 4131-4133. Establishment and maintenance.

The administration, as in former instances, should be under Local Committees.

The Board, on its side, should be empowered to exercise its duty of inspection, &c.

The appointment of teachers should be conducted on the same principles as that of the Academy.

The course of instruction in the Agricultural Schools should be based upon a general plan, but with a special application, adapted to the locality. This might, with security, be left in the hands of the Board. Instruction.

In towns it is advisable that Industrial Schools, applicable to the peculiar wants of the inhabitants, and regulated on the same principles as the Agricultural Schools, should be established.

3. Provincial Colleges.

Academies not sufficient.

Your Committee are of opinion that the alterations and additions they have suggested would materially tend to accomplish the important object for which they were appointed, viz. the extension and improvement of Academical education in Ireland: at the same time, they think that it has not yet been carried out to the full extent which is required, and of which, with little additional effort, it is susceptible.

Provincial Colleges required.

The County Academy meets the more ordinary wants of the middle classes, and offers a good preparatory course for the higher branches, (especially professional,) of education; but from many of the witnesses examined, Your Committee are convinced that the want of a still higher department intermediate between the Academy and University, and to which might with propriety be given the name of College, is sensibly felt, and particularly by the very classes to which reference has just been made. The Belfast Academical Institution approximates to the desired organisation, and from the great good it has already in many particulars effected, little doubt has been entertained of the importance of affording other districts the advantage of similar institutions. It has consequently formed one of the branches of inquiry to which Your Committee has attended. They have examined by what means such institutions may be improved, adapted, and extended.

One at least recommended in each Province.

Knight, 5014.

Bryce, 1144-1155.

Porter, 769.

Jerrard, 6678-6695.

Guided by the opinion of many of the most experienced witnesses of the necessity of such institutions, and the conviction that Proprietary Colleges will not supply the want, Your Committee think that there gradually should be established and maintained, at the public expense, one College at least of the description just referred to, in each of the four Provinces of Ireland, under the name of "Provincial Colleges," and that it could be so established and maintained at no great charge either to the State or to the Province in which it was placed.

Object thereof.

The object of these Colleges should be to provide a high degree of education, preparing either for the University, or, if the University were not in view, for different public and private professional and unprofessional careers, thus obviating the necessity of recurring at great expense and inconvenience to other countries, for a class of instruction which it would be desirable Irishmen should have an opportunity of procuring at home.

Three plans recommended.

Three plans have been proposed for this purpose to Your Committee. 1. The State granting a certain sum, contingent on a subscription on the part of individuals to an amount proportionate to its grant. 2. Vesting the establishment in a proprietary body. 3. Following out, as far as possible, the organisation suggested in the case of Academies and Elementary schools.

Defects of the two first.

The complication incidental to the first of these plans, and the great chances against its ultimate improvement and extension, render it inapplicable to the wants of the country. The evidence produced of defect in proprietary establishments, is an equally strong objection to the second. The changeable and distracting character of proprietary Councils, the precariousness of the support and direction, the want of knowledge, uniformity and permanence, in the whole system, joined to the absence of all higher inquiry, inspection, direction, or control render it objectionable as a form of organisation, intended to be extended and rendered

Jerrard, 6678-6695.

permanent through the whole country. The third plan appears to Your Committee to be not only theoretically the best, but in practice the most feasible. Third proposed.

Adopting, then, this third plan as preferable to either of the preceding, Your Committee recommend that the Board should provide the ground, buildings, and outfit for the Provincial College, on condition that the Province through its several Grand Juries, should assess for the salaries of the professors, the repairs, and other current expenses of maintenance. Establishment and support. Bullen, 3859-4020. Blake, 4213-4219.

The assessment for the support of these establishments should be levied and collected in the manner and on the principle already stated in reference to Academies and Elementary Schools, but, if practicable, on a higher class of rate-payers than those contributing to either. Assessment for Provincial Colleges.

The superintendence of these Colleges should be entrusted to the same section of the Board to which is entrusted that of the County Academies, and they should be empowered to conduct it, as in their instance, by means of qualified inspectors, reports, &c. The local management should be left to a Committee, representing the interests of the several Counties of the Province. Administration, &c. Central. Local. Bullen, 3896-4025.

The appointment of Professors and Rector should be regulated by the same principles and practice as that of the Teachers, &c. of the Academies. Appointment of Professors, &c.

The Academical Institution of Belfast, being already organised on a different plan, it should be left to the prudence and discrimination of the Board and the Professors of the institution, whether they would assimilate it or not to the plan proposed. As the Grand Juries of Ulster might object to assessment for its support, and as Government is annually called upon for that purpose, it might be worth consideration, whether it would not be better to fund a sum equivalent to that allotted for the building of the other Colleges, and allow the interest to be applied to the maintenance of the institution, on the understanding that the College were to be placed on the same footing, in point of inspection, reports, &c. as the other three. Should this be objected to, the Academical Institution must be left under its actual organisation, but as the condition of future grants be required to submit to the inspection of the Board, and to report annually to Parliament. Bullen, 3868-3895. Jerrard, 6707-6715. Case of Belfast. Porter, 758-764.

The course of instruction should be modelled on that of Belfast, with such improvements as recent enquiries might suggest. Following out the principle laid down for the County Academies, certain courses should be obligatory, others of choice, each paid by fees to the professor who conducted it. No boarders should be permitted in the Colleges; the buildings should be appropriated solely to purposes of instruction, and to the habitation of the Rector and Professors. Instruction.

To each class a Professor, if found necessary and practicable, should be attached; and besides the Rector, who, as head, would exercise a general superintendence, a Censor should maintain the discipline of the whole. Professors.

Though it might not be advisable that the Colleges, individually, should be authorised to confer Degrees, it might still be so that a Board, formed of members from each of the four, from the Colleges of Physicians and Surgeons, and from the University of Dublin, and other learned bodies (as might be deemed advisable) should sit in the capital, and after due examination, and certificates being produced of having gone through, in a satisfactory manner, the several prescribed courses, should be empowered to admit to Degrees such candidates as presented themselves from the Provincial Colleges, excepting, however, Degrees in Divinity. Degrees. Bryce, 1271-1277. Bullen, 3797-3814

Your Committee are not prepared to give an opinion how far such Degrees should confer all the privileges incidental to those given by existing Universities.

Charter.

It might be advisable to give a common Charter to the four Colleges, under one common name.

The Board should be permitted to grant superannuations to the Professors on a specified scale.

Statutes.
Bullen, 3919-4027.

Statutes for the regulation of the Colleges should be drawn up by the Board, but with the concurrence of the Body of Professors; on the other side, bye-laws passed by the latter should not be valid, until sanctioned by the Board.

Open to all religious denominations.
Bequests.

All situations in the Colleges, should be open to all religious denominations. No tests should be required.

All bequests, &c., made to the Colleges, should be in the trusteeship and under the control of the Board.

4. *Professional Schools.*

Professional schools required.
Porter, 590-593.
Wiseman, 6500.

In addition to the Academical and Collegiate institutions already noticed, Your Committee feel the advantages arising from establishments for the full cultivation of those strictly professional or special studies, for which preparation only has been made in the above-mentioned schools.

Recommended to be established and supported.

With this view it may be worth consideration, whether encouragement should not be given to the foundation, in such parts of the country as may respectively be most fitted, of Schools of Navigation, Engineering, Mining, &c., to which pupils might proceed on leaving the Academy or College, and where ample means might be provided for the fullest cultivation of each of these important branches.

From what funds.

Inasmuch as these institutions are designed exclusively for the advantage of particular professions, but at the same time have a general influence on the civilisation of the entire country, Your Committee are of opinion that they should be established and maintained at the joint cost of the Profession, acting through a Committee, chosen by the Profession, and of the State, acting through the National Board.

In allocating the proportionate share which should fall to each, the same principle should be observed as in other parts of the system. The Board should give the land, erect and outfit the buildings, and the Professional Committee should guarantee the fixed salaries of the teachers and the current expenses of the school.

Administration.

The administrative powers of the Board and the Committee should respectively be regulated on the same principles and practice as in the instance of the Academies and Colleges.

Instruction.

The courses and methods of instruction should in like manner be determined with the joint concurrence of the Professional Committee and the Board.

Examinations, Diplomas, Certificates, &c.

With a view to ascertain the qualification of persons entering professional life, Your Committee are of opinion that it would be desirable that a Board of Examiners, formed from teachers elected from the several schools respectively, with the addition of others from the University and Colleges, should be appointed for each Professional branch of education, and be empowered to confer Diplomas on candidates who passed such public examination, and could produce certificates of a due course of previous study, testimonial of their several merits.

Official education
Porter, 576-589.

As a powerful stimulant to study, and at the same time tending to give a much better guarantee than what is now enjoyed by the public for the due discharge of official duty, Your Committee strenuously recommend that each of the Government Offices should,

in concurrence with the Board, prescribe a course of examination which it should be necessary to pass before any applicant should be entitled to offer himself as a candidate for situations in these several departments. The certificate that such examination had been duly passed, and the more or less degree of capability recognised, would constitute a *prima facie* claim upon the public service.

Simpson, 2649-2656.

Bullen, 3957.

Muggeridge, 5432-5435.

The present deficiency of institutions for the regular study of Law is generally admitted. It is submitted that the establishment and maintenance of Law Schools, either in connexion with or separate from the Colleges, under the joint administration of the Board and the Legal Profession, like other Professional Schools, might be found desirable.

D'Alton, 872-875.

It might be matter for subsequent consideration, whether it might not be advisable to constitute a Central Polytechnic College in Dublin, to which the scholars in other establishments might be drafted as Exhibitioners, and educated at the entire expense of the State. Such an institution, besides furnishing a high standard of eminence in all branches, acting as a strong incentive to exertion in the local schools, would be an excellent school for professional local school Teachers, and at all times give the country the fullest opportunity of judging who were the best calculated to meet the demands of the public service in each of its public departments.

Polytechnic or Central Professional College.

It will also be a matter of consideration how far schools destined for the cultivation of the Fine Arts, Schools of Science, and Art, &c. &c., should be brought under this branch of administration or under another, or if, under the Board, under the same section to which the superintendence of Academies and Colleges is confided, or under that to which we shall have presently to advert.

Schools for the fine arts.

V.—SUGGESTIONS FOR THE EXTENSION, &C., OF LITERARY AND SCIENTIFIC INSTITUTIONS, MUSEUMS, LIBRARIES, &C., OR FOR AN EXTENDED, IMPROVED, AND PERMANENT SYSTEM OF SUBSIDIARY EDUCATION IN IRELAND.

A third and most important branch of National Education is that which immediately follows, and often accompanies academic, collegiate, professional, or university education—the Subsidiary or Supplementary education derived from Literary and Scientific institutions, Mechanics Institutions, Museums, Libraries, Galleries of the Fine and Mechanical arts, Botanical gardens, Observatories, &c., &c.

Literary and Scientific Institutions, urgently required.

The foundation and maintenance of these institutions have hitherto, for the most part, been left to the exertions of societies and even of individuals. They have been very partially extended, and not always on the most judicious or effective plan, either in reference to themselves, or to other similar institutions. It would be highly desirable in devising any general plan for the improvement of National Education, that this branch, which so immediately tends to enlarge and perpetuate the advantages of all the others, should not be neglected, and means be taken to give them, as much as may be practicable with their character and origin, a more combined, general, and improved operation.

Present arrangements defective.

O'Brien, 6631-6638.

Bullen, 3706-3750.

Wiseman, 6488-6497.

Reid, 4664-4666.

Existing institutions being, for the most part, voluntary, it may be a matter of difficulty to bring them under the jurisdiction of the Board and of Parochial or County committees. But this difficulty could not exist in reference to institutions founded and maintained on the same principle and practice as the Elementary Schools, Academies, and Colleges.

Defects may be remedied.

Should be extended

The country is yet inadequately provided with such institutions. The same means should be taken for their more rapid extension and improvement, as in the case of other educational establishments.

By what means.

Blake, 4229-4235.
Bullen, 4028-4032
Mayo, 6107* -
6116*.
O'Brien, 6630.
6631.

It is proposed that the Board should provide ground, buildings, and outfit, for any such institution as might be desired, provided the locality, whether Town, County, or Province, should consent to assess for its maintenance, through its legitimate organs. At the same time, in order to prevent too great a laxity in the application of this principle, such proposition should not be entertained by the Town Council or Grand Juries unless on the requisition of two-thirds of the rate-payers, nor should any not assessed to a school-tax be assessed for its support.

Administration.
Central.

The superintendence which the Board should be permitted to exercise over such institutions, should be limited to inspection and reports. It might be worth consideration, whether for this purpose, it would not be advisable to add other members (constituting a third Section) to the Board, one of whom should be paid, together with a paid Secretary.

Local.

The local management, embracing appointment of officers, application of funds, &c. &c., should be confided to a Local Committee, under the denomination of the Museum, Library, Literary and Scientific Society Committee, as the case might be. It should be elected by the local body exercising the right of assessment in the Town or County, and regulated both in its election, functions and powers, by the same principle and practice as that adopted in the School, Academy, and College Committees.

Dublin Society;
the head Institution.
O'Brien, 6631.

The Dublin Society, subject to the regulations recommended by the Committee of 1836, and subsequently adopted in part by the society, should be understood to stand at the head of all institutions of the kind described, but exempt from any other control than that exercised in the instance of the local institutions.

Institutions not
under the Board
invited, &c.

Institutions founded and maintained by individuals and societies should be invited to place themselves in the same relation with the Board as those founded specifically on the plan now suggested. The advantage resulting to the institutions and the public would be greater connexion with each other, more combination and union, consequently in every particular greater efficiency, at the same time that no undue restriction or interference could be apprehended, the Board limiting itself to the means of simple information and friendly suggestion through inspection and reports.

Reports.
Simpson, 2882-
2887.
Reid, 4658-4663.
4871.
Knight, 5024-
5028.
Mayo, 6056* -
6057*.

Not only in reference to these institutions, but to all others of an educational character, it would be highly important for the formation of a sound body of educational statistics to have Reports, according to forms mutually agreed on between the Board and the respective establishments, presented at the same period, through the Board to Government, Parliament, and finally in a cheap, portable form to the Public.

VI.—MODE OF CARRYING THE PRECEDING SUGGESTIONS INTO EFFECT.

Mode proposed of
carrying into ef-
fect the preceding
propositions.

Your Committee now beg to direct the attention of The House to the mode by which they propose these suggestions should be carried into effect.

They propose—

1. A Bill dissolving the present Board of Commissioners, intrusted with the management of the Diocesan, Royal, and other Schools of public foundation, and constituting a Board of National Education, on the principles stated above.

2. A Bill for the establishment and maintenance of Elementary Education in Ireland.

3. A Bill for the establishment and maintenance of Academical, Collegiate, and Professional Education in Ireland.

4. A Bill for the establishment and maintenance of Literary and Scientific Institutions, Museums, Libraries, &c., or of Subsidiary Education in Ireland.

Each of these Bills to embrace in their several departments the leading provisions stated above.

1. Bill for establishment of Board.

2. Bill for Elementary Education,

3. Bill for Academical, Collegiate, and Professional Education.

4. Bill for Subsidiary Education.

CONCLUSION.

YOUR Committee have thus endeavoured to lay before The House as ample an account as was in their power of the conclusions to which they have arrived on the important questions submitted to their consideration. They have aimed at establishing a system, adequate, they trust, to the wants of the country, open to all sects, professions and classes; cheap, universal, and, they are willing to hope, durable. With this view they have attempted to raise the whole standard of education, by providing proper teachers, books, and apparatus, and to extend it, so improved in all its gradations, to all parts of the country, by means of a machinery uniform in principle, and modified in operation, in such manner only and degree as is demanded by circumstances; they have endeavoured to provide a guarantee for its permanency and efficiency, by a combination of contributions, powers, and functions, central and local; above all, they have endeavoured to adapt each part to the other, and all parts to the whole of the system.

Your Committee are not insensible, however, to the difficulties which must necessarily impede its immediate adoption; they are far from urging precipitate or wholesale experiments, at the same time they consider it of moment that whatever portion be adopted, its relation to others should be steadily kept in view. Without a due observance of this principle, it will be at any period difficult to establish a sound and comprehensive system, and education be exposed to a series of abortive attempts, involving large expenditure with little benefit to the public. If no other result should follow from this Report than to preserve from these errors, it will not be without its use, but Your Committee are more sanguine in their expectations; a portion of the system proposed is actually in operation; by giving to that portion, with the alterations suggested, a legislative sanction, the country will be enabled to advance gradually with increased confidence to others, and terminate, it is earnestly desired, at no remote period, by the full establishment of one of the most indispensable of all civil institutions—a system of public education, in every particular, thoroughly and permanently “National.”

9th August, 1838.

PROCEEDINGS OF THE FORMER MEETINGS AT CORK AND LIMERICK, TO CARRY OUT THE SUGGESTIONS OF THE COMMITTEE OF THE HOUSE OF COMMONS, FOR THE ESTABLISHMENT AND ORGANISATION OF PROVINCIAL COLLEGES IN IRELAND.

Resolutions unanimously adopted at a Meeting of the Nobility, Gentry, and Inhabitants of the Province of Munster, held in the City of Cork, November 15th, 1838.

The Right Hon. the EARL OF LISTOWEL, in the Chair.

RESOLVED—That while we recognise the wisdom and necessity of extending the advantages of instruction to the Poorer Classes of Ireland, we feel convinced that any National Education which does not afford proportionate opportunities of acquiring Knowledge to the middle and more affluent Classes of Society, is essentially imperfect and ineffective.

RESOLVED—That increasing numbers of the Educated Youth of the middle classes in Ireland are obliged, for want of other sources of active enterprise, to enter the Learned Profession, in which the demand for services being necessarily limited, their prospects of success are daily diminished; while the direction given by the Physical Sciences in other countries to the development of Industrial Energy, demands an Education of a more practical character, than the almost exclusively professional system of Instruction afforded by the University.

RESOLVED—That the Educational Institutions of this Country are not adequate to meet the wants of its rapidly increasing population, and as Ireland is fully entitled to equal rights and privileges with England and Scotland, we feel it a duty to take measures for the Establishment of a liberal and comprehensive system of Collegiate Education in Ireland.

RESOLVED—That disclaiming all undue interference with Existing Public Institutions, we fully concur in the suggestions and general plan of the Report of the Select Committee of the House of Commons presented last Session, and more especially in that part of the Report which recommends the Establishment of Provincial Colleges in Ireland.

RESOLVED—That Cork, the most populous and commercial City in the South of Ireland, is the appropriate site for such an Establishment, as, in addition to many other advantages, there already exist several Scientific and Literary Institutions, which present a suitable basis for the formation of a Provincial College for Munster.

RESOLVED—That the Address to the QUEEN be adopted.

RESOLVED—That the Petition be adopted and confided to Lord MELBOURNE for presentation to the House of Lords, and to Mr. WYSE for presentation to the House of Commons, and that all the Peers and Representatives of the Province to be solicited to support its Prayer.

RESOLVED—That the Representatives of the Province be appointed as a deputation from this Meeting to wait upon the Members of Her Majesty's Government, and to urge upon them the propriety of immediately establishing a College in Munster, and that Thomas Wyse, M.P., Sir Wm. Chatterton, Bart., and Wm. Crawford, Esq., be a deputation to wait on the Lord Lieutenant to confer with his Excellency upon this important subject.

RESOLVED—That the following Gentlemen, who have heretofore acted as a Committee be appointed by this Meeting, with an additional number of Gentlemen from each of the other Counties of the Province, which are hereby solicited to appoint the same, and that they collectively form a PROVINCIAL COMMITTEE for superintending further measures to secure the establishment of the proposed Provincial College.

JAMES ROCHE, Esq., Chairman.

Sir Wm. Chatterton, Bart.
Daniel Callaghan, Esq. M.P.
F. B. Beamish, Esq., M.P.
Standish Barry, Esq., M.P.
Edmond B. Roche, Esq., M.P.
Daniel Leahy, Esq.,
William Crawford, Esq.,
Samuel Lane, Esq.,
St. John Jeffereys, Esq.,
John Woodroffe, Esq., M.D.,
William Beamish, Esq., M.D.,
Jos. B. Harvey, Esq., M.D.
Eugene Finn, Esq., M.D.
D. B. Bullen, M.D.
R. D. Beamish, Esq.

Rev. W. J. Hort,
Rev. M. B. O'Shea,
Rev. William O'Sullivan,
W. R. Osborne, Esq.
Francis Walsh, Esq. Barrister,
Horatio Townsend, Esq.
Daniel Murphy, Esq.
Jos. H. Manly, Esq.
Thomas Jennings, Esq.
Thomas Lyons, Esq.
Maurice Lane, Esq.
William Kelleher, Esq.
William Fagan, Esq.
William Clear, Esq.
Richard Dowden (Richard,) Esq.

That the thanks of this Meeting and of the friends of Education in general, are eminently due to THOMAS WYSE, Esq., M.P., not only for his attendance this day, at much personal inconvenience, and for the able and eloquent address which we have just heard—but also for his arduous and successful exertions in the great cause of general enlightenment.

LISTOWEL, Chairman,

WILLIAM CLEAR,
D. B. BULLEN, M. D. } Secretaries.

Cork, Nov. 15.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MOST GRACIOUS SOVEREIGN,

We your Majesty's attached and dutiful subjects, residents of the Province of Munster, and assembled at a meeting duly convened in the City of Cork, approach the Throne with every sentiment of loyalty and devotion to your Majesty's person and dignity, humbly to solicit your Royal consideration to the wishes and prayers of the inhabitants of this populous and extensive Province, on a subject deeply involving the best interests of the Country—the securing to all classes of your Majesty's subjects in Ireland, an enlarged and ameliorated System of Education.

Your Majesty's accession to the Throne of these Kingdoms, was hailed by the people of Ireland with enthusiasm; they felt that an era had arrived in their history which justified the hope, that an enlightened and impartial policy guiding the Councils of their Sovereign, this Country would receive a new and powerful impulse in its progress to improvement, and by the full and unimpeded development of its own resources, be ultimately placed on an equality with the Sister Kingdoms in the enjoyment of the rights and privileges of the Constitution.

In this spirit of full reliance on your Majesty's well known benevolent intentions towards this Country, we, your Majesty's faithful subjects, approach the Throne, humbly to submit to your Majesty's consideration, that, while all classes of the people of England and Scotland have possessed for centuries, and are daily increasing, the means of attaining high intellectual cultivation,—while your Majesty's Government has provided for the Poor of Ireland opportunities of Education, the middle and the more affluent classes of this Kingdom, those which impress their own character on national habits and feelings, are in a great measure deprived of that higher form of mental instruction, demanded, as well by their social position, as by the spread of knowledge among the people.

In England, Four Universities and numerous Colleges flourish under the sanction of Royal charters—Scotland with two millions of inhabitants, has Four Universities, and the intellectual character of her people, the order and industry of her population, are noble proofs of the wide-spreading and beneficial influence of these institutions. Ireland, numbering eight millions of your Majesty's subjects, has but One University, and it is obvious, that at a period when a demand has arisen for an Education proportioned to the rapid progress of knowledge, a single Institution, even under the most favorable circumstances, unless aided by Provincial Establishments, cannot afford sufficient opportunities of instruction to the middle classes of an entire Nation.

In humbly soliciting your Majesty's most gracious sanction to the establishment of a Provincial College in Munster, we adopt the suggestions and general plan recommended in the Report presented during the last Session by a Committee of the House of Commons—we are influenced by no adverse feeling to any existing Institution, we only seek for the extension of the privileges of education to every class and denomination of your Majesty's subjects—we do not wish or intend to interrupt private enterprise, it is rather to be expected that Provincial Colleges, by facilitating the acquisition of knowledge, will increase the demand for education, and give a new impulse to the lower schools, and a more useful direction to their studies. And, may it please

your Majesty, we look forward to a still higher good, a still nobler result from this undertaking, excluding as it does, in the first principles on which it is founded, all political or sectarian considerations, and uniting men of all parties and opinions in a great and National object, we earnestly and confidently hope, that it will be the means of softening down those irritating asperities which create so much misery, and so effectually retard the progress of Improvement in Ireland.

When we reflect on the progress Education is making under Royal protection in other countries, where the principles of Constitutional Liberty are inoperative, we cannot but hope that in a Free Country, and under the auspices of your Majesty, this National object will be accomplished. Ireland already owes her only University to a Queen, and may it be permitted to us to hope, that the commencement of the reign of another Queen, who has already manifested the most favorable dispositions towards this country, will be made memorable by the establishment of Institutions which will place an extensive course of Education within the reach of all—will satisfy the desire of knowledge that is springing up amongst your Majesty's subjects in Ireland—will tend to raise our Country to an equality with the other portions of the Empire, and will rally round the Throne of a beloved Sovereign, during, as we trust, a long succession of prosperous years, a grateful, happy, and enlightened People.

Whitehall, December 27th, 1838.

SIR,—I beg to acknowledge the receipt of your letter of the 18th instant, and of the documents which accompanied it, on the subject of establishing a Provincial College in Munster.

I rejoice to see the study of Literature, and the advancement of Science and Art meet with so much encouragement; and I have great satisfaction in informing you, that I shall consider how I can best assist the objects which the promoters of this Institution have in view.

I have the honor to be, Sir,

Your obedient servant,

J. RUSSELL.

To D. B. BULLEN, M.D.,
Camden Place, Cork.

LIMERICK CIRCULAR AND PROSPECTUS.

SIR,—At a General Meeting of the Members of the Limerick Institution, held in the Institution Rooms, on the 11th December,

W. S. O'BRIEN, Esq., M.P., in the Chair,

the following Resolution was adopted :

“RESOLVED—That our Chairman and Secretary be requested to transmit to all such persons as may be expected to co-operate in the formation of Collegiate Establishments in the South and West of Ireland, the annexed Prospectus; inviting them, at the same time, to sign their names to the Requisition for convening a Public Meeting in Limerick, to consider the best means of forwarding this object.”

In accordance with above Resolution, we beg leave to solicit your co-operation, signature to the Requisition, and attendance at the Meeting.

W. S. O'BRIEN, Chairman.

M. BRODIE, M.D., Secretary.

P R O S P E C T U S .

A Committee of the House of Commons, which closed its labours last Session, having submitted for the consideration of the Country various suggestions for the extension and improvement of Education in Ireland, the present seems to be not an unfitting occasion for those who feel an interest in the subject, to lay before Parliament their views with respect to such of the recommendations of that Committee as may appear more particularly to require the expression of public opinion. The instruction of the Poorer Classes has already occupied so much of public attention, that it does not seem necessary to call for any renewed discussion with regard to it. But Academical and Collegiate Education has not hitherto received equal consideration, although, as a matter of national concern, the instruction of the Middle Classes is not less important than that of the humbler portion of society. In the South and West of Ireland the want of suitable collegiate instruction has been long felt by those who are unable to send their children, at great expense, to reside in distant Universities. It would be an act of injustice to the various Seminaries in which the Classics and the Elementary parts of Mathematics are taught, to assert that opportunities are not at present offered of acquiring knowledge of this description; but it will be with regret admitted, that if a young man be desirous of procuring instruction in those sciences which have a more immediate bearing upon the practical occupations of life—such as Chemistry, Natural Philosophy, Mechanics, Botany, Mineralogy, Geology, and Natural History, in all its branches; Civil Engineering, Architecture, and the Fine Arts; Medical and Anatomical Science; Political Economy and Jurisprudence; Navigation, and the higher branches of a Commercial Education—there is at present no Public Institution in the South or West of Ireland in which such instruction can be obtained. In Scotland, on the contrary, with a population which does not amount to one-third of that of Ireland, four Universities render the whole circle of the Sciences accessible, at a very trifling expense, to persons of the most moderate fortune: and it is probably to the diffusion of scientific knowledge, through her various educational institutions, that Scotland chiefly owes her Agricultural, Manufacturing, and Commercial superiority.

The experience of every Country not overflowing with wealth has shown, that the voluntary efforts of individuals are inadequate to effect the establishment of institutions of so extended a character, as those here contemplated. The Parliamentary Committee of last Session have felt so strongly the extreme importance of disseminating throughout the middle classes in Ireland, the benefits of a superior education, as well as the deficiency of the opportunities at present afforded, and the improbability that such deficiency will be obviated without legislative assistance, that they have recommended the establishment of County Academies in those districts in which the academical instruction at present available is found to be inadequate, and the foundation of at least one College in each Province. They suggest, that the erection of the buildings, the purchase of the land, and the general outfit required for such Institutions, should be provided at the expense of the State; that the payment of the Professors, the cost of repairs, and other expenses of permanent maintenance, should be defrayed by a local rate levied upon the districts which derive the most immediate benefit from such Institutions. They propose that the buildings shall be adapted solely for the purposes of tuition, and not for the residence of the Professors, or for the reception of Boarders; that no religious test shall be employed for the purpose of excluding Professors or Students belonging to any particular religious denomination; that the financial arrangements of each Institution shall be managed by a Committee representing the interest of the districts which contribute to the rate; and that, in order to prevent abuses, a general superintendence and control shall be exercised over these Establishments by a Board of Education, to be appointed by Act of Parliament.

Already the Citizens of Cork, supported by a large body of the Nobility and Gentry of the surrounding Counties, have expressed their concurrence in the general views of the Committee, and have eagerly besought from Parliament the establishment of a Provincial College in Munster. Considering the important position which Limerick occupies with reference to the South and West of Ireland, a similar expression of opinion on the part of those districts of which it forms the centre, cannot fail to carry with it a due influence. The purpose, then, of the proposed meeting is to unite with the Cork meeting in claiming for the South of Ireland the establishment of one or more collegiate institutions. The question of site is a subordinate consideration, and it would be deeply to be regretted than any unworthy jealousy upon this point should tend to defeat the accomplishment of an object of great national concern.—The meeting at Cork has naturally pointed to Cork as the most eligible site. Limerick may advance equal, if not superior claims. If only one College be erected, it will be for Parliament to make a selection between the two cities.—Probably, however, the most desirable mode of carrying out the object which the Parliamentary Committee had in view, will eventually be found to be the establishment of a College at Cork, and of another at Limerick. There are ample means in the districts respectively surrounding each City for supporting both. A circle described by a radius of 40 or 50 miles, and embracing a district to which Limerick may be said to serve as a natural centre for commercial and general intercourse, would comprise a population which, even if no portion of the County of Cork be included within the circle, considerably exceeds one million of persons—namely, the inhabitants of the County and City of Limerick, of the County of Clare, of the greater part of the Counties of Tipperary and King's County, and of portions of Kerry and Galway. The expense of maintaining a collegiate establishment suited to the objects contemplated, would be inconsiderable. It has been found in other cases, that the guarantee of a very small annual payment will induce men of the first attainments to attach themselves to Colleges of this kind, because the Class Fees of the Students, when added to such permanent allowance, give an adequate income. Ten Professors, receiving each a fixed salary of £100 per annum, would only require £1,000 per annum, and a very small additional sum would be sufficient to defray the cost of repairs and other similar expenses. The remaining receipts would be contingent upon the prosperity and reputation of the College. Four hundred Students attending each year three courses of Lectures, at two Pounds per course, would give an additional income of £2,400 per annum as an augmentation to the salary of the Professors, exclusive of any profits which they might derive from boarding Students at their own residences. A small annual payment might be required from each Student towards the support of the College. Under such simple arrangements as these, an education as good, perhaps better and more suitable than that given at the Scotch and English Universities, would be placed within the reach of the children of those parents who cannot afford to pay more than from five to ten pounds a year for the tuition of their sons; and at the same time they would not be removed from the sphere of those domestic influences which have the effect of cherishing so many amiable feelings, and of diminishing the temptations to vice.

It is needless to dwell upon the advantages which would arise from the permanent residence in a central town, such as Limerick, of a body of learned men. It could not fail to give a higher and more intellectual tone to the tastes and occupations of the surrounding community, as well as to excite to the pursuit of the useful acquirement of Science or of the elegant accomplishments of Literature, many young men who are now led by the absence of these incitements to spend their time in idleness or dissipation.

It depends upon the exertions of those to whom this Prospectus is addressed, whether these advantages shall be realised for the community of which they form a part, and upon whose good conduct, intelligence, and pros-

perity their own happiness greatly depends. Their co-operation, therefore, in an effort wholly untainted by factious or interested motives, is not less confidently expected than it is earnestly solicited.

MEMORIAL OF THE CORPORATION OF CORK.

To the Right Honorable Lord HEYTESBURY, Lord Lieutenant General and General Governor of Ireland.

THE MEMORIAL OF THE MAYOR, ALDERMEN, AND BURGESSES OF THE CITY OF CORK.

HUMBLY SHEWETH.—That your Memorialists have learned with much satisfaction the declared intentions of the Government to take into serious consideration the necessity of extending Collegiate Institutions in Ireland.

That while provision has been largely made in this country for the public education of the poorer classes, the education of the middle, as far as the Legislature and Government are concerned, has been neglected.

That at no period was the education of the middle classes of greater importance to the State than now, when the advanced intellectual cultivation of the poorer classes is beginning to raise them to a comparative mental superiority over those, by whom they ought to be instructed and guided; and when the progress of social development demands greater knowledge and higher scientific acquirements amongst all, who are interested in directing the application of capital to the promotion of great works and the creation of new markets, by increasing communication, and calling into action the vast capacities with which Ireland is invested.

That when England and Scotland have each several Universities, Ireland contains only *ONE*, which by its constitution, precludes the great majority of the Irish people from participation of its higher emoluments, dignities, and honors. It is a legislative anomaly, and a grievance unheard of in any country of Europe, that only *One* University should exist for a population of Eight Millions, from the essential advantages of which, Seven Millions of that population are peremptorily excluded.

That the Citizens of Cork, have on many occasions, laid before the Government, the paramount importance of establishing Provincial Colleges in Ireland, upon a secular foundation, in which the courses of instruction may combine Science and Practice, in order to draw forth the intellectual faculties of her people, and impart a concurrent and emulative impulse to the development of her industrial progress.

That in the establishment of Provincial Colleges in Ireland, your Memorialists respectfully submit to your Excellency, that Cork, the principal City of a Province, with a population nearly equal to that of Scotland, presents peculiar advantages for the foundation of a Collegiate Institution, not only as being remote from the Metropolis and surrounded by a number of large and populous towns, but being, besides provided with several Establishments, Public Museums, Libraries, and most of the requirements essential for the creation of an University. And in laying before the Government the claims of Cork to be made the seat of a Provincial College, it may be permitted to refer, with conscious pride, to the successful position which very many of our highly gifted Fellow-citizens have attained, wherever a field of intellectual competition has been opened to them, whether in contesting the Fellowship of the University, or in the higher branches of Literature, Science, and the Arts.

Wherefore your Memorialists humbly pray—That her Majesty's Government, acting in accordance with their declared intentions relative to Academic Education in Ireland, may frame a Legislative Measure for establishing Provincial Colleges; and may found in Cork, the Provincial College of Munster.

Dublin Castle, 22nd October, 1844.

SIR,—I am desired by the Lord Lieutenant, to acquaint you, that his Excellency will have pleasure in transmitting the Memorial which accompanied your letter of the 18th instant, to Her Majesty's Government.

I am, Sir, your obedient servant,

E. LUCAS.

ALEX. M'CARTHY, Esq., *Town Clerk, Cork.*

Dublin Castle, October 29, 1844.

SIR,—In reference to your letter of the 18th instant, and to reply of the 22nd instant, respecting the address of the Aldermen and Burgesses of the City of Cork, praying the establishment of Provincial Colleges in Ireland, I am directed to send enclosed a copy of a communication received from Sir James Graham on the subject.

I am, Sir, your obedient servant,

E. LUCAS.

ALEX. M'CARTHY, Esq., *Town Clerk, Cork.*

Whitehall, October 25, 1844.

MY LORD,—I have the honor to acknowledge the receipt of your Excellency's letter of the 22nd instant, forwarding a Memorial, addressed to your Excellency, by the Mayor, Aldermen, and Burgesses of the City of Cork, praying for the establishment of Provincial Colleges in Ireland, and that a Provincial College for Munster may be established in Cork, and I beg to inform your Excellency that I will bring the Memorial under the immediate notice of Her Majesty's confidential servant.

I am, my Lord, &c. &c.,

J. GRAHAM.

His Excellency The LORD LIEUTENANT.

RESOLUTIONS unanimously adopted at a General Meeting of the Friends of Education of the Province of Munster, convened by the Munster Provincial College Committee, and held in the City of Cork, 13th November, 1844,

The Right Hon. the EARL OF LISTOWEL, in the Chair.

RESOLVED—That it is the paramount duty of an enlightened Government to provide for the mental cultivation of the people, by establishing public Educational Institutions adapted to the wants and condition of Ireland; and that the great and rapid extension of knowledge amongst the poorer classes by means of the Schools supported by the public, demands a proportionate increase of Educational facilities for the middle and more affluent classes, with a view to maintain the harmony in the relative position between the several orders of society, upon which the prosperity of a country materially depends.

RESOLVED—That in determining a National system of Collegiate Education to be established by the State, it is most essential not to confine the great Educational Institutions to the Metropolis, but to found Provincial Colleges competent to teach the higher departments of Literature and Science, in those large Cities where the extent of population may offer the requisite facilities for the establishment, and secure the necessary elements for their permanence and efficiency.

RESOLVED—That in the present circumstances of Ireland, when a fresh impulse has been given to industrial improvement by the application of the Physical Sciences to Agriculture and Manufactures, and when great public undertakings are contemplated, the success of which must mainly depend upon the intellectual direction which shall control them, it becomes more than ever imperative upon those who value the prosperity of the country to unite for the creation of Provincial Colleges, to be founded upon principles which shall combine Science with practice, and confer on all, and more particularly the middle and more affluent classes, the inestimable benefits of a National University.

RESOLVED—That we recognise in the recent declarations of influential members of Her Majesty's Government, an acknowledgment of the want of adequate means to meet the intellectual demands of the country, and an approval of the principles upon which we seek an extension of Collegiate Institutions by the State; and that we therefore approach the Throne and the Legislature, with sanguine expectations of obtaining in the next Session of Parliament a legislative sanction for the establishment of the first of all civil institutions—a General System of Public Education, consonant with the spirit and feelings of the people, and in every respect thoroughly and permanently National.

RESOLVED—That Cork, the most commercial and populous City in the South of Ireland, and possessing already the several requirements essential for the formation of a Collegiate Institution, is the appropriate site for the foundation of the Provincial College of Munster.

RESOLVED—That the warmest expression of Thanks and Gratitude are due to THOMAS WYSE, Esq., M.P., for his eloquent statement submitted this day to the meeting, as well as for his untiring labours in advancing the cause of Education, and that he be requested to prepare for publication his speech in the form of a Pamphlet for the general guidance of the Country.

RESOLVED—That Petitions founded upon the foregoing Resolutions be prepared and confided to Lord MONTEAGLE for presentation to the House of Lords, and to Mr. WYSE for presentation to the House of Commons, and that all the Peers and Representatives of the Province be invited to support their prayer.

RESOLVED—That the Munster Provincial College Committee are entitled to the best Thanks of the friends of Education and Inhabitants of Munster, for the zeal and assiduity with which they have discharged the important duties confided to them at the Great Provincial Meeting, held in Cork, on the 15th November, 1838, and that they be requested, in co-operation with Mr. WYSE, to prepare a statement of the details and plan of the Provincial Colleges, to be submitted to the consideration of Her Majesty's Government, and continue to superintend the further measures for securing the establishment of a system of Public Collegiate Education in Ireland.

RESOLVED—That the following Address be adopted and Presented to Her Majesty the QUEEN.

LISTOWEL, Chairman,
WM. CLEAR,
D. B. BULLEN, M.D. } Secretaries.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MOST GRACIOUS SOVEREIGN,

We, your Majesty's attached and dutiful subjects, residents of the Province of Munster, assembled at a Meeting duly convened in the City of Cork, approach your Throne with every sentiment of devotion and loyalty to your Majesty's person and dignity, humbly to solicit your Royal consideration to a subject deeply involving the best interests of the Country—the establishment of an enlarged and adequate system of Public Collegiate Education for the People of Ireland.

Impressed with a profound sense of your Majesty's benevolent views towards Ireland, we humbly declare that we are not influenced by any hostile intention to any existing establishment, when we beseech your gracious attention to an undertaking, which, excluding as it does, party or sectarian considerations from the principles on which it is founded, must unite men of all opinions and denominations in the sustainment of a great national object, and largely tend to appease and soften down those irritating asperities, which have caused so much social misery, and so effectually retarded the progress of improvement in this country. In the firm conviction of your Majesty's earnest solicitude to fulfil the essential as it should be the most pleasing duty of a paternal Government, by extending the blessings of education to all classes of your subjects, we trust we only act in unison with your Majesty's beneficent intentions, when placing before the Throne the paramount necessity of establishing Provincial Collegiate Institutions, adapted to the wants and circumstances of your people, and calculated to give a safe and wholesome development to the intellectual energies of the youth of Ireland.

In England, Four Universities and numerous Colleges, placed in different parts of the Kingdom, flourish under the sanction of Royal Charters. Scotland, with a population scarcely exceeding that of Munster, has likewise Four Universities, located in the great cities, and giving noble proofs of their wide-spreading and beneficial influence upon the intellectual character of her people. Ireland, numbering Eight Millions of Inhabitants, has only ONE UNIVERSITY! At a time when a demand has arisen for an Education, proportional to the rapid progress of knowledge, One Institution under even the most favourable circumstances, cannot afford opportunities of instruction to the intelligent classes of a whole nation; and in determining a public Education to be founded by the State, it is most essential not to confine the great Educational Establishments to the Metropolis, but to form Provincial Collegiate Institutions, competent to teach the higher departments of Literature and Science, in those great cities where the extent of population may offer the requisite facilities for creating them, and secure the necessary elements for their permanence and efficiency.

In soliciting your Majesty's gracious attention to the establishment of a Provincial College in Munster, we would most humbly wish to impress upon your Royal mind, that in a country whose wealth and material prosperity are mainly based upon Agriculture, Public Education should embrace in the most comprehensive sense, whatever may best conduce to industrial improvement. Those pursuits, in which the Physical Sciences are applied to Agricultural and Manufacturing Industry, not only require a special Education, but they demand a wider range of knowledge, and comprise attainments of more laborious acquisition than most of the learned professions. And yet in Ireland the cultivation of that knowledge which offers the best foundation for industrial success has not been attended to, nor have the principles upon which it ought to be conducted been generally understood. It is at a period when the landed Proprietors of Ireland are forming associations to encourage the extension of an improved system of Husbandry, and when the vast natural resources of this country are inviting the outlay of large masses of capital in great public undertakings, the success of which will necessarily depend upon the intellectual direction which may ultimately control them, that we seek your Majesty's Royal sanction for establishing Provincial Colleges in Ireland, to be founded upon principles which shall combine Science with Practice, and confer upon all, and more particularly the middle and more affluent classes, the inestimable benefits of an educational system, adapted to the special circumstances of their station in life, and calculated materially to advance the improvement of the country.

In placing before your Majesty our humble prayer for securing to your Majesty's faithful subjects of Munster a comprehensive system of Collegiate Education, we approach the Throne with an earnest hope of favourable acceptance, having recognised in the recent declarations of influential members of your Majesty's Government an acknowledgment of the utter deficiency of the means to meet the intellectual wants of the country, and an approval of the principles upon which, on a former occasion, we prayed for your Majesty to extend Collegiate Institutions in Ireland; and we therefore, fervently hope, that the Reign of your Majesty will be made memorable by the foundation of Provincial Colleges, which shall constitute an UNIVERSITY identified with the spirit and feelings of your people, and in every respect thoroughly and permanently National.

REPORT OF THOMAS WYSE, ESQ., M.P., TO THE CORK PROVINCIAL COLLEGE COMMITTEE, OF THE PROCEEDINGS TAKEN BY HIM IN AND OUT OF PARLIAMENT, TO CARRY INTO EFFECT THEIR RESOLUTIONS, TOGETHER WITH EXTRACTS FROM HIS LETTER TO LORD MORPETH ON THE SAME, (AFTERWARDS PRINTED, BY ORDER OF THE HOUSE OF COMMONS, 19TH JULY, 1843.)

Waterford, December 10, 1841.

MY DEAR SIR,—I regret much, that a series of unavoidable circumstances, have, until now, prevented me from putting you in possession of the details of the proceedings with the government and the legislature for the establishment of Provincial Colleges in Ireland, recommended by the select committee of the House of Commons, and adopted and supported with so much energy by the whole of the Province of Munster. Though they have not been attended with the success which had been hoped, it must not be inferred that no progress has been made, much less that the subject has not been present, under every political vicissitude, to the gentlemen entrusted with its management, or that any efforts have been spared for its accomplishment with those who, from their zeal for the advancement of Irish Education, as well as from their position and influence, were believed to be the most willing and able to carry such plan into execution.

It is of course unnecessary to recal to your recollection, or to that of the Cork or Limerick Committees, the favour with which the project was received on its first appearance in Ireland. To their joint exertions this spirit was principally owing. Never before, I believe, had there been displayed in Munster, on a subject so removed from the ordinary excitements of politics, so much enthusiasm or, where division was so possible, such general co-operation of all classes, creeds, and parties. The two great meetings held at Cork and Limerick were unexampled.

The Requisition lists embraced the *elite* of the Province.—Petitions to the Legislature, a Memorial to the Lord Lieutenant, and an Address to the Queen, praying for the earliest adoption of the measure, were at once agreed on, and every other evidence which could be desired or expected, of the anxiety of the Province, was exhibited.

The Memorial was immediately presented by the deputation appointed for the purpose, to the Lord Lieutenant (Lord Normanby) who gave them, in answer, assurances of his approbation and support. Not long after, you transmitted the Petitions and Address, signed by all that was respectable in each county of the Province, for presentation, to London.

The first intention of the Members of Parliament to whom they were confided, was to take immediate steps to give effect to the prayer of the Petitioners. Three different courses presented themselves—1st—A Vote in the next Estimates for £15,000 or £20,000, to be applied by the Treasury, through the Board of Works, to the establishing of a College in Munster, together with a Bill rendering it compulsory on the Grand Juries of Ireland, to levy annually, a sum not exceeding £2,000, to be rated proportionably on the Counties of each Province, in support of any such Provincial College, whenever it should be established. The first application of the Act to be to the Province of Munster. 2nd—A Motion for a second Committee, to enquire more specifically into the details of the measure, and the best means of carrying it into execution. 3rd—A Motion for an Address to the Crown, praying that Her Majesty would be graciously pleased to appoint a Commission, or to adopt such other means as in her wisdom she might deem fit, to carry into operation the recommendation of the Committee of the House of Commons. The Petitions to both Houses, and the Addresses to Her Majesty, were to be presented when the motion was ready to be brought forward, and an appeal thus made simultaneously to the three branches of the Legislature.

The *first* of these courses was undoubtedly the most effective; but it was impracticable, at least to individual members. The Government only is per-

mitted to introduce money bills and votes; it is even irregular to present petitions for their introduction. The *second* was scarcely necessary; a Committee of the House had recently reported, both on the principles and details; it would only tend to unprofitable delay, to make further enquiries as to the latter, 'till the Government and Legislature had signified their acquiescence in the former. We were naturally restricted to the last. But new circumstances arose, which at first delayed the execution of this project, and then induced us to prefer to it an application to the Government to take up the first of these courses, before we recurred to any other.

Whilst we were still engaged in considering these various modes of proceeding, the Government came to the determination to introduce, as a measure of their own, a plan submitted in former Sessions to the House, for the establishment of an organised system of National Education for England. In the preceding Session it was lost by a majority of two only: introduced as it now was, by Ministers, there seemed to be little doubt of its success.

The just expectations, however, of the friends of Education were not destined to be so easily realised; great, and for a time, apparently insurmountable, difficulties intervened. Not only was the Government assailed by their opponents, (many of whom, and Lord Stanley in particular, had supported a much wider system for Ireland,) but many even of their friends expressed the greatest apprehensions of the consequences. In the midst of these difficulties the Government, to their honor, persevered: the measure was carried, but not without having been first curtailed of some of its fairest proportions: even with these concessions, it was on the verge of being lost. It passed the Commons by a majority of two.

In this disturbed state of public opinion as to this great question, it became a matter of serious doubt to the advocates of the measure for the establishment of Provincial Colleges, whether, in reference to the proposition of Government, or to that which they had specially in view, the best course to be adopted was that which had at first been proposed.

From the recent debates it was quite clear little hope could be entertained of its *immediate* success. The jealousy, the apprehension, of every system not sectarian and exclusive, exhibited, during those discussions, together with the state of our finances, the disinclination of Parliament to vote any new grants to Ireland, were obstacles of such magnitude as to render its rejection sure. A night's debate was the utmost we could have expected at the price, possibly, of provoking new hostility and opposition.

Under these circumstances, the intended motion was postponed to another session, and with it the presentation of the Petitions which were to have accompanied it.

In the ensuing session, many of the same obstacles still existing, it was thought advisable to make an effort to prevail upon the Government (individual members of which had, in the interval, expressed themselves favourable) to take the question, as they had done that of National Education, into their *own* hands.

With this view a series of meetings of the Peers and Representatives of Munster were held in New Palace Yard. Resolutions, generally expressive of their concurrence in what hitherto had taken place, and of the propriety of calling on Government without further delay to introduce the measure to Parliament, were adopted. To give immediate effect to this determination, a Deputation was appointed, composed of Lord Monteagle, who had presided at our meetings, Mr. Wm. Smith O'Brien, (to whose zeal and knowledge the question is so largely indebted,) Dr. Stock and myself, to wait on Lord Morpeth; we were instructed to lay these resolutions, with all preceding documents, before him, and after fully explaining the several bearings of the question, respectfully to solicit his Lordship as a Member of the Cabinet, but more especially as the Organ and Chief Officer of the Irish Government, to take the management of the question under his own care, and to submit it to the Ministry, and he (with their approbation) to the Legislature. The precise mode in which this was to be effected, was in a great measure to be left

to his Lordship's discretion, at the same time that we were to suggest, in accordance with the resolutions passed in both Countries, the plan already noticed, and further, to state that should the grant of £20,000 appear too large for one year's vote, we were willing to take it by instalments, and even to reduce the amount by a subscription to the extent of £5,000 in the Province, as soon as we could count with any certainty on the measure receiving the sanction of the Legislature.

In compliance with these instructions, after some preliminary meetings, the deputation, with Lord Monteagle at its head, waited upon Lord Morpeth. We detailed at length the whole plan, and placed before his Lordship the several documents connected therewith—viz. ; the Report of the House of Commons, the Requisitions, Resolutions, Memorial, Addresses of the Cork and Limerick assemblies, the Resolutions of the recent London meetings, from which the deputation emanated, &c. After an interview, during which every enquiry was solicited, and the offers above-mentioned proposed, we departed, having first received from his Lordship an expression of concurrence in our views, and an assurance that he would take an early opportunity of consulting with his Colleagues on the subject. He begged, for that purpose, to retain the documents, which were accordingly left in his hands.

After allowing some further time to elapse, in order to give him an opportunity of maturely considering and communicating on the subject, as he desired, with other members of the Government, at the wish of the friends of the measure, I again renewed our applications and requested another interview, with the view of pressing on his Lordship the necessity of expedition. He had just left town, but he informed me by letter that previously to his departure, he had forwarded all the papers to the Chancellor of the Exchequer, and "stated to him the object as favorably and as fairly as he could." He referred him to me for any further elucidation he might require, and expressed his opinion that the first point to deal with was the guarantee of the preliminary expense for the original buildings to be defrayed from the public funds, in the event of our obtaining a Bill; to the consideration of the Bill we should subsequently have to direct our attention.—(*See the copy of Lord Morpeth's Letter.*)

In compliance with his suggestion, I waited on the Chancellor of the Exchequer, and was honored with a conference of nearly an hour. The Right Honorable Gentleman went with great attention and minuteness into every bearing of the measure immediately connected with his department. After expressing generally his sympathy in our exertions, he thought any answer for the present as to its financial features, premature. The first point obviously necessary, was a clear approval of the principle on the part of the Government. This could not be undertaken by any single member. It was much too weighty a question, involving collaterally too many others of importance, to be determined by the opinions of any one individual. He considered the obvious course to be to submit it directly to the Cabinet, and as the question was exclusively Irish, he looked upon Lord Morpeth as the proper organ for such communication.

In the commencement, therefore, of the present year, I again solicited an interview with his Lordship, and stated to him the opinion of the Chancellor of the Exchequer. The whole question was re-discussed at ample length in all, but especially its moral and intellectual bearings. His Lordship appeared more than ever impressed with the utility and importance of the measure, acquiesced in the course suggested by the Chancellor of the Exchequer, and, in conclusion, expressed his willingness to lay it before his Colleagues, with a view of ascertaining whether, and in what form, and at what period it could best be brought before Parliament, he requested me, at parting, to draw up a report embracing the substance of the several representations which had been made to him, for the purpose of laying it before the Cabinet.

The Report was accordingly drawn up, and ready to be presented to Lord Morpeth, and through him to the Cabinet, when the defeats which ensued

on the Irish Registration Bill, and finally, on the Budget, diverted all minds from every topic but the position of Ministers and the probability of their early resignation or an immediate dissolution of Parliament. This was not a moment, it may easily be conceived, to bring forward, such a question. In the midst of the struggle and tumult of parties, no ear on either side could be found disposed or enabled to listen to the discussion—a dissolution was determined on: the day announced: no time was to be lost. The Petitions which had been so long reserved, in the hope of their accompanying and giving greater weight to the projected motion, were laid before the Legislature. I had the honor of presenting that address to the Commons; that intended for the Lords, was transmitted to Lord Lansdowne. As was apprehended, from their being unaltered by any substantive proceeding, they produced little or no effect. Before Ministers, however, withdrew from office, the Report was placed in the hands of Lord Morpeth; he transmitted it officially, as he informed me, to his successor (Lord Eliot) in whose possession, I presume it now is.—(See the Copy of the Report.)

Such is the succinct history of the past—How far the course adopted was the best possible, it is not for me to say—It must however be remembered that it is not always the best possible, but the best *under the circumstances*, which one is at liberty to choose—that of these circumstances, few are better judges than those on the spot—that successful or not in our motion, our ultimate appeal must have been to Ministers—that as matters stood, it was better to make this appeal at *once*—that no opportunity was omitted afterwards to follow it up—and that Ministers, in answer, evinced as earnest a desire to give effect, whenever circumstances should permit, to the proposition—as any one of the petitioners themselves. With regard to operations for the future, they must depend of course upon your Committee. Your petitions are before Parliament—the present, like the past Government, is officially cognizant of your object—New popular bodies, the reformed Town Councils, for the first time in Ireland, are in full operation. They are the legitimate organs of popular wishes and wants. In what manner you can best bring the measure before all these parties, in what manner they can best be called into action, for its attainment, it is for you to decide. That it is a measure which should never be given up—that it would be of eminent advantage to every class and creed—that more than ever its necessity is felt, and the desire for its execution increased in the public mind, there cannot be the slightest doubt. I feel for its progress the same deep interest I felt the first day, I ventured to propose it for adoption to a Committee of the House of Commons, and through it, to the people of Ireland. I am as ready now as I was then, and as I trust shall ever be, to join my humble efforts with those of my countrymen, not only to aid in its advancement, but to obtain, I hope at no distant period, and in the amplest manner, its accomplishment.

I beg you to believe me, my dear Sir, your's faithfully always,

D. B. BULLEN, Esq., M.D.
Secretary of the Munster Provincial
College Committee, Cork.

THOMAS WYSE.

Extracts from a Letter addressed to LORD MORPETH, by THOMAS WYSE, Esq., M.P., and published by order of the House of Commons, 19th July, 1842.

17, Wilton Place, Belgrave Square, May 8th, 1841.

MY LORD,—I have the honor of transmitting to your Lordship for the purpose (pursuant to your promise expressed at our last interview) of submitting it, in your capacity of Chief Secretary for Ireland, to the consideration of the Cabinet, the substance of my frequent communications with your Lordship, relative to the proposition of establishing *Provincial Colleges* in Ireland,

recommended in the Report of the Committee of the House of Commons, on "Foundation Schools and Education in Ireland," presented to the House, August 9th, 1838, and since that period repeatedly urged on the attention of the Legislature and the Government, by public meetings, deputations, memorials, and petitions, followed up by personal conferences with His Excellency, the Lord Lieutenant, and Chancellor of the Exchequer, and with your Lordship.

The Committee proposed to supply the wants detailed above by a regularly graduated system of academical institutions by "County Academies" in each County—"Provincial Colleges" in each province, and by special professional schools distributed where most required throughout the Country.

The second only of these branches comes at present under consideration.

The Committee proposes for the establishment of this branch, in the words of their report—"that there gradually be established and maintained at the public expense, one College at least, (of the description referred to) in each of the four provinces of Ireland, under the name of "Provincial College."

The object of these institutions is to provide a high degree of education, calculated either 1st, to prepare for entering the University; or 2nd, to fit the pupil for that special career, professional or otherwise, to which he may be destined.

This object is to be attained by an appropriate course of instruction, and by an appropriate collegiate organisation.

I.—INSTRUCTION.

It is proposed to retain the division and arrangement, both as to subjects and mode of instruction, (though of course on a more extended scale) recommended by the Committee in the case of County Academies. It is as follows:—

1.—Instruction to be conveyed in "courses."—These courses to be

- A—Literary,
- B—Scientific,
- C—Religious.

The last separate for the several communions under the guidance of their respective pastors. This whole question is a matter for grave consideration, both as to principle and application.

2.—These courses to be severally divided into two classes.

- A—Obligatory,
- B—Non-obligatory.

The "Obligatory" to comprise such amount of instruction, as may be required by all, no matter for what situation destined.

The "Non-obligatory," such special instruction as may be necessary to prepare the pupil for any of the particular professions into which society is divided, and which must therefore be left to the choice (dependent of course on his prospects and purposes) of the pupil or his relatives. The first, embraces the foundations of knowledge; the second, aims at its special application. It is not very consistent with common sense, to compel a pupil to study branches for which he may have little occasion hereafter, to the neglect or exclusion possibly of others, which, to him at least, may be of vital importance. If he does not study, if he does not use, nor want, it is not quite just he should be required to pay. Intellectually and financially considered, this arrangement is preferable to that adopted in the majority of our institutions. It enables every student to obtain the best education, for his special views, at the lowest cost, and thus, in the widest and strongest sense, improves and extends education.

It is proposed that this Institution, whether obligatory or non-obligatory, should be conveyed much on the plan adopted in the German Gymnasia—by *public lectures* followed by *class examination*, in each of the branches into which the course may be divided. For each of these branches when in full

efficiency, one Professor will be required. It is possible, however, that at the outset especially—one Professor may be able to conduct two or more cognate classes without inconvenience.

In order still more to facilitate to as large a proportion as possible, of the population, the attainment of these advantages, it is proposed, that no Boarders should be taken into the College, but that with the exception of rooms or chambers for the Professors, and apartments for the officers and servants, the building should be applied to the public purposes, exclusively of the Institution. The Students will thus reside in the town, either with their own families, or in lodging houses, under the inspection and control of the College, and sanctioned by its approval for this particular purpose.

The College, it is intended should be liberally provided with not only the usual literary and scientific apparatus, with a Public Library or Libraries, an Antiquarian and Philosophical Museum, Laboratory, Observatory, Botanical Garden, &c. &c., but also with a Gallery of Casts, Engravings, and if possible, of Paintings, not so much for professional purposes, as with a view to a more pure and profound cultivation of historical and literary taste.

II.—ORGANISATION.

It is proposed, as already stated, that to each branch of these several courses, one Professor should be attached; these Professors are to form the "Corpus" or "Senatus Academicus," of the deliberative body of the College, with equal rank and rights. From this Senatus or Corpus of the Professors, the Rector and other Officers are to be chosen by election, for such period as may hereafter be determined on, subject to the approval of the Government. It is proposed, that the Professors in the first instance, should be nominated by the Government, but that future vacancies should be filled by the selection of Government from the Candidates presented by the Corpus of the Professors—the candidates to be determined by public "concursum," or what would be perhaps preferable, that the Corpus should appoint the successful candidate, reserving a veto (with the grounds thereof to be expressed) to the Government. The number of Professors, it is calculated will, at first, not exceed 12; but this number may be increased either by the creation or endowment of particular Chairs, in proportion as circumstances may require, by the Government, the Province, Bodies Corporate, or Private Individuals.

The emoluments of the Professors to consist of—1st. *fixed salary*, granted by the Province, or proceeding from endowment or from both. 2nd. *Fees*, from Pupils, for respective courses. 3rd. *Chambers* in the College.

Their rights, powers, functions, and duties to be determined by a statute and charter to be given hereafter, it might be advisable to grant not only a Charter of Incorporation, but power to confer degrees under the authority of a Central Board of Examiners composed partly of members of the different Colleges, partly of persons eminent for their literary or scientific acquirements, nominated by Government. The principle of aggregation has already been recognised, successfully acted on in the establishment of the University of London; there is no reason why an "UNIVERSITY OF IRELAND" might not be established, especially under the peculiar circumstances of the University of Dublin, on a similar basis.

All classes and religious denominations to be admissible not only to the institution, but to the *honors, dignities*, and emoluments of the College.

The College to be under the inspection of the Government, and to be required to furnish annual reports of income, expenditure, progress, &c. &c., for the purpose of their being laid before Parliament.

The points next for consideration are the means by which it is proposed to carry this plan into execution.

They are two-fold—first, means for establishing; second, means for maintaining, when established, these Institutions.

The true principle upon which both should rest, and which should regulate both, has, in more than one part of their Report, been distinctly pointed out by the Committee. There should be joint contribution of funds and labour

between the state on one side, (or more properly the public at large, of which it is the representative and administrator) and the inhabitants of the locality, immediately benefitted, on the other.

The application of this principle, in the present instance, is not difficult.

To the *State*, more properly belongs the establishment; to the *locality*, the maintenance of educational institutions. The grounds for such distinction and allocation of duties are obvious, experience every day confirms them.

I have the honor to be, my Lord, your obedient servant,

THOMAS WYSE.

Right Hon. Lord Viscount MORPETH, M.P.,
Chief Secretary for Ireland.

No. 25.

EXTRACT FROM SIR ROBERT PEEL'S SPEECH ON COLLEGIATE AND
 UNIVERSITY EDUCATION, JULY, 1844.

After some preliminary remarks on Elementary Education, Sir Robert Peel continued.—“With respect to that other and equally important subject, to which the honorable Gentleman (Mr. Wyse) has called our attention, I have the satisfaction of assuring him that it is a subject which has occupied the serious consideration of Her Majesty's Government, (*Cheers*). The honorable Gentleman must excuse me if, on this occasion, I purposely forbear from entering into details. It is not because I am not prepared to express an opinion on the subject:—it is not because I am not prepared to enter into detail; but it being impossible, in the course of the present Session, to submit any practical measure, on the subject, I am sure it is infinitely better that I should avoid altogether entering into details which must be stated, if stated now, many months before any practical measure can be introduced. (*Hear, hear*) I think I shall best consult the future importance of this question, by avoiding detailed observations at the present time; but I have no hesitation in stating that the result of the consideration which we have given to the subject, is a conviction that the means of Academical Education in Ireland are defective. (*Hear, hear*). There are only three institutions which partake of the character of Universities, viz.—Trinity College, Dublin; Belfast Academical Institution, and the College of Maynooth. So far as the education of the laity is concerned—I am speaking now of Academical Education—looking at the population of Ireland—at the increase of it—comparing the means of Academical Education in that country with the Continent, or with those two portions of the United Kingdom with which we are more intimately acquainted, England and Scotland,—I must say that I think the means of a similar education in Ireland are comparatively and relatively inferior, (*Hear, hear*). The Academical Institution of Belfast does afford an opportunity of Academical Education to the North of Ireland; but in the South there is no such institution. The University of Dublin also was founded at a remote period, and though that is an important institution, and is I think conducted upon equitable and liberal principles, yet the population of Ireland has certainly outstripped the growth of that institution, (*Hear*). I don't at all undervalue that education which is given to the upper classes of Ireland, in the Universities of this country. I must say, indeed, that I think there are great advantages to be gained from the occasional resort of the youth of Ireland to the Academies and Universities of this country; and I do hope that we never shall see any system devised in Ireland which will prevent the occasional and frequent resort of Irishmen to the Universities of this country, (*Hear*). It is a bond of connexion which unites the upper classes of society rather than any other bond; for neither the Schools nor Universities of this country do afford the means of an Academical Education to those who do not belong to the upper classes. The honorable Gentleman felt all the difficulties of this subject without proposing any decided plan for adding to the means of Aca-

demical Education. He suggested various plans, with respect to none, however, did he express any very decided preference; and if he, with his knowledge of Ireland, and with his experience, feels the difficulty of expressing any positive opinion, that is an additional reason why I, without the means of personal communication with those acquainted with Ireland, should abstain from expressing an opinion on any of the points to which he has adverted. (*Hear, hear.*) I repeat that it is a subject which has occupied the consideration of Her Majesty's Government—that it is a subject to which the attention of my noble friend, who is about to assume the chief office in the administration of Irish affairs, shall be directed immediately on his arrival in Ireland, and I trust that we shall at an early period of the next Session, propose means for increasing Academical Education, or we shall have to notify to the honorable Gentleman that our efforts have been unsuccessful, and that we must leave to him to bring on his plan. If we fail in our endeavours, it will not be from want of a desire to do justice, (*Hear, hear.*) The consideration of the Government will also be directed to the position of the College of Maynooth, for we feel that it is not now in a satisfactory state. The amount of the grant is of no consequence, so far as principle is concerned; for if there be any violation of principle in making a grant for the support of Maynooth, that principle is violated by the sum at present granted. (*Hear.*) I know all the difficulties of the subject; but I will say no more on the subject, other than that Her Majesty's Government are impressed with the conviction, that it is not in a satisfactory state at present, and that the position of that College will be one of the subjects to which the attention of the Government will be directed. When I say that, I think I may add, that the attention of the Government will be directed to it, in such a mode as that the position of that College shall not be less satisfactory to those immediately connected with it, than it is at present, I hope I shall not be called upon to say more, (*Hear.*) I think I shall best consult the importance of the subject by avoiding further details, which if proceeded with, might tend to prejudice the measure, and to raise up objections to the proposition hereafter to be brought forward; and if Her Majesty's Government can propose any measure which shall have the effect of allaying all those feelings of jealousy and animosity which have hitherto existed, we shall consider that we have effected a double advantage—first, by promoting the cause of education; and secondly, by cementing the bonds of a friendly alliance between the two countries.”—(*The Right Hon. Baronet resumed his seat amidst very general applause, more especially from the opposition benches.*—TIMES, July 20, 1844.

No. 26.

UNIVERSITY OF DROGHEDA.—The Bull obtained, at the instance of the Archbishop of Dublin, during the government of Sir Edmund Butler, for the establishment of an University in that city, stimulated the corporation and townsmen of Drogheda to apply for a similar favour to the Earl of Desmond, immediately after his appointment to the Lord Lieutenancy, on the accession of Edw. IV.—in consideration of its importance as a commercial town, and of its having been the immemorial residence of the Primate of Ireland. An act was accordingly passed, (5 Edw. IV., c. 46,) a copy of which was lately discovered in the Chancery Records, by the Record Commission, of which the following is a translation, “Also at the request of the Commons, because the land of Ireland, has no University nor place of general study within it, a work of which sort would cause a great increase of knowledge, riches, and good government, and would prevent riot, evil government and extortion within the said land, it is therefore ordained, established, and granted by authority of Parliament, that there be a *University in the Town of Drogheda*, in which may be made Bachelors, Masters, and Doctors in all Sciences and Faculties as they are made in the University of Oxford, and that they may also have, occupy, and enjoy all manner of liberties, privileges, laws, and

laudable customs, which the said University of Oxford hath occupied and enjoyed, so that it be not prejudicial to the Mayor, Sheriffs, or Commonality of the said Town of Drogheda."—This act, in consequence of the political distractions of the period, the exhaustion in the reign of Edward IV., the rebellion in the reign of Henry VII., the execution of its original promoter, the Earl of Desmond, as a traitor, the jealousy and increasing importance of the city of Dublin, which continued afterwards the seat of the Parliament, and succeeded in establishing there an University in 1591, never was carried into operation, but Drogheda, retained, notwithstanding, for a considerable time, its literary reputation. We find it pointed out in the reign of Henry VIII., in conjunction with Dublin, as one of the principal towns, to which "every landlord great or small, of every Iryshe Country subject to the King, were required to put his sonne and heyre—to lerne to wryte and rede, and to speke Englyshe, to lerne also the draught and maners of Englyshemen."—*State of Ireland, and Plan for its Reformation, 1515.*—(*State Papers, Vol. ii, p. 30, 1834.*)

No. 27.

COLLEGE OF CONNAUGHT.—Nearly twenty years previous to the founding of Trinity College, Queen Elizabeth designed the establishment of a College in Connaught, during the period that Sir NICHOLAS MALBY, held the government of that Province. The eighth item of her instructions to him, states her wish that such a College should be erected in some eminent place of Ireland, for instructing and educating youth, and suggests the town of Clonfert, as aptly situated, both for health and the commodity of the river Shannon running by it, and because it is also near the midst of the realm. These were not idle words, for she immediately commanded Sir Nicholas to view the place, and consider with what charges it might be enclosed with a wall, and what buildings there were there at the time suited for that purpose, and what necessary to be added, and what maintenance the Bishoprics of Clonfert and Elphin, if they were united to that College, might give towards the exhibition of learned men there. And on the return of the Report, her Majesty suggested that she might thereafter order the Lord Justice to assemble the Bishops of the whole realm, for a contribution for the maintenance of learned men, in that or some other convenient place in Ireland—"for we find that the runegates of that nation, which under the pretence of study beyond the Seas, do return fraught with superstition and treason, are the very instruments to stir up our subjects to undutifulness and rebellion."—*M.S. in British Museum, Titus, B. xii. p. 226.*

No. 28.

CHARTER &C., OF QUEEN ELIZABETH.—After the decay of the former University of Dublin, the vague suggestions of the Charter of Philip and Mary, having terminated in nothing, Queen Elizabeth, in 1563, during the Deputyship of Lord Sussex, sent over Commissioners for the purpose of founding an University,* and in 1568, in a Parliament holden in Dublin, during the government of Sir H. Sidney, a motion was made for its re-establishment. This too, notwithstanding the offers of the Lord Deputy and the Speaker, was destined to be ineffectual, nor did the subsequent representations of the Deputy and Council of Ireland to that of England, urging in strong language the advantages of such an establishment in Ireland, prove more successful. The project was given up to restore the University of St. Patrick's,

* CAMPION 85. HOLINGSHEAD, Chron. p. 69.—The Lord Deputy offered £20 a year in Lands, and a Donation of £100. The speeches between Stanihurst, the Speaker, and the Lord Deputy, on the Dissolution in 1570, given in Campion, p. 131-4. are also highly deserving of attention.

but it was proposed to convert the revenues of the Cathedral, to the establishing not of one, but of two Universities, with an income fixed of £1,000 a year. This suggestion of Sir John Perrot, was doomed to share, though from different causes, the fate of its predecessors. From interested motives, it was vehemently and successfully opposed by Archbishop Loftus, and thus may be said to terminate the history of this establishment. A new series of events led to the foundation of the present University, of which, however, this of St. Patrick's may be considered the Parent, through the instrumentality of this same Archbishop, and Usher Archbishop of Armagh. The ground for the site was granted by the Corporation of Dublin, from the property of the suppressed Convent of All-Hallows. In 1591, appeared Queen Elizabeth's letters Patent, in which she states the object of the new foundation, to be the education, institution of youth in arts and faculties—"whereby knowledge, learning and civility, may be increased amongst the Irish, and their children's children, especially those that be poor, may have their learning and education given them with much more ease and lesser charge than in other Universities they can attain it."—*Queen's Letter to the Lord Deputy, 1591.*

The Charter followed in 1591, and recited the same motives—"pro eâ curâ quam de juventute Regni nostri Hiberniæ piè et liberaliter erudiendâ singularem habemus." In accordance with these views, Fellowships and Scholarships were erected; but in appointing to such situations, natives of Ireland were directed to be preferred, *cæteris paribus*, before any other subjects of her Majesty's dominions, and in order to allow a fair participation in the dignities of the Institution, the Fellowships were not to be held for a longer period than seven years. In these early statutes, there is no exclusion directly expressed, of Catholics or Dissenters, from the studies or dignities of the University, no more than in the act constituting Diocesan Schools. The Act of Supremacy, in force at the period of the foundation, may have had that effect, as far as the Catholic was concerned, but that was the result of a general law and not of a specific legislation, for the University. Non-conformity was not excluded, provided it did not come under the operation of the Statute just noticed. The first elected Fellows, Fullerton and Hamilton, were two Presbyterians from Scotland, who had settled in Ireland, about five years previously; the first two regular and efficient Provosts, were Walter Travers, one of the most celebrated of the English Puritans, and Henry Alvey, who while at Cambridge, had been so persecuted for his non-conformity, that he resigned a Fellowship in Cambridge, and removed to Ireland, where in 1602, he was elected Provost, and in the year 1609, Vice-Chancellor of the University.*—In 1637, however, a new body of Statutes confirming the old in part, but introducing considerable innovations, formally excluded Catholics and Dissenters, and restricted the dignities and offices of the University principally to the ecclesiastical purposes of the Established Church. The changes effected by this new code do not appear to have been considered satisfactory by the legislature of the day. The tenure of Fellowships had been extended from seven years to life: other reprehensible practices had been introduced, "by reason of which the natives of the kingdom have been infinitely grieved, discouraged, and disheartened to follow their studies and civility," that is in consequence of the limitation, to a few, resulting from the alteration just noted, of the dignities and emoluments of the University, the stimulus of reward and encouragement which was intended to affect the inhabitants generally of the kingdom, had been weakened, and rendered ineffective.† The Commons did not stop there.—In 1640, with the object of correcting these evils, a select Committee was appointed by the House, "to consider all grievances and innovations by disorderly government introduced there." The operations of the Committee were frustrated by finding that by a bye-law of the College, then lately made,

* Dr. Reid History of the Presbyterian Church, Vol. 1., p. 57-8-9.

† Commons Journals, Vol. 1., Feb. 18, 1640, Report to Parliament.

no Student was permitted to make complaint to any other than the Provost and Fellows, whereupon the House voted such statute void, and that no Student should suffer any penalty for informing or discovering "the several evils, grievances and misdemeanours under which the College now groweth," and on the 4th March following, it was ordered on question by the House, "that the government introduced into the College, by the late Provost, now Bishop of Cork, and used there since the procuring of the late Charter of 13 Charles I. hath subverted the ancient foundation thereof, and doth wholly tend to the discouragement of the natives of this kingdom, and is a general grievance"—and again on the 8th of June, the Commons ordered "that the Provost and Fellows of Trinity College shall on this Trinity Monday next, and also hereafter forbear the election of Students to Fellowships and Scholarships in the said College, until this House give further directions thereon,"—a Resolution, which was further enforced, by order of the House, 2nd August, 1641, and on the following 7th of August, it was further ordered that "the Provost and Fellows shall make no lease of any of the College lands, nor confirm any such leases already made, until this House give further notice thereon." "Steps," says Doctor Reid, in the work referred to, were subsequently taken by the Parliament to alter this constitution of the College, as regulated by the intolerant canons established under the auspices of Laud, and to place it upon its original foundation, but this important Reformation was interrupted, and never afterwards resumed."—*Reid, v. 1, 293-4.*

These "Canons" are at present in force; they are not those which were in use at the original foundation; and they were, as we have seen, considered by an Irish Protestant Parliament to be such deviations as to require amendment.*

The College with which the University had commenced, whether from the limitations just noticed, (and which afterwards became permanent) or from other causes, was not considered adequate to the general educational wants of the country, and in the reign of Charles II., an addition was proposed. By the Act of Settlement, the Chief Governor or Governors of Ireland was empowered with the consent of the Privy Council, to erect another College, to be of the University of Dublin, to be called "*King's College*," and out of the lands vested, or to be vested in the King by that Act, to raise a yearly allowance, not exceeding £2,000 per annum, by an equal charge upon every 1000 acres, and therewith to endow the said College, which was to be governed by such laws and constitutions as the King, his heirs and successors should appoint." This power was never carried into execution.

The University, for a short period, passed into the hands of the Catholics. In the time of James II., the Rev. Mr. Moore, a Roman Catholic Ecclesiastic, was nominated Provost, and the Rev. Mr. M'Carthy, Librarian of Trinity College, and he it was, (it must be remembered) who, when the College was converted into a Barrack, "being a lover of literature with a liberal mind," saved the Library from the ravages of the Soldier. And when the Bill of Attainder was passing through King James' Parliament of Dublin, the University was exempted from its sweeping provisions, by the vigilance, sagacity, and firmness of its able and patriotic representative, Mr Joseph Coghlan, also a Roman Catholic.† On the only occasion, in which Catholics

* Amongst other proofs of the solicitude of Parliament for a liberal employment of the means of Education furnished by the University, it may be mentioned how in 1661, May 31, the House of Commons ordered that Mr. RICHARD LINGARD be empowered to cause the Library formerly belonging to the Primate, and purchased by the Army to be brought from the Castle to Trinity College,—“there to be preserved for the public use.” This collection has been since so augmented by the addition of the Fagel Library, the entire donation of the Trustees of Erasmus Smith's Charities, several private gifts, and the statutable extension of Copyright since 1816, as to prove at present, no discredit to the first University in Europe.

† "TAYLOR'S HISTORY OF THE UNIVERSITY OF DUBLIN,"—A work highly praised in Blackwood's Magazine, (Review) of 1829, p. 153., a work says this Reviewer, which we regret has never been completed: a fact which proves the small degree, in which the public have been interested about it.

have been admitted to a participation in its dignities and emoluments, they have not shown themselves unworthy of the charge.

By the gradual relaxation of the Penal Laws against Roman Catholics, a more liberal spirit began to diffuse itself, amongst the community, and successively to loosen the restrictions, which narrowed or diminished the benefits of our public Institutions. To this must be attributed the modification introduced into the exclusive code of the University, by the Act of 1793, and the subsequent Letters Patent of Geo. III., by which Catholics were admitted to take advantage of its course of studies, and if otherwise qualified, to take without religious tests, its several degrees. These privileges have been farther enhanced by the late Reform Act, which in extending the right of voting for a representative of the University, to all Masters of Arts, without distinction of creed, admits Catholics, and Dissenters, to a certain extent, into the Corporation.

The Act of 1793, still retains the exclusion from Fellowships: it leaves the case of Scholarships doubtful; it does not pronounce on Professorships, either erected or to be erected hereafter. The exclusion from Fellowships is sought to be defended on the ground of the ecclesiastical character of the Institution, founded, as is alleged, for the purpose of providing for the Ministry of the Church established; but in fact, converted to such purpose by the later Charter and Statutes of 1637. A similar motive is given, for the exclusion from Scholarships; but whatever may have been the intention of the Statutes of 1637, to confine both Scholarships and Fellowships to those only designed for the Church, it is quite notorious that in the case of the former, such intention has not been regarded of later years, and the great majority of Scholars neither enter the Church, or on being elected to a Scholarship, testify any intention of entering it. Nor is the exclusively Protestant character of the University, in its corporate capacity, a better ground for the maintenance of such restrictions. By the admission of Catholics and Dissenters to its studies, it has removed, in the opinion of Oxford, an essential element of such restrictions; by the admission of Catholics and Dissenters to its degrees, an element not less essential, in the opinion of Cambridge, whilst by the admission of Catholics and Dissenters to the right of voting for its representative, it has communicated, the very privilege, in other corporations, deemed most important for the preservation, of their exclusive rights, and removed grounds, on which the University itself had hitherto defended its other restrictions. If the lay Fellow and the Scholar, be not ecclesiastics, and have no other right of voting than what is enjoyed by the Catholic A.M., on what ground, ecclesiastical, or corporate, are Catholics shut out from either situation? The case of Mr. Heron, transferred by the visitors to the Court of Queen's Bench, has not settled the question. It was argued on bye considerations, as such questions generally are, but it has had at least the effect of drawing the attention to the real foundations of the question, and preparing the way for a far more ample and conclusive arrangement of the whole subject.

The admissibility of Catholics and Dissenters, to some at least of the Professorships, (the Foreign Languages, &c. &c.) is recognised but seldom acted on. There are four Medical Professorships in the University of Dublin; viz., the Regius Professorship of Physic—the Professorship of Anatomy and Surgery—the Professorship of Chemistry—and the Professorship of Botany. These Professorships are held only for seven years, the Professors are re-eligible, but there must be a fresh election every seven years, and on every occasion of a vacancy by resignation, death, or expiration of term, there issues from the Board of Trinity College, an advertisement, stating that these Professorships are open to Men of Science, of all Nations, “being Protestants”—thus excluding from the National University of his

country, the Irish Catholic. One of the most distinguished Chemists of Europe, is Dr. Kane of Dublin. He won, a few years since, the Professorship of Natural Philosophy, at the Royal Dublin Society by public "concursum," the first held in Ireland. He is Professor of Chemistry to the Apothecaries'-Hall of Ireland. He obtained, two years since, the gold medal of the Royal Society of London, for Science. He was awarded last June the gold medal of the Royal Irish Academy. He is author of a work on Chemistry, which is now the best Book in many of the Medical Schools of Dublin and London, in Glasgow and Edinburgh, and throughout the Schools of the United States of America. To him, was intrusted for the purposes of scientific research, the rare metals bequeathed by the celebrated Wollaston, to the Royal Society of London. His late work on the Industrial resources of Ireland, is the best extant, on that subject. This man, an honor to his age and to his country, is ineligible to fill the Chair of Chemistry in the only University of his native country—he is a Catholic. These Professorships are lay Professorships: they are altogether extern to the Church established and the College Corporation. In France, Holland, Belgium, Germany, America, &c., the creed of a lay Professor is not inquired into: even in Scotland, where the number of Catholics or Dissenters is comparatively small, these religious tests as applied to science (still more absurd than applied to politics) have in very shame been abandoned. The Senate of Marischal College and University of Aberdeen, by a majority of seven to four, adopted, a little more than a year ago, resolutions condemnatory of the exaction of religious tests from lay Professors: similar resolutions, and petitions in pursuance thereof to both Houses of Parliament, were passed in February, 1844, by the Senate of the University of Glasgow, and by the large majority of thirteen to three, and though the motion on the subject has not had the success which it deserves, it has made too great an impression on the intelligent portion of the public, to wait long for the triumph which attends it. In the midst of this increasing intelligence and liberality, of this true christian spirit, and real regard for the interests of Literature and Science, it is not possible, that the University of Dublin should long persist in offering an exception.

Nor let it be imagined, that these Dignities and Honors, as it has been plausibly pretended, concern the individual only. A wrong is a wrong whether inflicted on one or a multitude, but in this instance it is *not* confined to one—it extends to multitudes. The slur thrown on the successful Catholic competitor, the distinguished Catholic man of science and literature, is felt to the extremity of the Profession. The insult and injury inflicted in the University is carried down through different grades to the lowest public Medical appointment—Physicians to Hospitals, Apothecaries to Dispensaries, &c., may not be men of skill or character, but how many localities insist on their being at all events Protestants. Seven-eighths of the population are Catholic: there are, including all the County Infirmaries of Ireland and all the public Hospital appointments of Dublin, numbering about 200, not more than twelve or fifteen held by Catholics, or into which Catholics can gain admission; nor is this singular, for although these Institutions are principally supported by Grand Jury presentments, levied on the Catholic occupiers and house-holders of the county, the rate-payers who support these charities, by a rate amounting to £120,000 per annum, have no vote in the appointments to them. The amount of loss is not to be measured by the privation of actual salary. The injury is deeper and wider. Rank and station in the Medical Profession are the *result* of appointments, not as it is at the Bar, where appointments are the reward of professional talent. A man in the medical profession finds some difficulty in obtaining a reputation until he has obtained an appointment in a public institution.

Exclusion of Catholics from such situations is, *pro tanto*, an exclusion from distinction.

If such be the operation of the existing system on one profession, it is needless to say that it must be felt in others, with more or less degree of injury. The object of all institutions, of the kind, of all the higher rewards and emoluments at their disposal, are the encouragement and incitement to honorable ambition and useful exertion, amongst all classes and creeds of the community. Where this high end is lost sight of, or the means taken, not such as to attain it, the Institution itself, derogates from its noblest character, and more or less, fails in its duty to the public. Whether the University of Dublin be liable to this imputation, will depend upon the estimate formed of the foregoing statement. If its constitution, its operation, and the result be such as described, it is scarcely to be supposed, that a community like that in which it is placed will long continue to bear such a state of limited efficiency in patience, or that the University itself, will not awake to a due sense of its true interests and dignity, and rejoice to open its gates, as widely as possible to the natural demands of science and the country, for the advancement and prosperity of which, its Royal Foundress declared, it was founded.

Nor must it be forgotten, though without any practical result, the sanction which the Sovereign and Parliament of Ireland—an exclusively Protestant Parliament—gave to the same project, the erection of a second University, in the year 1787. On the 18th of January in that year, I find in the Lord Lieutenant's Speech, to both Houses, on the part of the Crown, amongst others, the following recommendation.

“And I hope that some liberal and extensive plan for the general improvement of Education will be matured for an early execution.”

In pursuance of this intimation—on the 12th of April, in the same year, Mr. Orde, after having had this paragraph read at the table, moved that the House should resolve itself into a Committee of the whole House, to take it into consideration, and subsequently brought forward, several propositions for the general extension and improvement of education, amongst which, stood very prominently, the establishment of a *Second University*, on the same grounds as those, for which we now call for such an institution, the inadequacy of the means then existing and the numerous applicants, for these higher branches of public instruction conveyed in an University.

Having gone through the four principal heads concerning schools, he next mentioned another University, which without the smallest offence to the present most excellent institution, he thought might possibly be necessary. “There were, he said, many persons who do not come to this University, who would go to another, suppose it instituted in the north west part of the kingdom, but who are now obliged to seek for education in a soil less congenial to their nature. By these he did not mean such as go to England; that, he thought, produced a good effect, by increasing the attachment of the subjects, of both countries. He believed there came also some persons from England, to study here; but he was certain the number would be greater if there was another University, not situated in Dublin.”—He proposed to make use, for this purpose, of the great endowed schools in the North West, “blending them together on a new model,” but adds, “for though it should now be determined on, that this object was at some distance, as it would be six years before it would be necessary to open a new University conformable to the general plan first mentioned.”

After some trifling opposition, principally from Mr. Browne, the then member for the University, on the grounds of a new University not being

needed, and an apprehension, it would interfere, with what he considered the rightful and guaranteed monopoly of the University of Dublin, and the subsequent rejection of his amendment to that effect—Mr. Orde's resolutions, and amongst them, the following, referring to the proposed institution being cordially supported by Government, were unanimously agreed to by the House.

“That the foundation and gradual endowment of a Second University within this kingdom, by the aid and authority of Parliament, in addition to the present excellent institution of Trinity College, in this capital, might conduce to the greater perfection of a general system, for the improvement of education, and to the wider diffusion of learning and science throughout the nation.”

Had this resolution been as it was intended carried into effect, what is now called “an innovation,” would have been one of our “ancient institutions.”

No. 29.

FUNDS OF DUBLIN UNIVERSITY.—The motion I ventured to submit to the House for a return of the Revenues of the University, in the Session of 1844, was not acceded to, as interfering with the privileges, public and private, of that body. This is not the place, to enter into discussion of the justice or policy of this negative, or how far even private endowments, for public purposes, should be withdrawn from Parliamentary cognizance and examination; it is sufficient that I have not been enabled to recur to official statements, and can only approximately notice the principal elements of income and expenditure, from such information as is within my reach.

There are 70 Scholarships, about 15 or 16 elected each year. They are held for 5 years. They receive £20 Irish in money, their Commons gratis, and their rooms at half-price, Exhibitions, (on obtaining Gold Medals) to which other Students are not entitled, and may claim the franchise about four years sooner than other Students. There are situations also called “Markerships,” for marking or collecting names in the College Chapel, given to Scholars only. A Scholarship may be estimated as worth about £70 a year.

The Junior Fellowships, 25 in number, derive their principal income from fees of pupils, which were formerly paid to each Fellow, specifically by the pupils who selected him, on entering, as their tutor; these fees are now consolidated in a common fee-fund, and shared proportionably amongst the Junior Fellows.

The Senior Fellowships are maintained chiefly by the renewal fines of the College estates.

The rental of the College lands, upwards of 300,000 acres, in English currency, exclusive of renewal fines, is stated to amount to £13,816 2s., from very extensive estates in the counties of Cork, Kerry, Limerick, and Meath. In the latter, it possesses 1240 plantation acres. In 1758, Provost Baldwin bequeathed to it a property estimated as worth £80,000. It has also sundry allowances in the way of Exhibitions from charitable foundations, while the Irish Parliament further enriched it by very liberal grants. Several of the Professorships are of its own endowment, and others, as those of Divinity, Mathematics, Astronomy, and Political Economy, principally of private foundation.

The Provost is provided with a handsome residence. £2,400 is the rental of his separate estate in the county of Galway, exclusive of renewal fines.

A large amount of fees is derived from Matriculations and Degrees, and since the passing of the Reform Act, for retaining names of Graduates on the books, in order to entitle them to the franchise.

The following is a list of Fees, arising from *Matriculations*, (in 1841.)—

26 Fellow Commoners,	£390	0	0
241 Pensioners,	1,807	10	0
	<hr/>		
	£2,197	10	0

Ditto, from *Degrees*, (same year)—

Doctors in Divinity (3),	£66	0	0
„ Law (12),	264	0	0
„ Medicine (7),	154	0	0
Bachelors in Divinity (3),	41	5	0
Masters in Arts (66),	648	9	0
Bachelors in Laws (21),	246	15	0
„ Medicine (12),	141	0	0
„ Arts, 24 Fellow Com.,	414	0	0
162 Pensioners,	1,436	16	0
	<hr/>		
	£3,412	5	0
Add Matriculations,	2,197	10	0
	<hr/>		
TOTAL.....	£5,609	15	0

No. 30.

THEOLOGICAL FACULTY.—In the University of Bonn, the Catholic Theological Faculty is provided with 5, the Protestant with 7 chairs. The number of Catholic theological Students considerably outnumbered, nearly tripled the Protestant. In 1830-31, the Hermesian and mixed marriage controversies diminished them. Peace and concord being at present in some degree restored, they are increasing, and will, it is presumed, increase in future. The Faculty of Theology sends forth about one-third of the students of the University. In the University regulations more attention is paid to it than any other. Before his three years course is allowed, the Theological student is required to give satisfactory proof, of a competent knowledge of Hebrew. In the University of Vienna, the Catholic Faculty of Theology has 5 Professors, a large number of students, at an expense of 42,199 fs. and 30 Burses value 6,144 fs. The Protestant also 5 Professors: 105 students at an expense of 5,120 fs., 11 Burses value 934,40, the whole number of the Professors in 1832, amounted to 73, of Students to 3,878, at an expenditure of 453,199,36fs. with 354 Burses, value 72,335,36 fs.

There are numerous other theological faculties in the Empire detached, or annexed to Lycæums for the different Communions, as in the Lycæums of Salzburg, in Styria, a theological faculty in the Convent of Admont in Galicia, a faculty of theology at Pryenysl and at Farnow, at Czernowitz, for the clergy of the schismatic Greek Church, at Lemberg, for the Monks. In Transylvania, another for the schismatic Greeks, at Harmanstedt, &c. In the University of Inspruck, on the other side, there is no Theological faculty.

UNIVERSITY OF LONDON.—Institutions empowered to issue Certificates to Candidates for Degrees in Arts and Laws.—*July 31st, 1844.* 1844

University College, London.
 King's College, London.
 St. Cuthbert's College, Ushaw.
 Stonyhurst College.
 Royal Belfast Academical Institution.
 Bristol College.
 Manchester New College.
 St. Mary's College, Oscott.
 Carlow College.
 St. Edmund's College, near Ware.
 Homerton Old College.
 Highbury College.
 Colleges of St. Peter and St. Paul, at Prior Park, near Bath.
 Spring Hill College, Birmingham.
 Stepney College.
 College of St. Gregory the Great, Downside, near Bath.
 Countess of Huntingdon's College, at Cheshunt.
 Baptist College, at Bristol.
 Airedale College, Undercliffe, near Bradford.
 Protestant Dissenters' College, at Rotherham.
 Presbyterian College, at Caermarthen.
 St. Kyran's College, Kilkenny.
 Huddersfield College.
 Lancashire Independent College.

ASSESSMENT FOR EDUCATION.—“There are other defects in the present system, besides its obvious precariousness, which call in my mind for a corrective; and for which I attempted to provide one. The system of Subscription is a bad system—the contributions are feeble, irregular, inefficient, and even injurious. If education be any where necessary, it is assuredly in the poorer Parishes. Now it is from these very Parishes, that least of all is to be expected a subscription. How can you hope for £100 or £200 at once from men, who often have little more than what is sufficient for the current wants of life? Yet, unless one-half or two-thirds be subscribed by the Parish, Government makes no advances—there can be no school. This is an absurdity; the very places where education is most necessary, are to have no assistance—no education at all. I proposed, as in the case in New York, and in many countries on the Continent, that Government should make the first outlay—should build and outfit the school; but that the Parishioners should support the School and the School-master afterwards. How was this to be done? Not by subscription, generally partial and casual; but by assessment imposed by the Parishioners themselves. This would be comparatively a light burden, and would, I should trust, be cheerfully borne,—for such is the thirst for education, that more than once I have been the organ of Parishioners offering their labour for any period, towards the building of a School, provided the materials were furnished by the Board. But above all it would destroy insolent and exclusive patronage, sooner or later degenerating into proselytism. Every man, however inferior, would

feel himself a shareholder in the concern, and would value and use it, as if he were. I am, therefore, for Government taking upon itself all the first charges—the charges of a permanent nature, and leaving all others to be met by the Parishes. A Committee for local management, under the check of the Parishioners at large, would be the necessary accompaniment; and there is no one who has at all viewed this subject in an extended sense, but will see how much advantage would result, not only to the school, but to the Parish itself, from so just and popular a change.”—Mr. WYSE, in presenting a Petition in favour of a Legislative measure for Education, (Ireland,) July 20, 1832.—Extracted from the *Mirror of Parliament*, 1831-2, p. 3262.