

TRAINING AND MODEL SCHOOLS (IRELAND).

RETURN to an Order of the Honourable The House of Commons,
dated 28 February 1867 ;—for,

COPIES “of all CORRESPONDENCE between Her Majesty’s Government and the Commissioners of National Education in *Ireland*, upon the subject of the Proposals with respect to TRAINING and MODEL SCHOOLS contained in the LETTER of the Right Honourable *C. P. Fortescue*, M.P., to the Commissioners, dated the 19th day of June 1866 :”

“Of any MINUTES adopted by the Commissioners in reference to those Proposals :”

“And, of any MEMORANDUM or REPORT upon the subject submitted to the Commissioners by any of their Inspectors or other Officers.”

Office of National Education, }
20 March 1867.

JAMES KELLY, } Secretaries.
WILLIAM H. NEWELL, }

NATIONAL EDUCATION (IRELAND).

No. 1.

COPY OF LETTER, dated 19th June 1866, from the Right Hon. *C. P. Fortescue*, M.P., Chief Secretary for *Ireland*, to the Commissioners of National Education in *Ireland*.

My Lords and Gentlemen,

Irish Office, 19 June 1866.

I AM desired by his Excellency the Lord Lieutenant to inform you that Her Majesty’s Government have had under their careful consideration several important questions connected with the operation of the National system of Education in *Ireland*, to which they desire to call the attention of the Commissioners, with a view to the adoption of certain alterations which they believe would produce great public advantage.

The first point which they request the Board to consider is that of the training of teachers in model schools.

It was originally laid down by Lord Derby as a condition of the employment of teachers, that they should have received previous instruction in a model school, which was accordingly opened in Dublin in 1833.

But the Commissioners of Education having thus one normal school only, and having a large and increasing number of teachers to train, were forced to adopt a very limited course of instruction, a course which at first was spread over three months only, and which has never exceeded five months; and notwithstanding this effort to extend, however imperfectly, the influences of training as widely as possible, it appears that there are still in the National Schools 4,309 untrained teachers out of a total number of 7,472.

It is of course known to the Government that the district model schools assist in supplying competent teachers. But the number which they are able to send out does not, it appears, exceed 90 annually, while in 34 out of 60 school districts into which the country has been divided, no model school has been established. It is accordingly ascertained that between the training school in Dublin and the district model schools in the country, the number of persons prepared annually for the office of teacher is only about 400, whereas the number of new teachers, principals, or assistants, annually required is about 900.

The Government view this state of things with much concern, and are anxious to apply a remedy to the incompleteness and inadequacy of the present training system; but considering the hostility felt and expressed in some quarters, and especially in the Roman Catholic community, to the principle of exclusive State management in the case of model and training schools, they are not prepared to undertake the extension of such schools under such exclusive management. The Government prefer to stimulate private enterprise and private zeal to supply the wants which exist, and they therefore propose to encourage the establishment of model schools under local management.

The following is the outline of the plan which the Government would propose for the consideration of the Board.

A model school, under local management, would consist of two parts:

1st. The domestic establishment, which should have accommodation for at least 15 resident pupils, and which should in every respect be suitable to its purpose as a part of a training institution.

2nd. The school-house, which should be of a superior character, and be capable of accommodating at least 150 pupils.

The domestic establishment should be erected from funds derived from private sources.

The school-house may be built either from private funds, as in the case of ordinary non-vested National Schools, or partly from private funds, and partly from the Parliamentary grant, as in the case of vested National Schools. In the former instance, the school would be called a non-vested model school; in the latter instance, a vested model school.

To the erection of a vested model school-house the Commissioners would contribute in the same proportion of expense as in the case of ordinary schools. The management and general direction of a vested model school would be vested in trustees, who, subject to the Board's approval, would appoint the teachers, and would have the absolute power of dismissing them.

The heads of the school should exhibit qualifications for the proper training of students in the art of teaching, and the organisation of schools.

The day-school must be open to pupils of all denominations, and must be conducted exactly upon the principle of an ordinary National School: a course of study by students in training would be laid down by the Board. For each student who should pass a satisfactory examination a grant should be made by the Board. The Government would look to the Board for advice as to the amount of such grant, and also for the suggestion of all regulations of detail necessary to carry into effect the plan which I have described.

Her Majesty's Government, in the next place, strongly recommend a revision of the arrangements for the reception of teachers in training, in force in the Normal establishment in Dublin, with the view of providing, if possible, an ampler and more practical course of instruction for a larger number of teachers. They desire also to observe, that there is a marked distinction between the position of students residing for a considerable time as boarders in a training institute or model school and that of day-scholars attending an ordinary school; a distinction which accounts for the fact, that objections are often entertained, especially by the clergy of the Roman Catholic Church, against sending teachers or pupil teachers to an institution where their domestic life is not based, like the family life of a home, upon identity of religious belief.

It appears to the Government that the double object of meeting such objections, and of providing the means of retaining a larger number of teachers for a longer period in training, might, to a great extent, be attained by permitting teachers or pupil teachers, at their own desire, or that of the managers of schools by whom they are sent up for training, to board and lodge out of the official establishment. In such cases teachers and pupil teachers should receive an allowance in lieu of board and lodging, and arrangements could be readily made for their reception in private boarding-houses sanctioned by the Commissioners. If a precedent were needed for such an arrangement, I find that in the Scotch Presbyterian training colleges there are no official residences for the teachers in training, who, by means of an allowance from the college, provide board and lodging for themselves.

The Government are further of opinion that, considering the nature of these institutions, in which the Commissioners stand, to a great extent, towards the teachers

teachers *in loco parentis*, and in which large number of children of different religious denominations are drawn together without that local supervision, either lay or clerical, which the patron or manager affords to an ordinary National School, some special provision should be made for the religious instruction and supervision of the inmates, and with this view they recommend the appointment of chaplains in connection with the central training and district model schools, upon the following conditions:—

The Commissioners, upon the recommendation of the Bishop or other authority of the church to which they belong, should appoint as chaplains resident clergymen of each denomination.

The chaplain should have control, subject to the rules of the Board, over the religious instruction of the teachers in training and pupils of his own denomination.

It would be especially his duty to watch over those teachers who, under the last proposal, should reside out of the official establishment.

The Commissioners should require his certificate as a condition of granting or continuing their license to a boarding-house for the use of teachers of his own denomination.

He should be remunerated by a capitation grant for the teachers in training and the pupils belonging to his own church, his total income not, however, exceeding some fixed amount.

Every teacher of a model school would, as at present, be appointed by the Commissioners, subject to the possession of a certificate as to faith and morals from the chaplain of his own religious denomination.

Finally, I am directed by his Excellency to inform you that Her Majesty's Government are desirous of drawing the attention of the Commissioners to the important principle upon which the remuneration of the teachers of schools supported by the State has with such marked success been recently regulated in England and Scotland; I refer to the principle of State payments being apportioned to the ascertained results of education.

The Government do not urge upon the Commissioners the general adoption of this principle as an immediate change in the Irish system. They propose its early introduction in certain cases where it might properly be tried at once, as in that of the model schools, to be followed by its gradual development, not necessarily in the precise form which it has assumed in England, but with such modifications and adaptations as the Commissioners, profiting by English experience, with their knowledge of the wants and circumstances of Ireland, may recommend. I may add that I should hope that, as one effect of the change, the incomes of meritorious teachers would thereby be improved.

The Lord Lieutenant invites the immediate consideration of the Commissioners to the proposals herein contained, and requests to be favoured with their views thereon as soon as possible.

The Commissioners
of National Education.

I have, &c.
(signed) C. S. Fortescue.

No. 2.

MINUTE dated 22nd June 1866.

PRESENT:

Right Hon. the Lord Chancellor.
Hon. Judge Longfield.
The Lord Chief Baron (Pigot).
Laurence Waldron, Esq., D.L.

John Lentaigue, Esq.
John O'Hagan, Esq.
James W. Murland, Esq.
Right Hon. A. Macdonnell.

ORDERED, That a special meeting of the Board be summoned for Tuesday next, the 26th instant, at two o'clock, to consider a letter from the Right Hon. C. P. Fortescue, Chief Secretary for Ireland, submitting several important questions connected with the operation of the system of national education in Ireland, with a view to the adoption of certain alterations which Her Majesty's Government believe would produce great public advantage.

MINUTE dated 26th June 1866.

PRESENT:

Rev. Dr. Henry.
Hon. Judge Longfield.
Rev. John Hall.
John Lentaigue, Esq.
Laurence Waldron, Esq.

Hon. Thomas Preston.
Right Hon. J. D. Fitzgerald.
James W. Murland, Esq.
Right Hon. A. Macdonnell.

READ letter, No. 5533/66, from the Bishop of Derry, requesting that, as his Parliamentary duties prevent his attending, he may be furnished with a copy of Mr. Fortescue's letter, and also given an opportunity of considering it before any action is taken thereon.

Read the following letter, 5456/66, from the Right Hon. C. P. Fortescue, Chief Secretary for Ireland.

(Here follows letter, which *see*, No. 1.)

Ordered, That a special meeting of the Board be summoned for Saturday the 30th instant, at eleven o'clock, to consider the foregoing; and that a copy of Mr. Fortescue's letter be sent to each Commissioner.

MINUTE of the 30th June 1866.

PRESENT:

Laurence Waldron, Esq., D.L.
Right Hon. Lord Bellew.
Rev. Dr. Henry.
Right Hon. the Lord Chancellor.
Right Hon. Judge O'Hagan.
Rev. John Hall.

John Lentaigue, Esq.
Hon. Thomas Preston.
Right Hon. J. D. Fitzgerald.
James W. Murland, Esq.
Right Hon. A. Macdonnell.

READ letter, No. 5456/66, from the Right Hon. C. P. Fortescue, Chief Secretary for Ireland, as set forth in the proceedings of the 26th instant.

Read also letter, No. 5671/66, from the Hon. Judge Longfield, approving of the suggestions contained in the Chief Secretary's letter, but stating that he considers that greater security than hitherto obtained should be sought, that schools towards which building grants are made, shall not be diverted to some other purpose. Also, that each student of a model and training school under local management, who is paid for by the Board, shall not only pass a satisfactory examination, but, in addition, shall show that he has gone through a proper course of training; and that grants shall be limited to cases where the student remains a reasonable time, say five years, in the service of the Board. And further, that the clause which requires every teacher of a model school, in order to his appointment, to present a certificate from the chaplain of his own denomination, should be limited to the Commissioners consulting the chaplain as to the morals, &c. of the teacher.

Ordered, That the Chief Secretary for Ireland be informed, that the Commissioners have considered the proposals to which their attention has been invited by the Lord Lieutenant; and without binding themselves to the adoption of any particular details, they beg to express their general approbation of those proposals, and their readiness to co-operate with the Government in carrying them into practical effect, keeping always in view the fundamental principles of united secular education.

No. 5.

(5456/66.—B. O. 30/6/66.)

COPY of LETTER, dated 2nd July 1866, from the Commissioners of National Education in *Ireland*, to the Right Hon. C. P. Fortescue, M.P., Chief Secretary for *Ireland*.

Sir,

Office of National Education, 2 July 1866.

WE have had the honour to lay before a special meeting of the Board of National Education your letter of the 19th ultimo.

We are now directed to inform you, that the Commissioners have considered the proposals to which their attention has been invited by the Lord Lieutenant; and without binding themselves to the adoption of any particular details, they beg to express their general approbation of those proposals, and their readiness to co-operate with the Government in carrying them into practical effect, keeping always in view the fundamental principles of united secular education.

We have, &c.

(signed) *James Kelly,*
William M'Creedy,
Secretaries.

Right Hon. C. P. Fortescue,
&c. &c. &c.

No. 6.

MINUTE of the 17th July 1866.

PRESENT :

Rev. Dr. Henry.
John Lentaigue, Esq.
John O'Hagan, Esq.

Right Hon. J. D. Fitzgerald.
Right Hon. A. Macdonnell.

THE Commissioners proceed to consider whether any further steps should at present be taken by them with reference to Mr. Fortescue's letter of the 9th June, addressed to the Board.

The Resident Commissioner explains that he has written to Lord Naas apprising him that the Commissioners have received this letter from the Right Honourable C. P. Fortescue, and asking what he would wish should be done in reference to it.

The Secretary read letter, 6267/66, from the Bishop of Derry, stating that he is of opinion that no action should at present be taken by the Commissioners in reference to Mr. Fortescue's letter of the 19th June.

Ordered, That no action be taken until Lord Naas's answer shall have been received.

No. 7.

MINUTE of the 13th of November 1866.

PRESENT :

Laurence Waldron, Esq., D.L.
Right Hon. M. Brady.
James Gibson, Esq.
Hon. Judge Longfield.
Right Hon. Judge O'Hagan.

Right Hon. J. A. Lawson, M.P.
John Lentaigue, Esq. D.L.
John O'Hagan, Esq., Q.C.
J. W. Murland, Esq.
Right Hon. A. Macdonnell.

THE Resident Commissioner brings under the notice of the Board that the time has arrived for preparation of the estimate for 1867-8, and asks if it is to be prepared with relation to the letter of the Right Hon. C. P. Fortescue, late Chief Secretary for Ireland, which was laid before the Commissioners on the 30th of June last.

Ordered, That provision be made in the estimate for the several matters proposed in Mr. Fortescue's letter, with the exception of payment by results, which is to remain for future consideration.

No. 8.

MINUTE of the 20th November 1866.

PRESENT :

Hon. Judge Longfield.
Right Hon. Chief Baron Pigot.
John Lentaigne, Esq., D.L.

John O'Hagan, Esq., Q.C.
James W. Murland, Esq.
Right Hon. A. Macdonnell.

READ letter from the Lord Bishop of Derry (10,150/66), placing on record his dissent from making provision in the estimate for the several matters proposed in the Right Hon. C. P. Fortescue's letter of the 19th June last (which was taken into consideration by Board on the 13th instant), and stating his opinion that it is highly inexpedient that matters of so much importance, "not on the programme," should have been brought forward and decided upon without due notice having been given.

Ordered, That, in consideration of the foregoing letter, the question as to whether the estimate for 1867-8 shall be prepared, so as to provide for the several matters suggested in the Right Hon. C. P. Fortescue's letter of the 19th June, be brought before the Board at its next meeting; the usual notice to be given on the "programme."

No. 9.

MINUTE of the 27th November 1866.

PRESENT :

Right Hon. Maziere Brady.
Laurence Waldron, Esq., D.L.
James Gibson, Esq.
The Bishop of Derry.
Hon. Judge Longfield.
Right Hon. Judge O'Hagan.
The Lord Chief Baron (Pigot).

Right Hon. J. A. Lawson, M.P.
Rev. Dr. Hall.
John Lentaigne, Esq.
Right Hon. Judge Fitzgerald.
James W. Murland, Esq.
Right Hon. A. Macdonnell.

THE Commissioners proceed to consider the question whether an additional estimate shall be prepared, so as to provide for the several matters (excepting the payment by results) suggested in the letter of the 19th June 1866 (5456/66), from the Right Hon. C. P. Fortescue, late Chief Secretary for Ireland.

The secretary reads the following paragraph in Mr. Fortescue's letter :—

"Her Majesty's Government, in the next place, strongly recommend a revision of the arrangements for the reception of teachers in training, in force in the Normal Establishment in Dublin, with the view of providing, if possible, an ample and more practical course of instruction for a larger number of teachers."

Ordered, That to defray the increased expense of the Normal Establishment under the new arrangement proposed, the sum of 3,090 £. be applied for, which is made up, as follows :—

The Commissioners propose to extend the period of training from five months to 44 weeks, and to increase the number of teachers in training from 200 to 300, for

for which purpose the present staff of two professors at 450 *l.* a-year each, with two assistants at 300 *l.* each, and a lecturer on physical science at 360 *l.*, must be increased to—

1. A professor of the English course, including reading, grammar, geography, &c. - - - - -	£.	s.	d.
2. A training master associated with him - - - - -	450	-	-
3. A professor of arithmetic and mathematics - - - - -	100	-	-
4. A training master - - - - -	450	-	-
5. A training master - - - - -	100	-	-
6. A professor of the physical sciences - - - - -	450	-	-
7. A training master - - - - -	100	-	-
8. A professor of method, discipline, and organization - - -	450	-	-
8. A training master - - - - -	100	-	-
£.	2,200	-	-

Increase in the foregoing over the sum at present available (1,860 <i>l.</i>) for the staff of professors, &c. - - - - -	340	-	-
The increase consequent on the maintenance of 100 additional teachers residing out of the establishment for 44 weeks, at 12 <i>s.</i> 6 <i>d.</i> a week each - - - - -	2,750	-	-
£.	3,090	-	-

The secretary next read the following paragraphs :

“ The Government are further of opinion that, considering the nature of these institutions, in which the Commissioners stand, to a great extent, towards the teachers *in loco parentis*, and in which large number of children of different religious denominations are drawn together without that local supervision, either lay or clerical, which the patron or manager affords to an ordinary national school, some special provision should be made for the religious instruction and supervision of the inmates, and with this view they recommend the appointment of chaplains in connection with the central training and district model schools, upon the following conditions :—

“ The Commissioners, upon the recommendation of the Bishop or other authority of the church to which they belong, should appoint as chaplains resident clergymen of each denomination.

“ The chaplain should have control, subject to the rules of the Board, over the religious instruction of the teachers in training and pupils of his own denomination.

“ It would be especially his duty to watch over those teachers who, under the last proposal, should reside out of the official establishment.

“ The Commissioners should require his certificate as a condition of granting or continuing their license to a boarding-house for the use of teachers of his own denomination.

“ He should be remunerated by a capitation grant for the teachers in training and the pupils belonging to his own church, his total income not, however, exceeding some fixed amount.

“ Every teacher of a model school would, as at present, be appointed by the Commissioners, subject to the possession of a certificate as to faith and morals from the chaplain of his own religious denomination.”

Ordered, That the sum of 5,800 *l.* be asked for the remuneration of chaplains; under the arrangement recommended above, this sum being calculated at an average per head of 10 *s.* for each pupil, and 1 *l.* for each teacher.

Ordered, further, That the details as to the appointment and powers of chaplains be hereafter determined.

Ordered, also, That an adjourned meeting, for the consideration of the other subjects of Mr. Fortescue's letter, be summoned for Friday the 30th instant, at half-past three o'clock.

No. 10.

MINUTE of the 30th November 1866.

PRESENT:

Right Hon. M. Brady.
James Gibson, Esq.
Chief Baron Pigot.
Rev. Doctor Hall.
John Lentaigue, Esq.

John O'Hagan, Esq.
Right Hon. Judge Fitzgerald.
James W. Murland, Esq.
Right Hon. A Macdonnell.

THE Commissioners proceed to consider the subjects contained in Mr. For-tescue's letter which were not decided on at the Board of the 27th instant.

1st. As to whether provision should be made in the additional estimate to be sent forward, for the erection of vested model schools under local management; and,—

2nd. Maintenance of model schools under local management (non-vested).

The Commissioners being divided in opinion on these points, the question is put to the vote, when the following members vote in favour of provision being made in the additional estimate for the above:

For.

The Lord Chief Baron.
Right Hon. M. Brady.
Right Hon. Judge Fitzgerald.
John Lentaigue Esq.
John O'Hagan, Esq.
Right Hon. Alex. Macdonnell.

Against.

Rev. John Hall, D.D.
James Gibson, Esq.
James W. Murland, Esq.

Ordered, That provision be made in the estimate, 5,000 *l.* for the former service, and 6,000 *l.* for the latter.

On the subject of payment of teachers by ascertained results of education—

Resolved, That it is not necessary to provide, at present, for this service until the Commissioners shall have been enabled to mature a scheme for the purpose.

Ordered, That the estimate be prepared and forwarded to the Government for approval.

No. 11.

(5456/66.—Supplemental Estimate for 1867-8.—B. O. 30/11/66.)

COPY of LETTER from the Secretaries to the Commissioners of National Education to the Right Hon. Lord Naas, Chief Secretary for *Ireland*, dated 4th December 1866.

Office of National Education,
4 December 1866.

My Lords,

WE are directed by the Commissioners of National Education to call your Lordship's attention to a letter addressed to them by the Right Hon. C. P. For-tescue, dated the 19th June, and to the Board's letter, in reply, dated the 2nd July 1866.

The Commissioners now take leave to transmit for the consideration of his Excellency the Lord Lieutenant, in the shape of a "Supplemental Estimate," a statement of the probable expense to be provided for in the financial year 1867-8, for carrying into practical effect the proposals contained in the letter of the 19th June 1866.

Should the course now proposed meet with his Excellency's approval, the Commissioners request that the estimate may be forwarded to the Lords of Her Majesty's Treasury.

We have, &c.

(signed) *James Kelly,*
William M'Creedy,
Secretaries.

The Right Hon. Lord Naas,
&c. &c. &c.

No. 12.

(22,478.)

COPY of LETTER from Major General Sir *Thomas A. Larcom* to the Secretaries to the Commissioners of National Education, dated 13 December 1866.

Gentlemen,

Dublin Casle, 13 December 1866.

I AM directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 4th inst., and to state that his Excellency is anxious to have laid before him the Minutes of Proceedings of the meetings of the Board of National Education, at which the question of the supplemental estimate referred to in your communication was discussed.

I am to request, therefore, that you will forward to me copies of the same, the names of the Commissioners present, and the record of divisions (if any) which took place in the Board upon the subject.

The Secretaries.

I am, &c.
(signed) *Thomas A. Larcom.*

No. 13.

(10,877/66.—Enclosure.)

COPY of LETTER from the Secretaries to the Commissioners of National Education to Major General Sir *Thomas A. Larcom*, K.C.B., dated 19 December 1866.

Sir,

Office of National Education,
19 December 1866.

WITH reference to your letter of the 13th inst., stating that the Lord Lieutenant is anxious to have laid before him the Minutes of the Proceedings of the meetings of the Board of National Education at which the question of the supplemental estimate which accompanied our letter of the 4th inst. was discussed.

We have now the honour to forward, for his Excellency's information, copies of the Minutes of Proceedings in question, with the names of the Commissioners present, and the record of divisions as called for by your letter.*

Major General Sir T. A. Larcom, K.C.B.

We have, &c.
(signed) *James Kelly,*
William M. Creedy,
Secretaries.

No. 14.

MINUTE of 5th February 1867.

PRESENT :

James Gibson, Esq.
The Bishop of Derry.
Hon. Judge Longfield.
Rev. John Hall, D.D.
Laurence Waldron, Esq.
John Lentaigne, Esq.

John O'Hagan, Esq.
Hon. Thomas Preston.
Right Hon. Judge Fitzgerald.
James W. Murland, Esq.
Right Hon. A. Macdonnell.

SUBMITTED a Memorandum (No. 11 on the Programme) by P. J. Keenan, Esq., Chief of Inspection, on a Statement issued by the Elementary Education Committee of the General Assembly, in reply to the letter of the Right Hon. C. P. Fortescue, M.P., late Chief Secretary for Ireland.

Ordered, That No. 11 on Programme be postponed to the next meeting of the Board.

* Note.—The Enclosure sent in the foregoing letter consisted of the Eight Minutes given in this Return (Nos. 2, 3, 4, 6, 7, 8, 9 and 10).

No. 15.

MINUTE of the 12th February 1867.

PRESENT:

Right Hon. M. Brady.
 James Gibson, Esq.
 Laurence Waldron, Esq.
 Hon. Judge Longfield.
 Right Hon. Judge O'Hagan.

John Lentaigue, Esq.
 John O'Hagan, Esq.
 Right Hon. Judge Fitzgerald.
 James W. Murland, Esq.
 Right Hon. A. Macdonnell.

THE Secretary again submits a Memorandum by P. J. Keenan, Esq., Chief of Inspection, on a statement issued by the Elementary Education Committee of the General Assembly, in reply to the letter of the Right Hon. C. P. Fortescue, M.P., late Chief Secretary for Ireland.

Ordered, That this Memorandum be entered on the Minutes as received; and that it be preserved in the office for the perusal of any member of the Board who may desire to do so.

MEMORANDUM by P. J. Keenan, Esq., Chief of Inspection, on a Statement issued by the Elementary Education Committee of the General Assembly, in reply to the Letter dated 19 June 1866 of the Right Hon. C. P. Fortescue, M.P., late Chief Secretary for Ireland.

MEMORANDUM.

MY attention having been called to a statement issued by the Elementary Education Committee of the General Assembly of the Presbyterian Church, in reply to the letter dated 19 June 1866, of the Right Hon. C. P. Fortescue, M.P., late Chief Secretary for Ireland, I found that it contained a general repudiation of the facts and propositions of Mr. Fortescue's letter; and as, for obvious reasons, my duty called me to investigate the several allegations of the Committee, I have now the honour to present to the Board of National Education this memorandum, as the result of my inquiries.

I have taken special care to limit my comments to the simple elucidation of truth, and to characterise my remarks by a respectful consideration for the influential source from which the document emanated.

In the accuracy of the statistical information contained in this memorandum, the Commissioners may have the most implicit confidence.

With the sanction of the Resident Commissioner, I caused a number of the clerks to undertake the compilation of the statistics necessary for my investigation, and I placed those clerks under the general superintendence of Mr. Daly (a Presbyterian), and Mr. Fitzsimon (a Roman Catholic). In the absence, for part of the time, of Mr. Daly, through illness, I caused Mr. Thomas Craig, also a Presbyterian, to perform the check work entrusted to Mr. Daly.

Besides, I required that the result of every individual clerk's share in the labour should be checked by another clerk, and I have now deposited in the office all the sheets of detail certified and checked by the various clerks engaged in the work.

I here take leave to express my obligations to the several clerks who took part in the statistical work referred to, especially as the heavy part of it was accomplished after office hours, during the prevalence of the severe weather of the past few weeks.

I should observe, that when the statistics for the Annual Report for any particular year, say, for example, the year 1865, were in course of preparation, all the documents of the year, documents relating to the appointment and dismissal of teachers and to sundry other particulars, could not, in the nature of ordinary official action, be at the disposal of the compiler of the Report. Hence, an Annual Report is given only as the result of the information at hand at the time the Report is compiled. But as the statistics set forth in the following pages mainly relate to 1865 and previous years, I had the advantage of having at my command *all the documents and all the information* necessary to make my representations

representations complete. Accordingly, the returns herein made will be found to differ slightly from the numbers published in the Annual Reports; but with regard to accuracy, as I have already said, they may be entirely relied upon.

In the returns published in our Reports, the class of teachers called "Junior Literary Assistants" has been always included under the same head as the work-mistresses. In the returns from which the summaries in this memorandum are made, this class of teachers, 309 in number, is properly embraced under the general head "Assistant."

The first statement in the Committee's document is as follows:—

"The first point to which, in this letter, the attention of the Commissioners is called, is the training of teachers in model schools. They are reminded that 'it was originally laid down by Lord Derby, as a condition of the employment of teachers, that they should have received previous instruction in a model school;' but now, after the lapse of 35 years, 'there are still in the National Schools,' it is stated, '4,309 untrained teachers, out of a total of 7,472.' In this statement there is no distinction made between principal teachers and assistants. The principal teachers alone could be expected to have been trained. At the end of 1864 they numbered 5,863. A few of the assistants have been trained, but the mass of them are virtually in course of training, and many of them would afterwards find their way into the model schools. These assistants numbered, at the same date, 1,609, and should have been deducted from the total of untrained teachers, to give a fair view of what the normal and model schools have effected in this department."

In this passage it is objected, that no distinction is made when stating the number of untrained teachers, between principal teachers and assistant teachers. Here are the facts: on the 31st December 1865, there were engaged in the teaching of National Schools, 3,314 trained principals, and 324 trained assistants, or a total of 3,638 trained teachers; and there were similarly engaged at the same time, 2,661 untrained principals, and 1,833 untrained assistants, or a total of 4,494 untrained teachers.

The return of untrained teachers in Mr. Fortescue's letter was, accordingly, no exaggeration.

But the Committee appear to ignore, almost entirely, the training of assistant teachers; and they observe: "The principal teachers alone could be expected to have been trained."

I have now before me the names of all the persons who were trained in the normal establishment, Dublin, during the years 1863, 1864, 1865 and 1866. I refer, of course, to those persons only who, during their period of training, were boarded and lodged at the public expense.

The Professors, in those returns, describe the position occupied by each person on entering the training establishment, as "Principal," "Assistant," &c. &c.

In 1863 there were 325 persons trained, of whom only 146, or 45 per cent. were *principal* teachers.

In 1864, there were 306 persons trained, of whom only 118, or 38·7 per cent. were *principal* teachers.

In 1865, there were 308 persons trained, of whom only 135, or 43·8 per cent. were *principal* teachers.

And in 1866 there were 285 persons trained, of whom only 118, or 41·4 per cent. were *principal* teachers.

In brief, during those four years there were 1,223 persons trained, of whom only 517, or 42·3 per cent. were *principal* teachers. How, then, can it be maintained that "the principal teachers *alone* could be expected to have been trained?"

Then, again, the Committee say, "a few of the assistants have been trained;" and "these assistants numbered, at the same date, 1,609, and should have been deducted from the total of untrained teachers, to give a fair view of what the normal and model schools have effected in this department."

I have already shown that on the 31st December 1865, there were as many as 324 assistants who had been trained; and from the "training lists" before me, I find that during the past four years, 232 assistants were trained, or an average of 58 per annum; the average per annum of principal teachers for the same

period being only 129, although they are nearly three times as numerous as the assistants.

But, besides the 232 assistants, there were trained in the normal establishment during the past four years, 474 persons (or 118 per annum) of a still more junior character, namely: pupil teachers, paid monitors, and others, who, in many cases, upon the expiration of their training; become the recruits for the assistantships, as the assistants in turn form the great corps of recruits for the principalships.

It is clear, therefore, that the statement, "a few of the assistants have been trained," is an inadequate expression of the facts; and further, it is evident that "to give a fair view of what the normal and model schools have effected" in the department of training, assistants must not be deducted from the total of untrained teachers.

The importance of the office of "assistant" is, I take leave to say, under-rated by the Committee. A stranger to the national system or to the country, might reasonably conclude, from the manner in which assistants are alluded to, in the passage first quoted, that they are mere juveniles or pupil-teachers, or persons of that class.

"But the mass of them," the Committee say, "are virtually in course of training, and many of them would afterwards find their way into the model schools."

Whatever the meaning of this passage may be, it applies quite as truly and forcibly to the 2,661 untrained *principal* teachers as it does to the 1,833 untrained assistants; for the assistant teachers must be of the same minimum age as the principal teachers, and must pass the same examinations, identically for classification.

And if it be, as it of course is, a lamentable circumstance, that there are 2,661 untrained *principal* teachers in charge of National Schools, numbers of whom, from the accidents of age, marriage, &c. &c. are practically ineligible for training, it is a subject of much more serious concern to find in our schools 1,833 *untrained* assistants, persons who are rarely married, who are exactly of the age and temper for training, and who, if neglected, may pass away from the groove of teaching altogether.

The next point in the Committee's paper, is: "The letter proceeds to say, that 'it is, of course, known to the Government that the district Model Schools assist 'in supplying competent teachers; but the number they are able to send out does not, it appears, exceed 90 annually.' On this point the Committee observe, that if the statement here made be correct, a very remarkable change must have passed over the model schools since the date of the 'Explanatory Paper' of the Commissioners (6th February 1864). In that document, printed by Order of the House of Commons, the Commissioners say, that 'to keep up the requisite number of teachers, about 700 new teachers must be supplied every year, and of these the district model schools only furnish about 130.' In 1864, these schools were said to furnish, every year, about 130 new teachers, and the Committee believe, that even that statement greatly underrated their capacity, but, in 1866, 'the number does not, it appears, exceed 90 annually.'"

When the explanatory paper of 6th February 1864, above referred to, was submitted to the Lord Lieutenant there were about 130 pupil teachers in the district and minor model schools throughout the country; and, as the period of service of each pupil teacher, by the terms of his appointment, was one year, it was then correctly stated that the number of such persons issuing from the model schools, if each served the stipulated time, was, as represented, 130.

But it is now found that, with a view to their better education, the pupil teachers, as a general rule, are retained for a second year, the effect of which practice is, of course, to reduce to nearly one-half the number of pupil teachers leaving the model schools annually.

Ninety the number mentioned by Mr. Fortescue, is, in reality, in excess of the average number that left the model schools annually during the past three years, the average being only 76; but it was anticipated that, consequent upon the operation of the Cork school, recently opened, and of the Enniskillen school, soon to be opened, the number might reasonably be set down as 90.

The

The Committee then say: "The explanation of this serious and sudden deterioration of the model schools is not far to seek. Towards the close of 1863, an order was issued by the Commissioners which took effect early in the following year, directing a large reduction to be made on the staff of candidate teachers in all the model schools. This was accordingly done, and thus a large number of these young persons were sent to their homes, and all the sanguine hopes they had been induced to cherish cruelly extinguished. The amount thus saved went to the payment of first-class monitors, chiefly, if not exclusively, in convent schools; and when this policy of repression as regards model schools has produced its natural and inevitable results, the authors of it persuade the Government to complain that the model schools are doing, and can do, comparatively little for the training of teachers! The Commissioners labour to produce inefficiency and incompleteness, and, when they have done so most effectually, the Chief Secretary is instructed to mourn over the results!"

The order referred to as having been made in 1863 was not an order for *reduction*, it was an order for the *rectification* of the teaching and monitorial staff throughout the model schools generally. In some model schools it was observed that there was an excess of teaching power, or of the monitorial staff, whilst in other model schools the error lay in the opposite direction. The effect of the order upon *all* the model schools in operation in 1863 is as follows:—

A. Under the Head of Retrenchment.	Principals	-	-	-	-	-	-	0
	Assistant teachers	-	-	-	-	-	-	4
	Pupil teachers	-	-	-	-	-	-	29
	Monitors	-	-	-	-	-	-	54
B. Under the Head of Addition.	Principals	-	-	-	-	-	-	1
	Assistant teachers	-	-	-	-	-	-	6
	Pupil teachers	-	-	-	-	-	-	18
	Monitors	-	-	-	-	-	-	27
C. Result of Retrenchment and Addition.	Principals	-	-	-	-	-	-	1 added.
	Assistants	-	-	-	-	-	-	2 ditto.
	Pupil teachers	-	-	-	-	-	-	11 deducted.
	Monitors	-	-	-	-	-	-	27 ditto.

As to the statement of the Committee: "And thus a large number of those young persons *were sent to their homes*, and all the sanguine hopes they had been induced to cherish *cruelly extinguished*," I have simply to observe, that not a single pupil teacher throughout the length and breadth of the land was sent to his or her home or to any other place consequent upon the order in question.

To test whether any "of those young persons were *sent to their homes*," as alleged, I caused a circular to be recently issued, inquiring as to the facts in respect to every model school in the country, and the replies of the inspectors were uniformly of the same tenour, *that no such case ever occurred*.

Not even a little monitor was ever sent away, under such circumstances, from any model school in the country, except, indeed, from the Clonmel school, where the inspector, acting on a misconception of his orders, to which the attention of his head inspector, with a view to the correction of the mistake, was soon afterwards directed, removed two children (monitors) before the expiration of their full period of service. But, in respect to this solitary case, it is to be remarked that the children in question were not sent away from the model school to their homes, for they were living at their homes, as monitors generally are, and simply attending the model school like ordinary day scholars.

When a reduction of the staff was to be effected, consequent upon the process of rectification referred to, it was accomplished, not by a removal of persons before the expiration of their full period of service, but simply by leaving unfilled the vacancies, as from time to time they occurred.

After what has been just stated, the observation that "the amount thus saved went to the payment of first-class monitors, chiefly if not exclusively, in convent schools," needs but little remark.

The amount "thus saved" in the rectification of the staff of all the model schools was a mere trifle, about 300 *l.* a year; and it was applied to no special purpose, or special service, for the very good reason that Parliament was not invited by the Board to vote it again.

It would be quite as fair and logical to charge the Commissioners with applying this small saving to the increase of their grants to the schools of the town of Belfast, which, from 11,767 *l.* 13 *s.* 3 *d.*, in 1853, became 12,032 *l.* 11 *s.* 2 *d.* in 1865. Indeed there is something like a coincidence in amount between the increase in the latter case and the "saving," a few hundred pounds; but no coincidence is to be met with in the items the "saving" and the "vote for the support of the first-class monitors," the one being 300 *l.* and the other 2,000 *l.*

The observation which I have been examining, "The amount thus saved went to the payment of first-class monitors, chiefly, if not exclusively, in convent schools," requires further notice. It implies that the employment of first-class monitors is *confined* to the convent schools. Now, the number of first-class monitors in the National Schools of the country on the 31st December last was 122, of whom 68 were in convent schools, one was in a monastic school, and 53 were in common National Schools.

On the 31st December 1865 there were upwards of 74,000 children in the convent schools, and the monitorships were the only prizes open to those children so long as they remained in the convent schools.

In the common National Schools persons eligible for first-class monitorships often float at once into the great channel of assistantships; 2,157 prizes, not one of which, by our rules, is obtainable in a convent school by a person who completes her ordinary monitorship and who desires to associate her future fortunes and labours, as a national teacher, with the place of her education, and with the nuns who have trained and nurtured her.

Hence the occurrence of a small majority of those first-class monitorships in the convent schools.

The Committee next say: "In the letter of Mr. Fortescue it is stated that, 'between the training school in Dublin and the district model schools in the country, the number of persons prepared annually for the office of teacher is only about 400, whereas the number of new teachers, principals, or assistants annually required is about 900.' In 1864, according to the statement of the 'Explanatory Paper,' just quoted, 'about 700 new teachers must be supplied every year;' but here, in the letter of the Government, they rise to 'about 900!' And once more new teachers, principals, and assistants are most conveniently grouped together to magnify the want, and so to depreciate the capabilities of the normal and district schools to meet that want!"

The correctness of the statement in the explanatory paper of February 1864, and the accuracy of Mr. Fortescue's statement, appear to be alike impugned in the foregoing passage.

It is assumed that there were not as many as 700 new teachers wanted in 1864, or as many as 900 in 1866. Advisedly, the representations of 1864 and 1866 were *understatements*. They were based on averages of previous years. The following table shows the exact number of persons appointed for the first time to teacherships during the years 1863, 1864 and 1865:

Year.	Principals.	Assistants.	Total.
1863	406	429	835
1864	381	529	910
1865	393	602	995

Note.—The above returns refer to persons who had never before served in the capacity of *assistant* or of *principal* in any National School in Ireland. Those returned as principals began their professional career as such, *i. e.* they had never previously acted as assistants.

The average number for the three years preceding 1866, when Mr. Fortescue announced the number of vacancies to be 900, is thus, it appears, 913. But, as I have said, and as those returns show, 900 is an understatement; for, strictly speaking, it is an average of the *future*, or *expected* vacancies that ought to have been set forth, as it was in reference to such vacancies Mr. Fortescue was legislating. Similarly, it would have been quite legitimate for the Board, when drawing up the statement of February 1864, to have set down the vacancies by an anticipation of what they were likely to be in the future, rather than by an average of what they had been a few years previously.

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The grouping of principals and assistants in the return in no respect "*magnifies the want*," as is alleged by the Committee. Whether as principals or as assistants, 900 persons are required, annually, to recruit the ranks of our teachers, and whether as principals or as assistants, they must be competent for their work.

Nor does the grouping of the assistants and the principals effect the object attributed by the Committee to Mr. Fortescue, *i. e.* "to depreciate the capabilities of the normal and district schools to meet that want"; for principals and assistants, as I have shown, alike avail themselves of "the capabilities of the normal schools" for the purposes of training.

Notwithstanding that Mr. Fortescue stated that the number of new teachers required for the National Schools amounts to 900 annually, the Assembly's Committee, in the next sentence which I quote, lay it down that 700 teachers, "*is the whole number actually required.*"

(I take leave here to remind the Board, that in 1864 the occurrence of 700 vacancies was denied by those who opposed the views of the Commissioners at that time.)

The Committee proceed to say: "The Assembly's Committee are convinced that, with suitable encouragement, the Dublin Model School could train 400 teachers annually, and the District Model Schools 300; the whole number actually required. Dr. Patten, Head Inspector, in his Report for 1862, says: 'During 1861, 33 males and 30 females left the Belfast Model School, prepared to take charge of schools as principal or assistant teachers; and, in 1862, the number was still larger, as many as 76 having left for a similar purpose.' This is what one model was able to accomplish before the staff of its pupil teachers and monitors was reduced about *one-third*, and what, then, might have been accomplished by all the model schools of the Board?"

In the preceding passage the Committee say that, "with suitable encouragement, the Dublin Model School could train 400 teachers annually;" but they appear to overlook the fact that Mr. Fortescue recommended "suitable encouragement" to be given to the Dublin Model School, so that there might be provided, as he said, "*an ampler and more practical course of instruction for a larger number of teachers.*"

In reference to the capabilities of the district and minor model schools to produce candidates for teacherships, comment has already been made in a previous part of this memorandum; but as regards the particular case quoted above by the Assembly's Committee, *i. e.*, as to what one model school was able to accomplish, strict inquiry has been instituted, and it has been ascertained that the number of pupil teachers and paid monitors who left that model school and all the other model schools in the country, to become teachers or assistant teachers in National Schools during the years 1860, 1861, 1862, 1863, 1864, 1865 and 1866, was as follows:—

YEAR.	1860.	1861.	1862.	1863.	1864.	1865.	1866.
Pupil Teachers - - -	49	38	39	49	45	39	34
Paid Monitors - - -	21	32	32	15	21	28	21
TOTAL - - -	70	70	71	64	66	67	55

In reference to the Belfast case, which the Committee refer to as an illustration of "what one model school was able to accomplish before the staff of its *pupil teachers and monitors* was reduced," it is left to be inferred (at all events it may be so inferred) that the 63 prepared for teaching purposes in 1861 had all been pupil teachers or monitors; and further, that they had all become principal teachers or assistant teachers in National Schools. Now, the Committee overlook the fact that it was stated by Messrs. Patten and W. R. Molloy, in their Report for 1861, page 132, that 19 of the number had been simply *pupils* in the school; and that in their Report for 1863, in which they refer back to their returns for 1861 and 1862, they show that they count pupils who were *promoted to mere monitorships* as amongst the number "prepared for the office of teacher." They show that of the 54 "prepared" as they express it, "for the office of

“teacher” in 1863, 21 were mere pupils who became *monitors only*, 2 were mere pupils who became *pupil teachers only*, and 11 were mere pupils who became teachers; 5 only were monitors who became teachers, and 15 only were pupil teachers who became teachers.

Messrs. Patten & Molloy pursued this system of reporting for three years, *i. e.*, for 1861, 1862, and 1863.

For 1861 they returned 63 as the number of teachers produced; but I find that the number of persons who left the school to become teachers or assistant teachers in that year was only 37, the remainder having been *mere* pupils who became monitors, with the exception of two who became pupil teachers.

In 1862 they returned 76 as the number prepared for the office of teacher; but Mr. W. R. Molloy (who conjointly reported with Dr. Patten, lately Head Inspector) shows, in a return he has furnished, that he included in the 76 so many as 33 mere pupils who became *monitors only*; 2 mere pupils who became *pupil teachers only*; 18 mere pupils who became teachers; 6 monitors who were promoted to *pupil teacherships*; and 17 monitors or pupil teachers who left the school to become teachers.

I regret that Dr. Patten and Mr. W. R. Molloy should have entertained the opinion that the promotion of a child of 11 or 12 years of age to a monitorship was the *accession* of a teacher to the ranks of the National teachers, or that the engagement of *mere pupils* for teacherships had any connection with the question of preparing persons for teacherships *through the agency of the monitorial or pupil teacher system*; but I take the liberty of saying that the Committee, when quoting the figures 76 and 63, should have explained what Messrs. Patten & Molloy, as interpreted in their Report for 1863, intended those figures to represent.

The Committee, further, leave it to be inferred that a satisfactory measure of success, consequent upon the recent action of the Board, has not been latterly experienced in the Belfast Model School. The following return for the year 1866 is the best answer to any such suggestion:—

No. of pupils who became monitors	-	-	-	-	-	-	24
No. of ditto who became teachers	-	-	-	-	-	-	4
No. of monitors who became teachers	-	-	-	-	-	-	6
No. of pupil teachers who became teachers	-	-	-	-	-	-	12
TOTAL - - -							46

The last two items are the only ones which exhibit any success in the production of candidate teachers on any recognised or systematic course of instruction; but as Messrs. Patten and W. R. Molloy fallaciously (on what grounds I cannot understand) included for the three years 1861, 1862, and 1863 the other items, I have, for the purpose of comparison, inserted those items also.

The concluding sentence of the paragraph just quoted is: “This is what one model school was able to accomplish before the staff of its pupil teachers and monitors was reduced about *one-third*; and what, then, might have been accomplished by all the model schools of the Board?”

When the rectification of the teaching staff in the model schools, already described at page 11, was under consideration in 1863, it was observed that there was one person occupying some teaching position, as teacher, pupil teacher, or paid monitor, for every $10\frac{1}{2}$ pupils in average attendance in the Belfast Model School; a state of things which was wholly indefensible. The rectification which took place left, I should add, a very liberal provision of teaching power; it left a teacher, pupil teacher, or paid monitor for every $14\frac{1}{2}$ pupils.

The following are the details:

Staff in 1863.				Staff as Rectified.	
3 Principal Teachers	-	-	-	-	The same.
22 Assistant Teachers	-	-	-	-	The same.
1 Singing Master	-	-	-	-	The same.
1 Drawing Master	-	-	-	-	The same.
1 Work Mistress	-	-	-	-	The same.
1 Navigation Master	-	-	-	-	The same.
27 Pupil Teachers	-	-	-	23	Pupil Teachers.
54 Paid Monitors	-	-	-	27	Paid Monitors.

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The Committee then proceed to say :—“ But the Government view the state of things as represented to them ‘with much concern,’ and what do they propose? ‘In 34 out of 60 school districts into which the country has been divided, no model school has been established,’ and what more simple and natural than that the Board should be asked to proceed to have model schools established in some of these districts, and thus larger provision made for the training of teachers? If the model-school system be a good one, and the present number of these schools be insufficient, others ought to be erected. But nothing of the kind is proposed. ‘Considering the hostility felt and expressed in some quarters, and especially in the Roman Catholic community, to the principle of exclusive State management in the case of model and training schools, they are not prepared to undertake the extension of such schools under exclusive management.’ On this statement the Assembly’s committee observe that it has never yet been proved that the Roman Catholic people have any hostility to the model schools, and the education given therein. On the contrary, they have continued till the present hour, in the face of very great difficulties, to take advantage of this education for their children; and the hostility referred to is manifested mainly, if not exclusively, by those who hold that the Church, and not the State, has a right to the entire direction and control of the education of the people; and it is in the interests and at the bidding of these parties that the changes sought are being made. Protestants of all denominations are satisfied with the present model-school system, and desire its extension. It follows that the plan now proposed can be meant only for the encouragement of conventual and monastic seminaries.”

No generalisation can so accurately express the different degrees of favour evinced from time to time by Roman Catholics towards the district and minor model schools, as a statement of the attendance at those schools since their first institution.

I have therefore prepared the following Table, from the information contained in the Annual Reports of the Commissioners, the first of the uniform returns referring to the year 1852 :

TABLE exhibiting the Attendance and the Religious Denominations of the Pupils of the District and Minor Model Schools, from the Year 1852.

Y E A R	Number of Schools in Operation.	Number of Children on the Rolls.		Per-centage of Catholics.	Per-centage of Protestants.
		Roman Catholics.	Protestants.		
1852 - - -	9	1,350	763	63·8	36·2
1853 - - -	9	1,259	770	62·	38·
1854 - - -	10	1,403	656	68·	32·
1855 - - -	12	1,941	1,008	65·8	34·2
1856 - - -	12	2,203	1,052	67·7	32·3
1857 - - -	13	2,702	2,027	57·1	42·9
1858 - - -	13	2,550	2,066	55·3	44·7
1859 - - -	14	2,275	2,260	50·2	49·8
1860 - - -	16	2,333	2,691	46·4	53·6
1861 - - -	19	2,963	3,939	43·	57·
1862 - - -	22	2,830	4,886	36·6	63·4
1863 - - -	24	2,569	5,746	30·9	69·1
1864 - - -	24	2,245	5,904	27·5	72·5
1865 - - -	25	2,453	6,438	27·6	72·4
1866 - - -	25	2,075	6,499	24·2	75·8

It may be added that the attendance of Roman Catholics at some of the model schools is practically *nil*. That at Derry, where there is a population of 12,036 Catholics, and at Sligo, where there is a population of 9,838 Catholics, there are in the model school of the former place only 10 Roman Catholics, whilst in the model school of Sligo there is not a single Roman Catholic in attendance.

For the better comprehension of that part of the question relating to “the hostility felt and expressed in some quarters, and especially in the Roman Catholic

"Catholic community, to the principle of exclusive State management in the "case of model and training schools," I beg to subjoin a statement of the religious denominations of the teachers, trained and untrained, in the National Schools of Ireland.

On the 31st December 1865 there were 6,316 Roman Catholic teachers, of whom 3,599, or 57 per cent., were untrained; and at the same time there were 1,816 Protestant teachers, of whom 895, or 49·3 per cent., were untrained.

Arranged in provinces, the Catholic teachers number:—

Province.	Untrained.	Trained.	TOTAL.
Munster - - - -	1,370	813	2,183
Leinster - - - -	840	800	1,640
Connaught - - - -	693	672	1,365
Ulster - - - -	696	432	1,128
TOTAL - - - -	3,599	2,717	6,316

And similarly arranged, the Protestant teachers number:—

Province.	Untrained.	Trained.	TOTAL.
Munster - - - -	16	36	52
Leinster - - - -	27	57	84
Connaught - - - -	18	35	53
Ulster - - - -	834	793	1,627
TOTAL - - - -	895	921	1,816

The preceding returns represent in provinces the number of the trained and the untrained; and in juxtaposition with those returns I now give a table showing the distribution of the district and minor model schools of the country:—

Ulster - - - -	14
Leinster - - - -	5
Munster - - - -	5
Connaught - - - -	2

Total, 26 district and minor model schools.

In connection with this part of the question, I beg to submit the following statistical facts:—

Roman Catholics.—There are 3,732 Roman Catholic male teachers, of whom 1,873, or 50· per cent., are trained; and there are 2,584 Roman Catholic female teachers, of whom only 844, or 32·6 per cent., are trained.

Established Church.—There are 304 Established Church male teachers, of whom 158, or 52· per cent., are trained; and there are 183 Established Church female teachers, of whom 97, or 53· per cent., are trained.

Presbyterians.—There are 742 Presbyterian male teachers, of whom 459, or 61·8 per cent., are trained; and there are 462 Presbyterian female teachers, of whom 173, or 37·4 per cent., are trained.

Other Protestants.—There are 67 male teachers of other Protestant denominations, of whom 24, or 35·8 per cent., are trained; and there are 58 female teachers of other Protestant denominations, of whom 10, or 17·2 per cent., are trained.

The Committee then ask,—“And what is this plan? The Government “prefer to stimulate private enterprise, and to encourage the establishment “of model schools under local management.” Such a model school, it is said “should have a domestic establishment with accommodation for 15 resident “pupils

"pupils, and a school-house capable of accommodating at least 150 pupils, the domestic establishment to be erected from funds derived from private sources, and the school-house from private funds, or in whole or in part from a Parliamentary grant.

"The Assembly's committee view this proposed revolution in the model school system with some serious apprehension. If these proposals be carried out, they will be the destruction of united education, but they are in reality doing all in their power to subvert them. The changes sketched in this letter are specially adapted, not to say designed, to convert the schools of the religious orders of the Church of Rome into training and model schools. In convents the domestic establishment stands ready for the purpose described, and also the school-house, capable of accommodating 150 pupils. And can these convent schools ever become model schools in the proper sense of the term? 'The chief objects of model schools,' according to the statement of the Commissioners in their rules and regulations, 'are to promote united education, to exhibit the most approved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of teacher.' These objects model schools under local management, and especially convent schools, cannot accomplish. Their teachers are exclusively of one denomination. In their very dress they represent sectarianism in its most distinctive form. The schools are attended by Roman Catholic children alone. Roman Catholic teachers alone could be trained in them, whilst the teachers of these schools themselves are neither trained nor classed, and are, therefore, not competent to undertake the training of others."

Mr. Fortescue does not state that the school-house may be erected "*in whole or in part*" from a Parliamentary grant. What he does state is, that it may be built "partly from private funds, and partly from the Parliamentary grant."

Then it is stated in the foregoing paragraph that the changes sketched in the letter "are specially adapted, not to say designed, to convert the schools of the religious orders of the Church of Rome into training and model schools. In convents the domestic establishment stands ready for the purpose described, and also the school-house, capable of accommodating 150 pupils."

No one intimately acquainted with the economy of the Irish convents could say that in convents the "domestic establishment stands ready for the purpose described." In point of fact, there is in all Ireland only one convent in which the domestic establishment "*stands ready*" at present for the purposes of a training institution.

Most of the convents, to be sure, have the necessary school-house accommodation for 150 pupils; but on the other hand, there were in 1865, exclusive of convent, model, evening, and workhouse schools, 132* school-houses, each of which, either in a single department or in the combined departments of boys and girls under the same roof, commanded an average attendance throughout the year of 150 pupils.

And as to the domestic establishment, Mr. Fortescue's plan, it is to be observed, does not exclude the use of any rented house capable of decently accommodating the minimum number of students.

It is not correct to say that the 140 convent schools are attended by Catholics only.

And it should be borne in mind that convent schools are to be found chiefly in towns and places where schools under Protestant management already exist, either under the Board or under Protestant societies—in towns and places where Protestant pupils have the option of attending schools taught by Protestant teachers. But, last year, notwithstanding those facts, 74 Protestants found in the convent schools the opportunities of a good secular education, without any interference with their religious convictions.

And, further, I submit it is not proper to suggest that the principles of the National system are not as honestly, as scrupulously, and as effectively carried out in those schools as in any schools under the management, for instance, of members of the General Assembly, some of whose schools are conducted in rooms under or adjacent to Meeting Houses, in nearly all of whose schools Presbyterians are the sole teachers; and in 127 of whose schools in the counties of Antrim and Down alone, in the year 1865, *Protestant pupils only* were to be found in attendance.

* Ulster -	- 38
Munster -	- 50
Leinster -	- 35
Connaught	- 9

Then, as regards the observation of the Committee, "whilst the teachers of these (convent) schools themselves are neither trained nor classed, and are therefore not competent to undertake the training of others"—

I have simply to refer to the fruits of those convent schools, as described in the Inspectors' Reports, published by Order of the House of Commons in June 1864. For special evidence of the competency of the nuns to prepare persons for the office of teacher, I refer particularly to the reports on the convent schools of Kinsale, St. Finbar's, Queenstown, Middleton, Fermoy, Doneraile, Kenmare, S.S. Mary and Munchin, Kilkenny, Thurles, Carlow, Athy, Baginbun, St., King's Inn, St., Rahoon, High-street (Newry), &c. &c. Mr. Robinson, a Protestant Inspector, in his Report on the St. Catherine's Convent National School, county Limerick, says :

1. "I find that the ladies are carefully examined at their noviciate, and that they are set apart for the work of teaching in accordance with their abilities and knowledge.

2. "That during the five years immediately after entering the convent, they are actually taught in class by the mistress of novices, and obliged to examine each other, and showed how to do it; and—

3. "That they are carefully taught the art of teaching, theoretically and practically, being assisted in this by a very excellent manuscript text-book." (*Vide* page 151 of the Parliamentary Return of June 1864.)

An examination of the volume of reports, to which I have referred, and of the reports received by the Commissioners since the publication of that volume, will show that the best monitors in the country are taught in those convent schools; that many of the best and most devoted teachers in the Board's service are produced in them; that there are in charge of those schools ladies who possess not only the necessary scholastic attainments, the necessary didactic ability, the necessary technical knowledge of the National system, and the necessary skill in the cultivation of human character to distinguish them as accomplished educationists, but who, besides, are so conversant with the polite arts, with general literature, and with the philosophy of method, that it becomes difficult to understand why the Committee conclude that, because those ladies are "neither trained nor classed," they "are therefore not competent to undertake the training of others." Neither Lancaster nor Bell, neither Pestalozzi nor De La Salle was ever trained or classed; yet each successfully undertook "the training of others." Of our own professors, as of most of our inspectors, the same may be said, they have been neither trained nor classed as teachers; yet the inspectors undertake the "classification," and the professors both the "training" and the "classification" of others.

Then the Committee say:—"On the other hand, in the administration of a mixed or non-sectarian plan of education, it is essential that teachers should have a considerable course of training in an institution where this system is to be found in its highest perfection. In the existing model schools, both teachers and pupils are of various religious denominations. The idea of united education is in them a pleasing reality. Young teachers of different denominations are for a considerable time trained together. Thus they imbibe principles of toleration, mutual forbearance, and respect. It is necessary in such a system that the training schools should be under the Commissioners' supervision and control. In no other way can that unity and uniformity in training be maintained which are essential to success. The model schools are under the charge of trained and classed teachers of known ability and tried excellence, and they are thus in every respect preferable to schools under local management as training institutions for young candidate teachers."

In reference to the preceding observations it needs only to be observed that there are, as I have shown, 4,494 teachers, 2,661 of whom have the principal charge of schools, who are altogether untrained; *i. e.*, there are 55.3 per cent. of all the teachers in the country untrained: and if those teachers, as is now the case with hundreds of them, cannot be induced to come to Dublin for training, to an institution where the "system is to be found in its highest perfection," it would surely be desirable to find them disposed to go to other institutions where,

where, even though the "system" might not "be found in its highest perfection," they would yet be trained in a course of study under the direction and control of the Board, and be exercised daily in a course of teaching in schools conducted, as Mr. Fortescue laid down, in every respect on the fundamental principles of the National system.

The following Table shows the religious denominations of persons trained, from 1850 to 1866 inclusive :

YEAR.	Established Church.	Presbyterians.	Other Protestant Denominations.	Total of Protestants of all Denominations.	Roman Catholics.
1850	15	41	2	58	214
1851	15	34	1	50	207
1852	17	43	2	62	240
1853	18	32	3	53	228
1854	17	40	1	58	228
1855	18	41	2	61	227
1856	33	47	2	82	221
1857	25	51	1	77	211
1858	17	34	2	53	207
1859	17	34	-	51	206
1860	23	40	-	63	190
1861	21	60	1	82	237
1862	44	50	4	107	212
1863	62	93	7	162	159
1864	71	84	13	168	138
1865	59	77	7	143	165
1866	61	75	12	148	137

Note.—It is to be observed that some who are returned in the above table as trained during the past few years, had been previously trained and included in the returns of former years.

The Committee then add :—"In any case, these 'local model schools' would 'spring up, not where they are most wanted, but where they could most effectually 'damage existing institutions. The plan is virtually to set up rival schools, 'supported out of the public funds, and under exclusive and sectarian management; and when these would have impaired the usefulness of the present 'model schools, the injury done to the latter would be used as an argument 'for getting rid of them altogether."

It is submitted that the preceding statement is a mere speculation.

The Committee could not possibly have had any analogous case in view to enable them to come to such a conclusion; for, in point of fact, no model school for the training or preparation of teachers has ever been established in opposition to any of the Board's model schools; and the non-model schools which have hitherto been the greatest producers of teachers, such as those in Done-
raile, Queenstown, Kinsale, Middleton, &c., are situated in towns where model schools do not exist.

Even the Kenmare convent school, opened so recently as the close of the year 1861, and which is far away in the remote wilds of Kerry, has already sent forth, through its monitorships, 12 competent, indeed accomplished, teachers, to do service in National Schools: a number exactly equal to the aggregate number of female teachers that issued from the monitorships of the model schools of Londonderry, Omagh, Newtown Stewart, Newtownards, Lurgan, Sligo, Galway, Kilkenny, Enniscorthy, Waterford, Limerick and Cork, all of them taken together, during the last seven years.

That which is called the "*policy of repression as regards model schools*," is referred for its origin, by the Committee of the General Assembly, to the close of the year 1863; but it is to be observed that 11 of the 12 model schools just named were in full operation before that time.

Then the Committee go on to remark :—"The next point referred to in the 'letter of the late Chief Secretary, is the necessity of a revision of the arrangements for the reception of teachers in training in the normal establishment in

“Dublin. It is recommended that teachers and pupil teachers be permitted to board and lodge out of the official establishment, receiving an allowance in lieu of board and lodging, and that chaplains should be appointed in connection with the central training and district model schools.

“In regard to the former of these points, it is surely reasonable to ask, Why, after the country has been put to large expense in the erection of a boarding establishment, it should be given up as useless? Has any evil been proved to have arisen from united boarding and training? On the contrary have not leading officials from time to time testified to its eminent advantages? In the report of the Commissioners for last year the following statement occurs: ‘The establishments in which the teachers, both male and female, attending at our training institutions are boarded and lodged, continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for the maintenance of order and discipline, for the exercise of kindly feeling toward each other, and for the careful observance of their religious duties.’ Is the Government of the country prepared to undo a system working so admirably, to foster sectarian separations and animosities, and virtually to suggest measures for preventing the people, and especially the youthful teachers of the people, from having friendly and kind intercourse with each other? Any statesman who imagines that he will pacify this country by handing the youth of it over to be educated, and the candidate teachers in it to be boarded and lodged by the religious orders of the Church of Rome makes, we believe, a most serious mistake; and it is manifest that, to board Roman Catholic teachers ‘out of the official establishment’ just means to board them in convents and monasteries, and thereby to support these institutions at the public expenses.”

In reference to the first part of the foregoing passage it is only necessary to observe that it forms no part of Mr. Fortescue’s scheme, and that it never was contemplated by the Commissioners to abandon the “boarding establishments” as useless.

It, cannot, however, be affirmed that the system *now* works “admirably;” for the Commissioners have, in the course of the last few years, offered free places in the training establishment to the Catholic managers of hundreds of National schools for their teachers; and in most cases those managers have declined to avail themselves of the privileges thus offered to them.

Why the Committee, in the preceding statement, as in so many other statements, conclude that the direct object of Mr. Fortescue’s scheme is to foster convents and monasteries, and support them at the public expense, I cannot, I am bound to say, conjecture.

The Committee, as a conclusion to the statement I have last quoted, then observe:—

“Reference is, indeed, made to the ‘Scotch Presbyterian Training Colleges, in which there are no official residences for the teachers in training,’ but these colleges are under a denominational and not a mixed system; and, in any case, the circumstances of the two countries are so different that institutions and arrangements well adapted to the one may be entirely unsuitable for the other. Besides, the proposed change will never remedy the supposed evil. The parties objecting to united boarding and lodging will object also to the teachers going to professors of other persuasions than their own, and to their sitting on the benches with Protestants, just as they object to pupils going to model schools. In fact, the objection is not against the teachers living together so much as against their being under professors appointed by the Commissioners and not by themselves.”

As regards the above paragraph, and in connection with that preceding it, I may remark that residence in an official establishment, even in the existing model schools throughout the country, has never in the case of female pupil teachers been required, and has in no single instance been practised. No unsatisfactory results have ever been known to flow from the system pursued in respect to female pupil teachers; no complaint has ever been made that any of those pupil teachers failed, when placed in charge of schools, to evince a thoroughly earnest and comprehensive appreciation of their duties as National teachers.

Besides,

Besides, in all the minor model schools, even the *male* pupil teachers are externs, living where they choose, provided only the place of residence be regarded by the inspector as decent, and as safe in respect to health and morals.

Then, again, it is overlooked by the Committee, that in the Central Training Establishment itself there is an "Extern Department," and that in it there always has been such a department, composed of persons who are able to maintain themselves, or of others who fail, from one cause or another, to secure free places in the "Intern Establishment."

And it should not be forgotten in this part of the case, that originally, and for many years, the Commissioners, acting on the Scottish principle (their training school at the time being directed by a distinguished Scotch educationist), had no resident students whatsoever; all the training students being externs.

In point of fact, the adoption of the intern system is mainly a question of economy; as in respect to education or training, it means but very little; for the professors lecture or teach only during the common school hours; and before or after those hours the teachers in training are mere students; such as they would, or might be in any other boarding or private establishment in the city.

The Committee next say:—"With regard to the proposal to appoint 'chaplains' for the Central Training and District Model Schools, the Committee regard such appointment as wholly unnecessary, as likely, if carried out, to entail large expense upon the State, and as tending to the introduction of religious rivalries and animosities. To place the teachers in private houses, and to pay 'chaplains' for them would subject them to the control of the clergy and weaken the legitimate influence of the Commissioners and the professors, who are supposed to be preparing them for the public service, and not for the purposes of ecclesiastical domination. Farther, to insist, as is proposed, that 'every teacher of a model school must possess a certificate as to faith and morals of the chaplain of his own religious denomination,' is to give such chaplain a veto on all appointments, which he will take care so to exercise that none but parties subservient to his ends shall be employed as teachers. It is not enough that a man should be of irreproachable character, but he must be sound in the 'faith,' and so certified, not by a clergyman, but by 'the chaplain of his own denomination!' This is a power so liable to be abused and so tyrannical, that no man should be entrusted with it. Besides, the proposal is utterly inconsistent with a united non-sectarian system of education, such as Parliament professes to maintain in Ireland, and the practice begun in model schools must ultimately be extended to all the National Schools throughout the kingdom."

In reference to the preceding paragraph it is to be observed:—

(1.) That the question of paying the chaplains of model schools was first mooted 20 years ago.

(2.) That the existing system of unpaid chaplains is an utter failure, there being but one model school in the country, the Bailieboro Model School, county Cavan, in which a Roman Catholic clergyman attends to give religious instruction to the Catholic pupils or pupil teachers.

(3.) The objection to the condition, that every teacher should be appointed subject to the possession of a "certificate as to his faith and morals from the chaplain of his own religious denomination" should be considered in connection with the provision for appointing teachers to ordinary National Schools. In these schools the local patrons have the right of appointing the teachers, subject to the approval of the Board, and they have the absolute right of the dismissal of the teachers (Rule Part I, sec. 6, par. 12).

Now, the salaries of model school teachers, like the salaries of teachers of ordinary National Schools, consist mainly of two parts; (1), that derived from the public funds; and (2), that derived from the fees of the pupils.

The teachers of model schools have, accordingly, a *local* as well as a *central* interest in their position, as have the teachers of common National Schools.

But the model school teachers receive a local aid *very much greater* in amount than that received on the average by teachers of common schools; a circumstance which binds the model school teachers with all the more force and interest to *local influences*.

A model school teacher, therefore, should not be altogether independent of some local control, just as a common school teacher, in turn, is not independent of a central control.

The teacher of the common school is appointed subject to the satisfaction of the manager as to "faith and morals," and any other condition (not inconsistent with the Board's rules) the manager may choose to impose. This unqualified exercise of the manager's authority relates to nearly 8,000 teachers.

In the district and minor model schools in which there are 190 teachers, 76 only of whom are Roman Catholics, this local power represented in the chaplain is to be exercised, not to the life-and-death degree enjoyed by the managers of the 8,000 teachers of common National Schools, but simply in the manner proposed by Mr. Fortescue, as to the attestation which every honest teacher is prepared for, that in the profession of his faith he is sincere, and that in his morals he is pure.

I may add, that the Commissioners have required that every teacher presenting himself for training should possess a certificate of character from an officiating clergyman of the church to which he belongs. The certificate of character from a clergyman, under such circumstances, applies of course to the "faith and morals" of the teacher; for it is presumed that a clergyman, when giving a certificate in his *clerical capacity* to a teacher, gives it in no other sense.

Then the Committee observe: "The Committee regard with much concern, the proposal to change the principle upon which the remuneration of teachers in Ireland has hitherto been regulated. It is daily becoming more difficult to procure teachers for National Schools; this arises chiefly from the fact that they are not sufficiently remunerated. Many of the present teachers have expended much time and labour in securing a high classification, and to turn round upon them and to apportion their payments solely according to the 'ascertained results of education' would be unfair, and calculated greatly to discourage a most deserving and important class of individuals. These 'results' have all along been taken into account by inspectors, but upon the 'class' of the teacher the amount of his salary has mainly depended. To change this system would be to put the untrained and unclassed teacher, who has indolently declined the necessary study, on a level with the individual of highest qualification and class. The Committee would gladly co-operate with the Government and the Commissioners, in endeavouring to induce the people to contribute more liberally for the education of their children, and it is mainly, they consider, in this direction an improvement should be sought. Of the total sum of 39,135 *l.* 18 *s.* 2 *d.* contributed under the head of 'payment by pupils' in National Schools over Ireland during the past year, Ulster contributed 16,092 *l.* 15 *s.* 1 *d.*, and the Assembly's committee believe that that sum could and ought to be largely increased."

The figures quoted by the Committee are incomplete. If they make inquiry in the interests of the teachers, they will find that each principal teacher in Munster, owing to the larger attendance at Munster schools, receives, on the average, a higher amount of fees than the teacher of an Ulster school.

On the objection of the Committee to payment by "results," it would, at present, be premature to make any detailed observations, as preparatory to the adoption of such a system a series of most important statistical investigations has been undertaken; and until the issue of those statistical investigations, as well as a full statement of the working of the system in England is before the Board, and a code of regulations laid down, it would be simply out of all propriety and reason to discuss the question.

The Committee, I may be permitted to remark, have not quoted the concluding sentence of Mr. Fortescue's letter on this subject; Mr. Fortescue said, "I may add, that I should hope that, as one effect of the change, the incomes of meritorious teachers would be thereby improved."

"The

The Committee conclude as follows: "In conclusion, the Committee express their decided conviction that if these changes, made and threatened, are permitted to be carried out, the destruction of the present system of united education in Ireland is inevitable. It is the best boon the Parliament of Great Britain ever conferred on this country, and it is earnestly hoped that neither Parliament nor the public will permit the system to be insidiously subverted by those who, at the same time, profess to keep always 'in view the fundamental principles of united secular education.'"

Upon this passage I have, obviously, no occasion to make any observation.

Finally, I should remark that I have now given every line in the Committee's statement, excepting the few introductory sentences in which the Committee announce that "they feel it incumbent on them to lay their views before both the Government and the public."

(signed)

P. J. Keenan,
Chief of Inspection.

31 January 1867.

TRAINING AND MODEL SCHOOLS (IRELAND).

COPIES of all CORRESPONDENCE between Her Majesty's Government and the Commissioners of National Education in *Ireland*, upon the subject of the Proposals with respect to TRAINING and MODEL SCHOOLS contained in the LETTER of the Right Honourable *C. P. Fortescue*, M.P., to the Commissioners, dated 19 June 1866 ; of MINUTES adopted by the Commissioners in reference to those Proceedings ; and, of MEMORANDUM or REPORT upon the subject submitted to the Commissioners ; &c.

(*Colonel Greville-Nugent.*)

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