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Hon & Major French R.E
with best wishes
Jhn Lentaigne

ADDRESS

TO

THE STATISTICAL AND SOCIAL INQUIRY SOCIETY OF IRELAND,

AT THE

Meeting for the Inauguration of the Thirtieth Session,

ON TUESDAY, 27TH OF NOVEMBER, 1877.

BY

JOHN LENTAIGNE, C.B.,

PRESIDENT.

DUBLIN:
EDWARD PONSONBY, 116, GRAFTON-STREET.

1877.

Houses of the Oireachtas

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STATISTICAL AND SOCIAL INQUIRY SOCIETY OF IRELAND.

JOHN LENTAIGNE, C.B., PRESIDENT.

PRESIDENT'S ADDRESS.

[READ TUESDAY, 27TH NOVEMBER, 1877.]

MY LORDS AND GENTLEMEN—I thank you very much for the high honor you have conferred on me by electing me your President. That position has heretofore been filled by eminent men, whose zeal and earnestness in the promotion of the objects of this useful Society it will be my fondest ambition to emulate, although distrust of my own abilities makes me diffident to follow in their footsteps. I greatly regret that circumstances prevent my much-esteemed friend, Mr. Thom, from filling the chair I now occupy, but I trust that before long he will find time to do so and give us the advantage of his knowledge and vast experience. Our Society, founded in 1847, now celebrates its thirtieth anniversary, and we may well look back with pleasure to the good already effected through its influence, as well as with confidence to the future benefits which may be expected to result from its exertions in the time to come. When we contrast the hopeful promise which the present aspect of our Society affords, with the utter prostration which overspread the country when it was established, we may feel proud of the men who had the ability to foresee what was possible, and the energy to struggle against the difficulties which impeded the accomplishment of what has since been effected through its influence.

A voluntary Institution seeking no governmental aid or patronage, self-supporting, and having no object in view but the public good, our Society has gradually, by the force of truth, conquered prejudice, and impressed on the public mind the soundness of the principles on which it is based.

Owing to the famine which, at the period of the Society's formation, desolated Ireland, the country was plunged into a state of almost universal despondency, and it would have

appeared to ordinary observers to be a most inopportune period for the establishment of such an institution.

The poor-rates in some districts of the kingdom then exceeded the rentals of the lands which were rated, and, notwithstanding that local and central relief associations distributed sums but little short of one million sterling, independently of grants of more than ten millions sterling made by the Imperial Exchequer (of which four millions were finally discharged under the Consolidated Annuities Act), the mortality was appalling, and many of those amongst the destitute who escaped death by famine were subsequently cut off by the fatal fever and dysentery which supervened. Having been an active member of the finance committee to suppy food to the starving residents of the South Dublin City electoral division, in which at one time 24,000 individuals received cooked food daily, and in Tallaght, where 1,200 were similarly circumstanced, I witnessed sufferings never to be obliterated from my mind. At that time, during the years 1845, '46, and '47, Mr. Pim, your late President, organized, through the instrumentality of the Society of Friends, a system of relief for the famishing peasantry in the south and west of Ireland. Nearly £200,000 sterling were expended under his management, and his successful and untiring labours should never be forgotten. He has lived through the period of difficulty, and has now the gratification to see the country restored to that state of comparative independence and prosperity which he has described in the address which he delivered to you at the opening of our last session in 1876.

We are assembled to-night in the Friends' Institute, given for our meetings by that body of practical philanthropists, who have through their leading members mainly assisted in the formation of our Society, and have fostered its growth since it has been called into existence. In July, 1834, Mr. John Barrington, one of the Society of Friends, bequeathed by will an endowment "For the delivery of lectures on Political Economy in the "different towns and villages of Ireland, more especially on "subjects relating to the conduct and duty of people towards "each other." The utilization of this bequest was, on the formation of this Society in 1847, committed by Mr. Barrington's trustees to the control of our Council in co-operation with themselves. Under your administration, this trust has become a most valuable auxiliary in the diffusion of knowledge on subjects respecting which the most profound ignorance so long prevailed, even amongst the educated and governing classes of this country.

Many of the first principles of Political Economy were then unknown in this kingdom, and statistics were regarded as merely an array of dry figures, and of no practical importance. The expe-

rience of other nations in their career of social improvement was so little considered in the framing of laws for this part of the United Kingdom, that legislation, which had admittedly failed in England and Scotland, was adopted for Ireland without remonstrance or opposition from a single Irish member in Parliament. This indifference to social and economic progress inflicted on the department which I administered for many years a fearful amount of human suffering, causing in some instances permanent loss of reason, and even of human life. In 1800 James Hadfield, a lunatic, attempted the life of King George the Third, and in consequence the Act 39 and 40 Geo. III. cap. 94, passed the legislature, which statute authorized the committal by Justices in England of dangerous lunatics to prison. Notwithstanding that in 1807 a special committee of the House of Commons called for the repeal of this mischievous enactment, it remained on the statute book of England for thirty years longer, until at last, on the strong recommendations of special committees of both Houses of Parliament, it was repealed in 1838. Yet, in that very year, in consequence of the murder by a lunatic of a leading citizen (Mr. Sneyd), in the streets of Dublin, the same legislative Assembly which, with the approval of every thinking man, had deprived the Justices of England of the power to commit to prison persons suffering under diseases of the mind, enacted the statute 1st Vict. cap. 27, which conferred on Justices in Ireland the very powers which the experience of thirty-eight years had proved could not safely be intrusted to the magistracy of England.

I shall not here describe the immense amount of human misery which I witnessed so long as that cruel law remained unrepealed. A deep sense of gratitude is due to the late Lord Mayo, then Chief Secretary for Ireland, who in 1867, by the Act 30 and 31 Vict., cap. 118, relieved the insane in Ireland from the sufferings to which for nearly thirty years they had been subjected under the provisions of the statute 1st Vict. cap. 27.

Numberless other instances might be cited, but I shall only mention one more as affording strong evidence of the gross ignorance which so long prevailed amongst all classes in Ireland on matters pertaining to our social relations—I refer to the proper treatment of our criminal population. In 1787—the year in which James Gandon erected the noble Corinthian portico to the then House of Lords in Westmoreland-street—John Howard, the philanthropist, visited Dublin. The symmetry and beauty of the public and private buildings then being raised in Dublin were at that time, as now, evidence of the refined and classic taste, as well as knowledge of decorative art, displayed in their erection, yet Howard, in his work on prisons, published in that year, 1787, justly called atten-

tion to the utter unskilfulness of the same architects in matters connected with Social Science. In that work he remarks—"Grand Juries grant very liberal presentments for the repairing "and rebuilding of their gaols, but I could not but reflect with "great concern that many prisons now building will be monu-"ments of the unskilfulness of the architects who are ignorant "of what constitutes a secure and healthy prison." These observations of John Howard apply equally to recent times in this country. At a period when visiting Justices and county Boards in England and Scotland were altering and rebuilding their gaols after improved models, Irish gaols were being erected at great expense according to plans that had been long condemned in Great Britain. In 1832, forty-five years after Howard published the remarks which I have quoted, a new gaol was erected by the Grand Jury of the county Meath at Trim, which cost £22,529, yet, although built with an imposing front and well placed, it is one of the worst county gaols in Ireland, deficient in the requirements which all prisons should possess.

In 1831, the late Archbishop Whately, then Drummond Professor of Political Economy in the University of Oxford, was consecrated Archbishop of Dublin. Soon after his consecration (in the following year 1832), he founded and endowed a professorship of Political Economy in the University of Dublin, and at a later period, mainly through his influence and exertions our Society was founded. He presided over your deliberations during the sixteen remaining years of his life, never ceasing to promote by every means in his power the knowledge of Social Science, which he considered so important for the well-being of society. His successors in this chair—Judge Longfield, Lord O'Hagan, Judge Lawson, Lord Emly, and Mr. Pim—have each in their turn contributed towards that object. The lessons on Political Economy and Finance in the school books published by the Board of National Education from the pens of your past presidents, Archbishop Whately, Judge Longfield and Lord O'Hagan, are now in the hands of more than one million readers in Ireland, children on the rolls of schools under the Board; and these books are read by countless numbers throughout the British colonies and the continent of America. Our Society thus founded by earnest and devoted men, anxious for the good of our common country, has done much to promote the social improvement of our people, and to establish the friendly relations which should exist between the different classes of the community. Some of its early founders have now passed away, and I avail myself of this opportunity to refer to the loss of two of its oldest and most useful members who were in heart and soul devoted to the advancement of our Society and the social progress

of our people. I must first mention the name of James Haughton, a practical philanthropist, of whom an interesting biography, by his son, Mr. Samuel Haughton, has just appeared. Not in this Society alone, but in many other spheres of activity, he took a zealous part in promoting social reform, especially by devoting himself to exterminate drunkenness, the main origin of all crime in this country. More recently, Mr. Edward Barrington, one of your vice-presidents, and a trustee of the Barrington Lecture Fund, has passed away. These good men and others have been removed from amongst us, but younger members now take their place to complete the work so well begun by them.

Mr. Pim, my predecessor in this chair, has brought under the notice of this Society an analysis of the various subjects which have occupied your deliberations, and the changes in the law consequent thereon. I find it quite impossible to add to his exhaustive report on the various matters which he has so ably brought under your consideration. He has dealt with the state of land tenure in this country, the transfer of land, the purchase by tenants of their holdings under the Bright clauses of the Land Act, the registry of titles in Ireland, the state of agriculture, the growth of cereals, and the production of cattle, the subject of small and large farms, the operation of the Landed Estates Court, the population, the census, emigration, the beneficial working of railways and the internal traffic of the country, the results which the reduction of railway fares might effect, and the increased facilities which railway companies could offer, the statistics on the increase of trade as shown in the great increase of the shipping which of late years frequent the Irish ports, the greater amount of profits now derived from professions and trades in Ireland, the increased accumulations in the Irish joint-stock banks, as well as all the other tokens of improvement which he has noted. They afford evidence that our progress, although less rapid than that of the sister island, and considerably behind that of Belgium and some other continental countries, is, nevertheless, real and substantial.

In the course of the last session Mr. Dodd read before this Society his prize essay on Local Courts in the three kingdoms, and Dr. Hancock submitted able papers on the Manufacture of Beetroot in Ireland, and the Transfer of Land. During the past year, however, our Society has principally turned its attention to the discussion of topics which relate to the amelioration of the lower classes of society, the improvement of the dwellings of the artisan as well as the condition of the poor generally, more especially that of the young and destitute. The Charity Organization Committee formed from among your body has done much and useful work; their report on the subject of state provision

for idiots and imbeciles has already produced fruit. In July last your ex-president, Lord O'Hagan, moved in his place in the House of Lords the second reading of a bill which he had prepared on the subject, but at that late period of the session although supported by many influential members of the House, the Bill could not be proceeded with; it is however probable that in the coming session there will be legislation on this subject, as the Duke of Richmond and Gordon has pledged the Government to appoint a Commission to inquire thoroughly into the whole matter. In England much has been already done for this object. The Earlswood Asylum, Red Hill, Surrey, which has now developed into a great national establishment, was founded in 1847 by the late Prince Consort, incorporated by Royal Charter in 1862. It holds a high place among similar institutions, and in March last contained 600 patients. The northern counties have been forward in the movement, and in the London district the asylums of Hampstead, Leavesdon, Caterham, and Clapton have been established, the Leavesdon Asylum having cost £173,033, the Caterham Asylum £182,129; and £75,000 has been set apart for the rebuilding of the Hampstead Asylum for the accommodation of idiot children. In Ireland, on the contrary, idiots as a class are almost altogether overlooked; the only step taken to improve their condition has been by one of your oldest members, the benevolent Dr. Henry Stewart, who devotes the earnings of his life to the maintenance of the asylum for idiots at Lucan. As yet, however, it has accommodation for only forty-three inmates. Idiots are amongst the most helpless of human beings, destitute of the powers of self-assertion, and unable unassisted to develop the faculties implanted in them by nature. Their capabilities for culture and enjoyment depend on the aid they receive from their fellow-men. For that reason there is no class which more feelingly though silently appeals to our sympathies. Utterly powerless of themselves, it surely is the duty of every Christian man to fan into useful action the sparks of intelligence which lie dormant in their natures.

According to the last Report of the Inspectors of Lunatic Asylums in Ireland for the year 1876, there were on the 31st December, 1876, 18,730 individuals of the population of this country mentally affected; of these 6,607 were at large, 8,073 in district asylums, 3,216 in workhouses, 644 in private lunatic asylums, and 166 in the criminal asylum at Dundrum. Of the 18,730 individuals mentally diseased in 1876, 8,332 were idiots or imbeciles. Of the 6,607 of the insane now at large in Ireland, only 934 are of the lunatic class, while 5,673 are idiots, imbeciles, or epileptics, many of whom are houseless wanderers, exposed to want and suffering, miserable themselves, and a nuisance to

the public by whom they are frequently treated with scoffs and rude insult. I may add the words of Lord O'Hagan in his eloquent appeal in the House of Lords on the subject of idiot and imbecile children: "The lunatic class is looked after because it is dangerous and consequently feared, while the harmless idiot and imbecile are despised and left to perish."

The fact that only 904 individuals, or little more than 7 per cent. of the lunatic class in Ireland remain at large, while 5,673, or 68 per cent. of the idiots and imbeciles are so circumstanced is the strongest evidence of the correctness of this remark, and of the necessity to have the law equalized in the two countries, and that the recommendation of the Charity Organization Committee be carried out: "That guardians of the poor be compelled under legal obligations to send all persons so circumstanced, as well as the blind and the deaf and dumb to special schools for their treatment." I am convinced that the great majority of idiots and imbeciles, unless those who are completely demented, are capable of a certain amount of happiness. Although deprived of the intellectual gratification of literature, they can still enjoy simple amusements, appreciate the beauties of nature, and from my own observations at Gheel, in Brabant, as well as according to the authority of Dr. Guggenbühl, are susceptible of religious impressions. This truth struck me forcibly, many years ago, when I visited Gheel, the oldest institution for the treatment of the insane in the world, which, established in the seventh century of the Christian era, has stood the test of 1,000 years. I again visited it in July last, and am satisfied of the humanity and efficiency of the arrangements for certain classes of the insane there, which contrast most favourably with the treatment of the same class in our workhouses.

The main question, however, which we ought now to consider is the establishment of asylums for the cure of idiotic and imbecile children in Ireland, at an age when their brains and organisms will more easily respond to the influence brought to bear upon them by judicious treatment. Then, if taken very young their dormant faculties can be developed, bad habits eradicated, and they can be taught many useful employments. The first asylum of the kind which I can trace was founded by Dr. Guggenbühl in 1840, on the Abendberg in the overland of Berne, Switzerland, a hill which overhangs Interlaken, 3,000 feet above the level of the sea, and beyond the elevation at which cretinism is developed. When I visited the institution in 1853 it was doing much good, but I learn that on the death of its founder the establishment was broken up. Since its foundation similar institutions have been established, one on the Mariaberg, near Stuttgard, in 1847, another at Winterback, in the valley of Rems, and one at Mühldorf in Bavaria, on the river Inn.

Experience having shown the importance of the complete separation of idiotic children from adults of their class, Clapton Asylum near London was established temporarily during the building of a large asylum for idiot children at Hampstead; 250 children are now located at Clapton, but it is intended that the Hampstead Asylum shall contain double that number.

I visited the Clapton Asylum in July last, and am satisfied that the results of the experiment will be most favourable under the superintendence of Dr. Fletcher Beach, the medical superintendent of the establishment, and the school-mistress Miss Stephens, who kindly made the children go through their exercises for me. Here, as at the Abendberg in Switzerland, the staff in charge of the children of both sexes is composed of females.

In England, the Act of 1862 enabled Guardians of the poor to send to certified schools the blind, the deaf, the dumb, the lame, the deformed, and the idiot. That Act did not extend to Ireland, and its provisions are to this day withheld from sufferers under many of the several heads in this country.

The Irish Act of 1843 empowers Guardians of the poor to send destitute children under eighteen years of age who are deaf, dumb, or blind to an institution for their treatment, and they may pay the expense of maintenance out of the rates. The very limited powers conferred under the provisions of the Act have been admirably utilized in this country by voluntary institutions, which have sprung up, erected by private benevolence, and unendowed by the State. Although crippled in their powers for good by the absurd provisions of the statute, which limit the age for the admission of young persons into such institutions to eighteen years, these voluntary institutions are already, I am proud to say, equal to any in Europe. Had the legal advantages which are possessed by similar institutions in England and Scotland been extended to this country, and had the lame, the deformed, and the idiot been included in the classes to be relieved under the provisions of the Act of 1843, the same agencies which created the existing voluntary institutions for the blind and the deaf-mute, would have produced similar results for the other suffering classes of the community. Had asylums for their care been possible under existing laws in Ireland, the idiot and imbecile pauper child would not now be houseless or shut up within the dreary, cheerless walls of workhouses, but would have homes with suitable appliances for the development of their dormant faculties, and be tended by the charitable aid of persons self-devoted to their care.

The statute of 1843, which limits to eighteen years the age at which the deaf-mute and the blind may be sent by guardians to institutions where they may be taught, is perhaps one of the most cruel of the incomprehensible enactments for

Ireland, which would not be tolerated in any other part of the United Kingdom, and which it behoves this Society to use its utmost endeavours to have altered.

Few but those who have care of the blind can conceive the mental darkness, and stagnation of the intellect which are the ordinary lot of this afflicted class. Yet the blind are most susceptible of teaching. Undisturbed by external objects, they can apply the mind with an earnestness far greater than those who have their sight. They are capable of strong mental impressions, and their devotion to their teachers is one of the most marked features of their class. They are likewise peculiarly scrofulous by constitution, and require special accommodation and arrangements to meet their wants, which are only provided in institutions set apart for their care. Yet the law directs that young men and women who have passed the age of eighteen years shall not be sent to a school where they can be taught and cared, and that age has been selected when the burden of helplessness grows most heavy with increasing years, and when the desire to acquire knowledge to dispel the gloom of their monotonous lives becomes most intense.

In Scotland, on the contrary, where the guardians are free to do what is right, the teaching of the blind has made most rapid strides, and they can even compete, in schools, with children who have sight.

The remarks I have made refer, in a special degree, to the female blind, whose labour is less remunerative than that of men. A blind girl in a poor man's family is considered a useless burden; at all events the afflicted creature fancies that she is so. Thus, the natural affections and the happy associations that brighten even the humblest home are destroyed and lost. In well-managed blind asylums, of which we have several in Dublin, the blind girl finds the loving care which her helplessness demands, and which robs her trial of half its sting. I have seen most touching letters from the matrons of workhouses stating that blind young women full of intelligence had just passed the age of eighteen, and entreating the manager of the institution to take them gratuitously, as the guardians were incapacitated by law from giving them help.

In a late visit to Belgium, I found in the Brussels Asylum for the female blind, a girl, deaf, dumb, and blind, who had been taught to speak. The Sister in charge interrogated her through the fingers, and she could answer with her lips. Laura Bridgeman, the blind deaf-mute in the Boston Asylum, gave another evidence of the bright intelligence and affection which children of this class possess. Of course we are all aware that deaf-mutes are not always dumb. Their deafness being the cause that they do not use their organs of voice for language.

Amongst the most remarkable papers of the late session was that read by the learned and benevolent Recorder of Dublin in May last, on Industrial Schools, and the importance of a large infusion of the industrial element into our system of education in Ireland. This leads me to give a slight sketch of the origin of reformatory and industrial schools in other countries, and their introduction into Ireland.

The principle on which such institutions are based is, that it is the bounden duty, as well as the obvious policy of the State to train destitute orphans, as well as pauper and perverted children who are hovering on the brink of crime, to be good, loyal and self-supporting citizens, instead of leaving them to grow up to be adult paupers and criminals. Such are specially the children of the State, whose mission is to provide for them that guardianship and guidance which they cannot give themselves. In every district of Sweden an officer is appointed to look after stray children who have no family protection, or whose parents are in prison, and it is his duty to place them in schools specially established for the purpose. Doctor Wines mentions that a Swedish gentleman, when asked, "Is not this arrangement costly?" replied, "Yes, costly, but not dear. We cannot afford to let a child grow up in ignorance, misery, and crime, to become a scourge to society as well as a disgrace to himself." He adds, "It is surely the highest economy to cut off the most copious source of adult crime, and thus stop the drain on the wealth of the State." In other parts of the continent of Europe, a like responsibility entails on the head of each municipality or district, and it is a trust ratified by Divine precept. In New York, the State Board of Charities has agents whose duty it is, under the laws of 1873 and 1875, to investigate every case of a child arrested for a crime, and to advise with the magistrates as to its disposal. They likewise keep watch and ward over waifs and stray children who are deserted by all except the State. A school for this object was founded by Pestalozzi in 1775, at Newhoff, in the canton of Argau, in Switzerland. The names of Fellenberg of Hofwyl College, Berne, of Vehrli, Kuralti, and other distinguished educationists were connected with the movement, and, according to the latest accounts, there are now seventy reformatory and industrial schools in the Swiss Republic with a population of 2,573 inmates.

In 1820, Van Den Bosch established in Holland a school for derelict and vicious children at Veenhunezen, and later, a similar school was established at Arnheim, near Zutphen, which ranks amongst the best managed on the Continent.

In 1833, Dr. Wichern founded at Horn, near Hamburg, the Rauh Haus which M. Demetz states was the model after which he created Mettray in 1839. In 1849, M. Ducpétiaux established the schools of Ruysselede and Béernem, near Bruges in Belgium.

Thirty-three similar schools, containing 2,268 children are, I am informed, established in Italy. In the other countries of Europe, many other such schools are to be seen, and they are very numerous in the United States. In Massachusetts, the Boston Asylum and Farm School for neglected children on Thompson's Island, in Dorchester Bay was incorporated in 1814, and removed to its present site in 1833, when the Island was purchased for the purpose. From it sprung as an offshoot, the Westborough Reform School, (opened in 1848), which averaged about 475 inmates (boys), in 1875. The first reformatory school established on a large scale in America, the New York House of Refuge, (now located on Randall's Island), was founded by Livingstone in 1825. The State Reform School, Philadelphia, was opened in 1828, and many others have since been established throughout the continent of America.

In England the Philanthropic Society (founded 1788, incorporated 1806), following out the ideas of M. Demetz, removed their school from London in 1849 to Red-hill, Farm, Surrey. The success which it has attained and the extensive support which it has received show its value. Private individuals as well as public bodies have since established reformatory and industrial schools in Great Britain, which numbered on the 31st December, 1876, sixty-five certified reformatories, containing 6,614 inmates, and 115 certified industrial schools, having 13,483 children under orders of detention.

The first Industrial School in the United Kingdom was opened at Aberdeen, in 1841, by Sheriff Watson. It was, however, only a day feeding school, the children being permitted to return to their homes at night. In other large towns in Scotland similar schools were established; and the want of legal powers to detain the children in the school, and to separate them from the influence of bad parents being generally felt, Mr. Dunlop, in 1854, succeeded in having an Act passed for Scotland (17 & 18 Vic., cap. 74), under which children found begging or wandering without proper guardianship may be sent to a certified Industrial School, and the child's parent, or the parish on which he has a claim, may be ordered to pay a sum not exceeding 5s. per week for his maintenance.

In May, 1857, a Bill was introduced into the House of Commons, under the provisions of which it was proposed to extend to England the powers given in Scotland under Mr. Dunlop's Act to compel payment for industrial school children out of the rates. The 16th section of the Bill proposed that justices, when sending a child to an industrial school in England, might, at the same time, order the Guardians of the union in which the child was taken into custody to pay out of the common funds of the union

or poor-rates of the parish a weekly sum not exceeding 3*s.* towards the maintenance of the child, together with all charges and expenses incurred respecting him, and also the expenses of his conveyance to the school—the payment to cease when the child attained the age of fifteen years.

The Bill was favourably received by the House; but some Boards of Guardians in Yorkshire objected to the proposed taxation of the unions, and raised such an opposition to it that the obnoxious clause was struck out, and the Act 20 & 21 Vic., cap. 48 (1857), became law.

I have entered into this perhaps too elaborate history of the origin and progress of reformatory and industrial schools in other countries, in order to show how generally the principle on which they are based is accepted throughout the civilized world: and because a prejudice did exist in Ireland, and still exists in the minds of some, against the treatment of young offenders otherwise than under penal discipline in prison, as criminals. A boy, twelve years of age, illiterate, with no previous conviction, the son of a tinker, now lies in the county of Dublin gaol at Kilmainham, for larceny of money, under a sentence of imprisonment for six months with hard labour by justices sitting at petty sessions. This boy is from my own neighbourhood, and I know his family surroundings; his uncle, a sweep, is constantly committed to prison for drunkenness and disorderly conduct, and I am satisfied that in any other country but Ireland the boy would have been sent to a reformatory.

I have further to observe that it has hitherto been too much the custom in Ireland to punish children who commit minor offences as if they were adults, and with a severity which must embitter their minds, and make them in after life enemies of law and order. I have found them on my inspection of county and borough gaols, sentenced to imprisonments for trifling offences, in prisons far from their homes, without the means of returning to their friends on the expiration of their sentences. Even so late as last September (1877), two boys (twins) were committed from the Petty Sessions at Letterfrack, Co. Galway, "*for a breach of the Sabbath Act, by working at seaweed for the purpose of making kelp on a Sunday.*" They were ordered to pay 6*s.* 6*d.* fine and costs, or be imprisoned for one week in Galway Gaol, from which they were discharged on the expiration of their imprisonment, to find their way back to their native place—a distance of upwards of fifty miles—without other support than 2*s.* 6*d.* which they had in their possession.

On my last inspection of Down Gaol in October, 1876, I found recorded in the journal of the Governor of the prison, that in the previous September, a boy, ten years of age, was committed

to the prison by one of the borough magistrates of Newry for having bathed in a mill-pond at Trevor Hill. The boy was sentenced to imprisonment in the gaol for one day. He arrived at the prison at 9.45 P.M., and was discharged from it on the following morning to travel a distance of twenty-six miles back to Newry, and find his way home as best he could, with only a few pence given him by the Governor to support him as he walked back. On another occasion, some years since, I found on my inspection of the prison, a very young servant girl in gaol under a short sentence for stealing some trifling matter from her mistress. She was, I was informed, previously of good character, but had been tempted to commit the theft. Two years afterwards, when I again visited the gaol, I found the same girl in custody committed for immoral conduct. Sent adrift after her first imprisonment she had no means to return home, and without friends in the town of Downpatrick, or means of support, she had fallen from the paths of virtue. She has now passed away, and the undue action of the law was her ruin.

As was the case with the insane already referred to, the more troublesome of the classes of juveniles, those who had become dangerous to the community, having fallen into criminal courses, were first legislated for in Ireland, while others who had not yet graduated in crime were neglected.

In August, 1858, the Irish Reformatory Schools Act became law, but the young vagrant was in express terms excluded under the seventh section of the Act, from its provisions. A child, no matter how young, if convicted of vagrancy only, must, under that section, have been sentenced to confinement in a gaol, and could not be sent to a reformatory. Thus, pickpockets and housebreakers, if under sixteen years of age, were committed to Reformatory Schools and young vagrant children to prisons. It was not until ten years afterwards, that, under the Amended Reformatory Schools Act of 1868, children could be sent to reformatories for vagrancy.

Previously to the passing of the Irish Reformatory Schools Act in 1858, in addition to the large number of young offenders committed to county and borough gaols in Ireland, many others were inmates of convict prisons, under sentences of penal servitude. The late Judge Berwick, then Chairman of the West Riding of the County Cork, referred in his evidence before a Committee of the House of Commons in 1853, to the numbers of young children—some only six years of age—sentenced to one month's imprisonment for begging in the streets of Cork. He had, he said, frequently tried for very serious offences children so small that a turnkey was obliged to hold them up in the dock in order that he might see them. He mentioned that in the previous

October one little child, tried before him for two distinct cases of housebreaking, had to be so lifted up to enable him to be seen. The Judge added that he invariably found these children had commenced their careers of crime after committal to gaol for begging. He particularly investigated the case of this same little housebreaker, and learned that the boy had first been sentenced, for begging, to an imprisonment of one month in Cork County Gaol, where, after association with experienced juvenile offenders, he had come out of prison trained precociously to vice. In the Convict Depot at Mountjoy the male juveniles numbered 167 in 1854, and 169 in 1855. They were the most troublesome class of convicts in the prison, and it was decided to establish a penal reformatory, on the plan of that at Parkhurst, for their reception.

The Commons of Lusk were inclosed by Act of Parliament in 1856 for that purpose, and, in 1857, a vote for £10,000 was taken for the erection of the buildings thereon, which expenditure was rendered unnecessary by the establishment, in the following year 1858, of reformatories in Ireland, and the Lusk Commons were then appropriated as an intermediate prison for adults. At that time, the want of reformatory schools in Ireland was so much felt that before the close of the year 1859, which followed the passing of the Act of 1858, six of the present existing reformatories were erected by private subscriptions and certified. On the 1st of the present month (November, 1877), 1,073 young offenders were inmates of reformatory schools in Ireland. On the 1st January, 1876, the numbers were 1,160, showing a decrease since the 1st January, 1876, of eighty-seven young offenders under detention in the Reformatory Schools of Ireland. I desire further to add that during the last twelve years only twelve males and one female under sixteen years of age were sentenced to penal servitude in Ireland.

In May, 1868, the IndustrialSchools Act for Ireland, introduced into Parliament by The O'Conor Don, and supported by the late Lord Mayo, passed the Legislature. Then, for the first time in the annals of Ireland, the State gave a home, not in a prison or a workhouse, to the young vagrant, the houseless, friendless child, and the destitute orphan, who was not a criminal. Up to that year, the young pickpocket and precocious burglar had an asylum in the reformatory, where if well disposed he could be taught a trade by which he might become self-supporting, and by industry gain a livelihood and make for himself a respectable position in life; but the destitute orphan and the friendless vagrant were expressly excluded by the provisions of the statute from the advantages of the reformatory school system because they had not yet fallen into vice.

The Industrial Schools Act of 1868, although a very great boon to this country, was shorn of many of the provisions of the statutes for that object applicable to other parts of the United Kingdom, and to the present day a destitute friendless orphan when once admitted into a workhouse (unless on remand by magistrates under the twelfth section of the statute) must remain permanently a pauper reared in the children's wards of the union, in charge of adult paupers, whose adversity or misuse of life has driven them to end their days in the union. They are not the proper companions or instructors to form the character of youth. Broken down by adversity or degraded by vice, to them should not be intrusted the duty of imprinting on the weak but impressible mind of childhood a spirit of self-reliance and industry. They can never teach youth otherwise than to cling to charity for support. Far other and higher influences must be brought to bear to prevent the friendless vagrant and untutored child from degenerating into the criminal. Guardians of the poor have occasionally applied to me to have sent to an industrial school some orphan girl or the offspring of a criminal under sentence of imprisonment or penal servitude, under the impression that the convict would probably, on the expiration of the term of his or her sentence, remove the child from the workhouse for the worst of purposes. In such cases it has been my most painful duty, in the administration of the statute, to point out to them that such a course is clearly illegal in Ireland, as, according to the opinion of the law officers of the Crown, a child receiving relief in a workhouse, whether an orphan without any parent or having a surviving parent undergoing penal servitude or imprisonment, cannot be legally sent to an industrial school, because a child in a workhouse is not destitute, the guardians having undertaken its support. For that reason, such a child must be left to its fate. How different is the law in Great Britain! There the guardians of the poor of a union or the board of managers of a district pauper school or the parochial board of a parish may, with the consent of the Local Government Board in England or the Board of Supervision in Scotland, contribute such sums as they think fit towards the maintenance of children admitted on their application into certified industrial schools; or, if a pauper child is under fourteen years of age and is the child of parents either of whom has been convicted of a crime or offence punishable by penal servitude or imprisonment, he likewise may be sent to an industrial school.

Prison authorities, school boards, and other public bodies in England and Scotland have similar powers, and it is only in Ireland that children who most require assistance are denied the advantages so freely given them in other parts of the empire.

In America, the legislature of New York, keenly alive to the

elevating influence of good example upon the mind of the young, passed in 1875 a law (cap. 173, sect. 1), by which it is enacted that—

"On and after the 1st January, 1876, it shall not be lawful for any justice of the peace, police justice, or other magistrate, to commit any child over 3 and under 16 years as vagrant, truant, or disorderly, to any county poorhouse of this State, or for any county superintendent or overseer of the poor, or other officer to send any such child as pauper to any poorhouse for support and care, unless it be an unteachable idiot, an epileptic, or paralytic, or otherwise defective or unfit for family care; but such justice shall commit such child not above excepted to an orphan asylum or other charitable or reformatory institution as now provided by law."

I am convinced that this policy of the New York legislature will sooner or later be recognized by our own. In my opinion it needs but a very limited experience of the life led by children of tender years in gaols and workhouses, to perceive the far-sightedness of the provision of this law, the humanity of its principles, and the wisdom of its adoption.

Houses of refuge in Scotland and similar institutions may receive and maintain children sent to them under the Industrial Schools Act, and may pay for their training, maintenance, and disposal out of the funds under their control, and parents and guardians unable to control their children under 14 years of age may apply to the Bench, and have them sent to such institutions. Public bodies may not only contribute towards the maintenance of the children in the schools sent on their request, but may themselves erect and maintain the institution at the public cost. None of these provisions exist in the Irish Act, and managers in Ireland must themselves purchase the land, and erect the buildings intended for industrial schools. For this purpose, managers of schools in Ireland have expended during seven years, up to the 31st December, 1876, a sum amounting to £160,644 17*s.* 10*d.* That money was provided out of their private resources, or else borrowed on personal security, or collected through voluntary subscriptions from the public. A further considerable sum has been expended for that object during the present year, and the fact that managers have made such great sacrifices for the purpose is the best evidence of their zeal and earnestness in the work which they have undertaken.

During the nine years which have elapsed since the passing of the Irish Act, no amendment has been made in its provisions; but this, no doubt, will soon be done. Powers will, I trust, be granted by statute to the Board of Public Works to lend money for the erection of buildings and the purchase of land, on solvent security, repayable by instalments.

The voluntary system on which the Irish schools are mainly

based, and which has worked so satisfactorily in the reformation of convict women at Golden Bridge Reformatory for upwards of twenty years, when intrusted to earnest and efficient management is always sure to obtain the most favourable results. Such institutions may safely be left to the zeal and guidance of men and women who have already overcome many difficulties, and whose lives and fortunes are alike devoted to the work which they have undertaken. Their motives are far higher than any that can be created by the hope of pecuniary advantage, and their success will be commensurate with their aspirations.

At present, poor law unions in Ireland are, from various causes quite unable to develop trades industries in workhouses, and the fatal results are that hundreds of children, who, under other circumstances, might have become useful members of society, are condemned, without any fault of their own, to sink on the very threshold of independent life into the pauper and unproductive class. As a guardian of the poor since the passing of the Poor Relief Act in 1838, and during my official connexion with prisons, I have had the best possible means of judging of the extent of misery and crime which is produced amongst the youth of both sexes when they enter upon life without the knowledge of skilled technical industries. This more especially applies to girls in workhouses. Every temptation is held out to them, by designing emissaries of their own sex, to apply for their discharge at as early an age as the rules will permit, and, when at liberty, without friends to advise or help them, without skilled knowledge to earn an independent livelihood, surrounded by temptation, their ruin is speedily completed.

At an early period of its history Ireland was celebrated for the artistic taste, as well as for the intellectual pre-eminence of its people.

To Donatus, the holy and learned Bishop of Fiesole, who died in 873, we are indebted for the graceful tribute to Ireland contained in the well-known lines—

> "Insula dives opum, gemmarum, vestis, et auri,
> Commoda corporibus ære, sole, solo;
> Melle fluit, pulchris et lacteis Scotia Campis,
> Vestibus atque armis, frugibus, arte, viris;
> In qua Scotorum gentes habitare merentur,
> Inclyta gens hominum milite, pace, fide."

The works in metal and stone of ancient Ireland which remain, the sculptured crosses, the ornaments, and works in gold and other metals, and the illuminated manuscripts, such as the Book of Kells, give testimony to an artistic skill and excellence nowhere surpassed at the periods when they were produced.

That has, however, all disappeared, and in three provinces of Ireland the greatest ignorance of technical industries prevails. The managers of industrial schools are at present educating 4,764 of the future workers of Ireland, and it behoves them to foster and develop the latent talent which unquestionably exists in Ireland. From amongst the children of the Irish poor have arisen some of the best artists in sculpture and painting of our own time; but to train in early life the eye of the future artificer to understand the laws of colour and form, is absolutely necessary for the success of his subsequent career. A child may inherit the brilliant genius of a Barry, a Hogan, a Shee, a Maclise, or a Foley, and yet, if the eye remain uncultivated and the hand untutored in art, posterity will be deprived of works perhaps equal to those already bequeathed to us by the great masters I have named. To supply the means of art cultivation the Science and Art Department, South Kensington, has been established, and its advantages have been brought within the reach of the children in every school. From it the pupils of the Industrial School at Parsonstown have, during the present year, secured nineteen prizes and eighty certificates, and the managers of that and other schools are now using their utmost powers to develop the abilities which the children confided to their care possess.

In Belgium, near Ghent, an experiment has been attempted which has already been attended with marked success. In the small village of Malte-Brugge, an institution has been founded which I hope to see copied in this country. Into it, destitute orphaned children are admitted, sent by the burgomasters of different districts, much on the plan of our industrial schools. The institution is classed as "*école-libre*," being mainly supported by M. de Hemptiume, the proprietor of the estate on which it is placed. It contains 250 boys, of whom those of superior intelligence are instructed in the principles of art in a like manner as in schools connected with the Science and Art Department here. Freehand, geometric, perspective, and model drawing are taught, and the education is, as far as possible, of an intellectual as well as technical character. The aim of the teaching is to create a school of high art, such as produced great results in the middle ages in Flanders: the leading object of the founder, M. de Bethune, being to train a body of accomplished and intellectual men, to be not merely servile imitators but inventors, and to establish the union between the conception of the artist and the hand of the workman. The teaching in the school is exclusively Gothic, and the drawings pre-Raphaelite. The village is composed of the different workshops, and the residences of the teachers. There a number of the inmates of the

orphanage are instructed in carving in stone and wood, painting, cabinet-making, working in brass and iron, as well as in the precious metals, carving and casting in brass, bookbinding, gilding, and ceramic painting. At the time of my visit, in July last, a small furnace was in course of erection for the manufacture of enamels after the ancient models.

Passing through the workshops, I observed a small boy, Eugéne Dubois, about eleven years of age, who was painting on brass. Although without hands, the boy was able, by managing to hold the brush in the stumps of his arms, to produce work of a high order; and I was shown some ceramic painting well executed by him. In such institutions no talent is lost; the intellect of each inmate is turned to the best account, and the mental powers of the children are cultivated with the same skill and success which characterise the agriculture of the country. I venture to say, that there are more weeds in many a farm in Ireland, than in all Belgium, and that a greater amount of intellectual power lies undeveloped and lost for want of cultivation in one-tenth of the workhouses of Ireland than in the entire of that kingdom.

The mission of our industrial schools, if rightly directed and encouraged, is to effect results such as I have seen in Belgium; and I trust that the day is not far distant when that purpose will be accomplished.

Previously to the passing of the Industrial Schools Act for Ireland, private charity, in pity of the condition of the friendless orphan children throughout the country, established a number of orphanages, in which they were housed, and where they received literary instruction; but, with impoverished means, the institutions were badly kept, and the children poorly fed and clothed; no technical instruction beyond a little tailoring or shoemaking, or bag-making was given, and for this reason, the results were not satisfactory. When the Industrial Schools Act became law, the idea of teaching a pauper boy any trade beyond tailoring or shoemaking was too novel to be contemplated, and until the Artane School was certified, not a single acre of land was attached to any industrial school for boys in Ireland. The teaching of skilled labour to paupers was considered an innovation which could not be tolerated, and some men of intelligence even still entertain the same idea; there is, however, now scarcely a manager of an industrial school in Ireland who has not adopted the system of trade industries as far as the funds at his disposal will permit.

Another branch of the industrial school system which I hope to see more fully developed is that of educating boys for the Royal Navy, the merchant service, and as fishermen. The establishment of schools for the latter purpose, at suitable places on our coast, would be of the greatest possible assistance in the

development of our fisheries, but I regret that, when the opportunity was presented, the proposal did not receive that support from the public which it deserves.

At the inaugural banquet of the Lord Mayor of Dublin, in January, 1870, the Lord Lieutenant, Earl Spencer, stated in his speech, that he had communicated with the Admiralty, respecting training ships for industrial schools, and, he added, that he hoped training ships would soon be established not only in Cork and Galway, but likewise in Dublin. The *Gibraltar* and *Creole* were selected as training ships for Cork, and other ships were sought for Galway and Dublin, but from want of sufficient local support all the arrangements fell through. Then, after a period of two years, two benevolent citizens of Belfast gave their personal bond to the Admiralty for the repayment of the cost of removal to Belfast Lough of the ship *Gibraltar*, refused by the people of Cork, and to guarantee the reimbursement of the expenses attending the fitting up of the ship and providing stores and other requirements. Were it not for the public spirit of these two gentlemen, Ireland would now be without an industrial school training ship, to provide sailors for the Royal Navy and the merchant service.

When the idea of having training ships in Cork Harbour was given up, it was proposed that a boys' industrial school should be established on the peninsula of James's Fort, at the entrance of Kinsale Harbour, for the purpose of teaching fishing to the boys. The land which formed the peninsula was sufficient, and was in the hands of Government, which was willing to promote the object.

That project, which in my opinion was preferable to a training ship, was, notwithstanding the great advantages offered, also abandoned, on account of want of support from those who had influence in the district—a loss which is much to be regretted.

Kinsale is perhaps the best fishing station in the British Islands, and there children brought up as fishermen could have been trained, on the most improved system, in a pursuit that would have developed an important branch of industry for the country, an industry which, notwithstanding all the efforts that the Commissioners of the Irish Fisheries are making, is still greatly neglected in this island. The fishing grounds of Kinsale are abandoned to the enterprising fishermen of other countries, and French, Dutch, Manx, Scotch, and English boats now derive large profits from an industry lying at the very door of Cork.

One of the most obdurate prejudices with which I have had to contend is the idea which prevails, even amongst the educated classes in Ireland, that a generous diet is not required for children of the classes to which the inmates of industrial schools belong.

In July, 1875, the Grand Jury of an inland county passed a

resolution in which they deprecate the use of meat given to children on four days in the week in the industrial school of their county. This opinion being shared by others, I desire fully to explain my views on the subject, as I believe that the success of the industrial school system depends, morally and physically, to a great extent, on the sufficient nurture of the children sent to these institutions.

The undue proportion of scrofula amongst the very poor in Ireland is shown by the figures of the last return of the Census Commissioners (1871), which states that the victims of scrofula, as represented by the deaf, dumb, and blind, are proportionally greater in Ireland than in any other part of the United Kingdom.

In Ireland one person in every 455 of the population is either deaf and dumb, or blind. In England and Wales the proportion is one in every 686, and in Scotland one in every 658. From observations made whilst on my inspections through the country, I feel satisfied that the many other forms of scrofula are equally frequent in Ireland. This is evident from the large amount of struma in its different phases, which is observable amongst the children committed to industrial schools from some districts. Many of these children are stunted in growth, covered with vermin and skin disease, and afflicted with strumous ophthalmia, or follicular granulations of the eyelids, analogous to the tubercle of consumption, which may be developed at any moment. Some also are of weak intellect, and uncertain of purpose, destitute of strength of mind or body, fitful, self-willed, or epileptic. These symptoms are evidence of imperfect nurture in early life, and persons accustomed to the management of prisoners are aware how frequently they render the unfortunate inheritors of them the most troublesome amongst the inmates of our gaols.

Von Niemeyer, a high authority on the subject, is of opinion that one of the primary causes of scrofula is the use of a coarse diet, containing little nutriment in comparison with its bulk. Such food given to children is insufficiently assimilated by the tender vital organs in the first years of life. Hence the normal growth of the functions is checked, an impoverished and vitiated circulation is created, and the children grow up with an impaired organism, weak nervous powers, devoid of energy or vigour, and deficient in the self-control, and the self-reliance which are essential to industry.

To counteract these effects, cod-liver oil, a generous diet—eggs, meat, and plenty of new milk—are necessary. By the use of these, the over activity and excitement of the nervous system disappear, the body increases in plumpness, the general nervous irritability of the system subsides, a moral tone is generated, the functions of body and mind are developed, and the children may then become useful citizens in after-life.

Industrial schools are intended to effect this object and likewise to train their inmates to habits of order, self-control, and industry; to teach them that labour is the duty prescribed for all in their station of life: and that to live in idleness is a crime so long as they have mental or bodily power to labour for their support. Above all, to aim at excellence in their work, by which honour and success is won, for human life cannot be honourable if idle or remiss in the discharge of its appointed duties. The character and capabilities of each child should be studied so as to cultivate the special qualities of each, and utilize them best for the individual as well as for the public good.

For this purpose, technical knowledge should be imparted, so that every child may become an expert in the class or kind of work for which he or she is most fitted.

A girl should be taught to sew well, to cut-out and make her own dresses, to become familiar in the use of the sewing machine, to understand housework, the staining and stencilling of floors, the handling of glass, delft, and other breakable articles; to clean grates and furniture, to wash well and make up fine linen, to milk cows and make butter, to practically understand the women's part of farm management, and all household duties. She should be instructed in the making and baking of bread, and how to cook food to the best advantage, and so introduce many comforts now unknown into Irish cottage homes.

Cooking is well taught in many of these schools, but I yet hope to see regular schools of cooking in connexion with South Kensington established.

Girls of superior intelligence should be trained in industrial schools for higher positions, such as teachers, artists, photographers, and lithographers, shop apprentices, telegraph clerks, or other occupations suitable for females.

It is admitted that the superior taste and natural abilities of Irish girls fit them for any work to which females can be trained. They can manufacture the finest point and other lace, and, where they have been instructed in the laws of design, they can produce patterns which are unsurpassed.

Boys should learn the trades for which they are most suited. This department is well developed at the Artane School. There the boys according to their capacities are taught tailoring, shoemaking, harness-making, house and farm carpentry, cabinet-making, painting, smiths' work, and tin-smiths' work, baking, brewing, weaving, rope-making, lath-splitting, masons' work, gardening, farm labour, and the duties of house servants. The younger boys knit, cut-out, and make shirts and caps, and work the sewing and knitting machines, while the boys of superior intelligence are educated for clerkships and for mercantile pursuits.

The boys weave their own cloth, blankets, sheets, and towels,

make their own clothes, and every article in use in the household.

The farm, 100 acres, is admirably tilled by the boys, who are thereby enabled to supply at the lowest possible cost nearly the whole of the food consumed in the institution.

The importance of having sufficient land attached to Industrial Schools, more especially for boys, cannot be over-estimated. The out-door occupations and pure atmosphere of the country are powerful sanitary agents towards the elimination of scrofula from the constitution of the impoverished children who find their way into the schools. The late Recorder Hill, of Birmingham, remarks "every successful Reformatory Institution of which I have a knowledge, makes the cultivation of land a leading object of attention, and much of each day is spent by the pupils in the garden or the field to the great improvement in body, mind, and spirit." Besides, in an agricultural country such as Ireland, where, in three provinces few manufactories are at work, it is of immense importance that the labouring classes should have a practical knowledge of the various duties of farm servants, and of the care and treatment of land and of animals.

At Artane School the manager ascertains the trade to which the boy's parent or relative belonged, and if he has fitting talent he is apprenticed to it. The object is to revive trade ideas, and to teach boys that various articles which are now imported can be easily manufactured at home. Almost every seaport town in Ireland, of any consequence, imports enormous quantities of bulky articles, such as furniture of every description, tin-plate work, earthenware, and ironmongery. With ordinary skill, those articles could be manufactured in Ireland. Germany, France, Switzerland, and Belgium supply us with manufactured goods in the production of which the Irish formerly excelled. Several trades which give exclusive employment to continental children, and for which the Irish are well fitted, are absolutely unknown or neglected in this country. Wool, although so largely produced in Ireland, is exported to England and other countries to be returned to us as cloth. It is only in Ulster that trades industries flourish, and that the labour of children is appreciated.

Since the establishment of industrial schools in Ireland, 2,530 children (852 boys, and 1,678 girls) have been discharged from them in regular course, and I have endeavoured by every means in my power to test the results of the training of the children by their conduct subsequent to their discharge.

With that object, I have each year addressed a circular to the governors of county and borough gaols throughout the kingdom, and their returns fully corroborate the reports of managers of the schools, who state that very few indeed of the children, male or

female, who have been trained in industrial schools in Ireland have been afterwards convicted of crime.

During the seven years which have elapsed fifty-two children under orders of detention, either inmates of the schools, or on license, have been sent to reformatories for breaches of the rules, absconding, or other offences; but of the 2,530 children discharged from the industrial schools up to 1st January, 1877, only eight, five boys and three girls, have been convicted of crime.

In the course of the three years—1873-74-75, the last of which we have statistics—1,530 children (509 boys and 1,021 girls) have ceased to be inmates of the schools. Of these 14 boys and 10 girls were committed to reformatories, 61 boys and 86 girls died, 173 were discharged by the Chief Secretary without having received training in the schools, the great majority having been illegally committed. The total, therefore, to be reported on amounts to 1,186. Of these 18 have died since their discharge, and of the remainder, 996 are known to be doing well, 33 are doubtful, 126 have been lost sight of, 9, who were very young (under 14 years of age) were recommitted to the schools, and only four (boys) were guilty of offences for which they were punished by committal to prison. None of the girls were committed to gaol during the period. These figures speak for themselves, and show the results of the training in the schools.

The Irish Executive has given every facility for the efficient working of the Industrial Schools Act of 1868, to the full extent, which the very limited powers of the statute allow, but until the Act is amended the whole benefits of the system cannot be realized. The Treasury grant for the maintenance of the children in the schools, which, in 1869, was only £6,500, is now £62,000, and the full amount, 5*s.* per week, is given for the maintenance in the schools of each child. The Corporation of the City of Dublin and the Grand Juries of some counties also supplement the Treasury grant, so as to make the amount equal to that granted by School Boards and other public bodies in England.

During the past year (1876) the Corporation of Dublin has contributed £5,602 for that object, and the county of Antrim £2,450. The Grand Juries of other counties have likewise liberally contributed, more especially those of Cork, Dublin, Galway, Kerry, Wexford, Waterford, Mayo, Longford, and Monaghan, but the Grand Juries of some few counties, through a narrow and mistaken policy, either do not yet contribute or do so only in a parsimonious and insufficient manner. I feel confident, however, that, as the system becomes understood, all will unite in rendering the working of the Act efficient.

Each year it is becoming more appreciated, and I am satisfied

that much is due to the consistent and unvaried patronage of successive Viceroys. Earl Spencer, in his speech at the inaugural banquet of the Lord Mayor in 1870, first brought the matter specially under the notice of the citizens of Dublin, and afterwards visited the institutions to encourage the earnest men and women who had undertaken the work. Later the Duke of Abercorn, accompanied by the Lady Georgiana Hamilton, visited some of the schools. But it was reserved for very recent times to gain for the Industrial Schools that Vice-Regal countenance and favour which have imparted new life to them, and brought the system to that public notice which was the principal thing wanted to show its efficiency. The present Lord Lieutenant and the Duchess of Marlborough, deeply interested in every institution that conduces to the education and prosperity of the Irish people, have done so much to benefit our Industrial Schools, and to promote the Industrial School system, that I rejoice to find the new wing of our Dublin Industrial School at Artane is most appropriately destined to bear the honoured name of Marlborough.

I fear I have trespassed too long on the patience of this meeting, but the subjects are but imperfectly understood by the Irish public, and believing as I do that the social progress of Ireland will be materially forwarded if these institutions are managed on the system which I have endeavoured to establish, I have ventured to enter into details that otherwise might be considered too minute for an address such as this. Our Society, however, being established for the social advancement of this country, and more especially for the improvement of the social relations between classes, I am sure I shall be excused.

I was anxious to have expressed my views on that branch of the subject so eloquently and feelingly brought under your notice by the Recorder of Dublin in his paper of May last. I refer to his proposal to extend to Ireland the 16th and 17th sections of the Elementary Education Act for England for the establishment of day industrial schools; but time presses, and I have already exceeded my limits. The subject is one of difficulty; and care must be taken not to lower the standard of training and education in industrial schools. I believe, however, that, through the machinery of the Board of National Education, the object which the Recorder has in view may be effected.

Another matter of great importance, that of Army-training Industrial Schools and boy enlistment, was mooted at your meetings by Major Geary, and has already met the approval of a Departmental Commission of the War Office. The subject was first brought under public notice by Captain Hamilton, of Fiddown, one of the inspectors of the Local Government

Board, in two pamphlets which he published, and I have no doubt that some arrangement will ultimately be made to encourage artisans to enter the army. Then the country will not be infested by a large and dangerous class of tramps, discharged soldiers, who now crowd the gaols and workhouses ignorant of every means by which they could earn a livelihood. They are a burden and a danger to society. We have already trained in industrial schools a number of artisans—saddlers, cart-makers, smiths, and others for the artillery, and their success has encouraged many to follow their example.

When Italy was in its glory, its proud princes were merchants, and the Medici were not ashamed to place in their coat of arms the three pills which it is said denoted their origin. When the Municipalities of Flanders dictated to Kings and Emperors, the eye of their humblest citizen was trained to art, and the people of Antwerp preserve to this day with jealous care the ironwork of the blacksmith painter, Quentin Matsys, who, although prompted by the strongest motive, love, could not without early training in art have executed the works which have made his name famous.

In our own time, the small Kingdom of Prussia has developed into a mighty empire, in some measure through the technical as well as scientific education of its people; and the Emperor William on his birth-day receives as the most acceptable presents, from his children, works which are the manufacture of their own hands.

The late lamented Prince Consort imbibed in the School of Bonn that classic and refined taste by which he was enabled to introduce amongst us those wondrous improvements that have tended so much to beautify our most ordinary manufactures. He it was who revolutionized our ideas of form and colour, and revived the elegant conceptions of the Middle Ages and of antiquity which have been reproduced in every article now in use. I well remember when the designs of English manufacture, although admittedly of superior workmanship, were the ridicule of the more artistically-educated people on the Continent.

After the depression of the famine in Ireland, William Dargan, who attained his position by the work of his own hands, was the first to follow the example of the Prince Consort, and, unsupported, to call the Exhibition of 1853 into existence. He permitted us to assist him by our advice and exertions, but, taking for his motto that industry should be self-reliant and supported without extraneous aid, he would not receive one shilling of our money in the form of subscription. Her Majesty and the Prince Consort with the Royal children visited not only the Exhibition but Mr. Dargan himself, and so strong was popular feeling that it was decided that some testimonial should record his

labours, and the present National Gallery of paintings was the result. The trustees of the Fund felt, however, that, as an example to the working man, his statue should stand in a prominent position on the very site of that splendid Exhibition which his munificence created. The statue on Leinster Lawn was accordingly erected, and was unveiled by one not unworthy of the task, the Earl of Carlisle, the representative of her Majesty in Ireland.

My friend Sir Dominic Corrigan has wisely remarked, that "a statue in the public way is a book to every passer by," and may we not fairly assume that some of our Industrial School boys, as they pass by Dargan's statue, may read the lesson aright, and be led to follow the example of the man who stands in bronze before them, and who in his boyhood had prospects no better than their own?

The object of this address has been to show that the children of the poor in Ireland do not receive the paternal care bestowed on the same class by the governing bodies in Great Britain, and that it is our bounden duty to use our best exertions to have our law assimilated to that in force in other parts of the United Kingdom. Treat the children kindly, educate them, and place them in a position to earn their bread honestly, and they will be grateful, loyal, and industrious; but when they only meet with harsh and repressive treatment from the authorities with whom they are brought in contact, they grow up with feelings hostile towards their superiors and antagonistic to the laws of their country. The child condemned, as we have already heard, to spend six months picking oakum in a cell in Kilmainham gaol, from which, through its muffed glass windows he cannot see even the face of Heaven, will return to his home embittered against law and order, and an apt pupil of his ill-conducted relatives. He has begun his career in gaol, and it will be God's mercy if he do not end it there.

The same bright genius that in former ages made Ireland so distinguished amongst nations is not extinct amongst us. From the time when the inroads of the barbarians desolated Europe in the sixth century, until the partial revival of education under Charlemagne in the ninth, Ireland was the retreat and nursery of learning, and the centre of intellectual activity. Camden declares that she was "the general mart of learning," and Eric, of Auxerre, in the ninth century says, that "a whole train of philosophers from Ireland is emigrating to the French coasts." Charlemagne founded the great schools of Paris and Pavia, and he placed them under the direction of two Irishmen, committing Paris to the care of Clemens, and Pavia to Albinus. In Germany an Irishman, Virgilius, Bishop of Saltzburg, first taught that the

earth was a sphere, and that there existed antipodes. Donatus, Cataldus, the poet Sedulius, Columbanus, and countless others of our Celtic countrymen, spread by their learning the fame of their native land throughout the continent of Europe, as Aidan and Adamnan did throughout England.

In music also, the Irish enjoyed no inconsiderable reputation, and in the seventh century we find Gertrude, the daughter of Pepin, the potent Maire du Palais, sending to Ireland for persons qualified to instruct in psalmody.

All we want is a system of technical education for the working classes. The Celt is no inapt scholar. The raw material is plentiful—its proper use is what is needed. Let our rulers open their eyes to this one fact, and let them apply the remedy by kindly fostering and practically educating the children of the people. Ireland will then be regenerated, and the South and West become as prosperous as the North.

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