

1869.

THE
DUTIES AND OBLIGATIONS
OF EVERY SYSTEM
OF
PRIMARY EDUCATION
IN IRELAND:

OR,
THE IRISH TEACHERS' GRIEVANCES.

BY
JOHN HARTE,
TEACHER;
ASSOCIATE IN ARTS, QUEEN'S UNIVERSITY, IN IRELAND.

"Faith in Providence, the sanctity of duty, submission to the parental authority, respect for the laws, for the Sovereign, for the rights of all men: these are the sentiments which the Teacher must unceasingly inculcate."—M. Guizot.

DUBLIN:
PRINTED AND PUBLISHED BY ROBERT M. CHAMNEY,
18, LOWER ORMOND QUAY.
FOR THE AUTHOR.

PRICE SIX-PENCE.

May be had by order from all Booksellers.

Houses of the Oireachtas

Central Committee, Irish Teachers' Association,

33, Denmark Street, Dublin,

Address,

MR. JOHN HARTE,

RINGSEND NATIONAL SCHOOL,

DUBLIN.

Secretary.

7th day of July, 1869.

SIR,

As you have already kindly promised to advocate the claims of the National Teachers of Ireland, when a fitting opportunity for doing so should arise, and as a discussion will take place upon our case when the educational estimates for Ireland will be brought under the consideration of the House of Commons; I respectfully hope you will find it convenient to be in your place on that occasion, and thus give us the great benefit of your advocacy and support. You are already familiar with the question of our grievances, but I take the liberty of again bringing under your notice a few of the leading ones. 1st. Our average salary is from the State under £27 per annum, and from all other sources, £7 per annum. 2nd. There is no provision made for giving us pensions. 3rd. The introduction into Ireland of a system of payment for Teachers, similar to that which prevails in England, would be most prejudicial to our interests and to the progress of Education in this country.

Thanking you most sincerely for the interest you have manifested in our case,

I am most respectfully,

JOHN HARTE, *Secretary.*

P.S.—I take the liberty of forwarding to you by this day's post a copy of my little pamphlet on the "Duties and Obligations of every system of Primary Education in Ireland," for your information.

J. H.

Special Committee, Irish Question, Association.

25, Darnley Street, Dublin.

The 10th of July, 1880.

MR. JOHN BARTER,
11, Darnley Street, Dublin.

My dear Sir,
I have already kindly promised to advocate the
claims of the National League of Ireland, when a fitting opportunity for doing so should arise, and as a discussion will take place upon our case when the National League for Ireland will be brought under the consideration of the House of Commons; I respectfully hope you will find it convenient to be in your place on that occasion, and thus give us the great benefit of your advocacy and support. You are already familiar with the question of our grievances, but I take the liberty of again bringing under your notice a few of the leading ones. 1st. Our average salary is from the State under £27 per annum, and from all other sources, £7 per annum. 2nd. There is no provision made for giving us pensions. 3rd. The introduction into Ireland of a system of payment for teachers, similar to that which prevails in England, would be most prejudicial to our interests and to the progress of Education in this country.

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EXTRACT.

"Our columns yesterday contained the inaugural proceedings of a new
"Irish Agitation, the circumstances of which require attention. A convention
"of the National School Teachers of Ireland is a novelty which cannot be
"regarded without the interest attaching to that feature in its character. It
"is still more worthy of notice as an assembly of delegates—for such, it
"seems, the meeting of Wednesday was—representing nearly 7,000 (classed)
"intelligent, sharp-witted persons, brought together, as it would seem,
"mainly by the pressure of narrow means!

"Poverty is ever a dangerous element in society : it is especially dangerous
"when it coexists with *intelligence* and the restlessness that belongs to the
"notion that the merits of the persons concerned are superior to their
"emoluments and position. We point to these circumstances with no design
"of discouraging the adventure of the schoolmasters, but with a view of
"doing what in us lies to point out to the public, and to the teachers them-
"selves, the true character and bearing of the movement.

"We would not be understood, however, as though we thought that
"National Schoolmasters should be debarred from thinking and speaking
"upon public affairs. Our opinion is, on the contrary, that no class in the
"community would be more benefited by a thorough understanding of politics
"than the teachers of the people, and that no other class could communicate,
"more beneficially and extensively, of their own fulness in that species of
"useful knowledge than that very class. In short, we fully agree with Mr.
"HARTE one of the speakers, that the object of a system of national instruc-
"tion is to diffuse education among the people—to develop their under-
"standing and enlighten their minds, in order, by such education to secure
"*and strengthen the stability of the Throne, and to maintain the integrity of the*
"*Empire and its Constitution.* These principles cannot be inculcated unless
"they be understood, and they involve, in their apprehension, the *whole*
"*science of politics.* It is of the utmost consequence that the teachers of the
"people should, not only understand but believe in those principles of
"personal and national independence upon which the maintenance—nay,
"the very possibility—of a Constitutional Government depends. We also
"go fully with the intelligent speaker to whom we have alluded, and with
"the general sense of the meeting, in thinking that, it is too much to expect
"*sound political principles and efficiency,* in the discharge of their important
"duties, from educated men, such as National Schoolmasters ought to be,
"for an average remuneration of 9s. 8½d. per week. This grievance ought
"to be redressed ; and, if the Commission now engaged in investigating the
"subject of primary education does anything at all, it must lead the way to
"a *proper increase* of the incomes of the Schoolmasters. We think further,
"that it would be proper to secure the age or incapacity of those public
"officers from want—that a provision ought to be made for these contin-
"gencies, under proper regulations. A remarkable anxiety was
"shown by the sense-carriers of the meeting to evade all discussion of the
"‘*power of management*’ of schools, and any allusion to the subject was
"promptly suppressed. Yet this seems to us to be a point of prime
"importance. * * * —*Dublin Evening Mail*, Friday, 1st January, 1869.

TO
THE RIGHT HONORABLE AND HONORABLE,
THE KNIGHTS, CITIZENS AND BURGESSES
OF THE
UNITED KINGDOM OF GREAT BRITAIN AND IRELAND,
IN PARLIAMENT ASSEMBLED;

THE
RIGHT HONORABLE AND HONORABLE,
THE COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND;

AND
A GENEROUS, AND ENLIGHTENED PUBLIC,
THIS LITTLE PAMPHLET,

ON THE
CLAIMS AND GRIEVANCES
OF THE
IRISH NATIONAL SCHOOL TEACHERS,
OR THE
DUTIES AND OBLIGATIONS

OF
EVERY SYSTEM OF PRIMARY EDUCATION IN IRELAND,
IS RESPECTFULLY INSCRIBED,

BY
THEIR MOST HUMBLE SERVANT,

THE AUTHOR.

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ADVERTISEMENT.

NATIONAL SCHOOL TEACHERS' ASSOCIATION.

"The public sitting of the annual Congress of the National School Teachers of Ireland, held for the purpose of considering the grievances under which the profession labour, and the consolidation of their body, was held yesterday in the rooms of the Association, 33, Denmark Street. There were nearly ninety Teachers present, including Delegates from all parts of Ireland. The chair was taken at twelve o'clock by Vere Foster, Esq."—*Dublin Freeman*, Friday, 1st January, 1869.

Twenty-sixth Resolution of the Irish National School Teachers' Congress, held in Dublin, on the 29th and 30th December, 1868; VERE FOSTER, Esq., in the Chair :

"The members assembled at this Congress deem it necessary that the GRIEVANCES of the Irish National Teachers should be published in Pamphlet form, for distribution amongst the Members of Parliament."

Twenty-ninth Resolution :

" * * * the Pamphlet to be written by a teacher—the object being to supply information when the Education question should come before the House of Commons."

(The writer of the Pamphlet to be *alone* responsible for the views and opinions he advances.)

As an humble teacher of that body—conversant, in my capacity as *Central Secretary* of the Irish Teachers' Associations, with their sad tales of woe, I would, in the interests of order and humanity, venture respectfully to bring under the notice of Parliament, the Commissioners of National Education in Ireland, and a generous, enlightened Public, as best I can, the grievances of the Irish National School Teachers. And I shall fervently hope that their condition may be soon so ameliorated, as to shed brightness, sufficiency, and contentment, instead of gloom, poverty, and discontent, into the now miserable homes of those engaged in that poor but honorable avocation, I shall hope that—even in this present Session—Parliament will, in its wisdom, humanely consider the most pressing of those grievances(1)—the shameful inadequacy of salary,—which, of all public servants under the British crown, are now experienced *only* by the National School Teachers of Ireland; and grievances like which, in any other less enlightened department of the Public service might, I fear, become prolific sources of widespread discontent and disaffection.

The Report of the present Royal Commission on Primary Education in Ireland will not be submitted to Parliament sooner than the end of this year; and, therefore, Parliament cannot, it may be urged, deal with the question of National Education in Ireland,

(1).—See the Grievances of the National School Teachers of Ireland, in page 19.

until that Report is received by the Government, and on the table of the House of Commons.

By all means, I say, let the question of *National Education* remain in *abeyance* till that report is forwarded. But, from the long endured privations of our Teachers,—privations which they have so long, so nobly, and so patiently borne—waiting year after year, for the last 36 years,—those of them, at least, that are now living—for some amelioration of their condition; it would not be generous, it might not, perhaps, be wise—for “*patience has its limits*”—to further postpone or ignore their claims, their pressing claims, to the *humane* consideration of the Legislature.

It is therefore, that, knowing the very meagre incomes of our Irish National School Teachers, I would most respectfully urge that, even for *this year*—pending the Report of the Royal Commissioners—Parliament will graciously add such a liberal sum to the Estimate for National Education in Ireland, for 1869-70, as will enable the Commissioners so largely to augment the present miserable salaries (1) of the Irish National School Teachers that, on the score of *salary*, at least, they may at last become somewhat more happy and contented. A paltry hundred thousand pounds would give such temporary relief,—from £8 to £12 a year each, as a small increase to the present scanty incomes of the Teachers of the Nation,—that they could, long as their patience has been tried, wait more contentedly the full redress of their grievances, until the Report of the present Royal Commission is made. And what, I would humbly say, is £100,000, asked as a means of bringing some contentment to the homes of thousands of public servants whose *duties and obligations are, unceasingly to inculcate on the minds of their pupils, the elevated moral sentiments,—*

“Faith in Providence, the sanctity of duty, submission to the parental authority, respect for the laws, for the Sovereign, for the rights of all men,”

when compared with 70 or 80 times that sum—say £8,000,000 at least—that the country had to pay for an object so questionable, perhaps—as the late Abyssinian Expedition!

MR. GOSCHEN, M.P., a distinguished member of the present Government, addressing the electors of London, on 31st October last, is reported to have said:—

“Among the questions which must occupy a considerable portion of the New Parliament, is that of *education*. In respect to that question this country was far behind. They paid £26,000,000 for the maintenance of the Army; but all they spent in education was the *trifling* sum of seven or eight hundred thousand pounds. That he considered to be wrong. *Let them increase the means of education among the people, and a much less number of soldiers and warlike preparations would suffice!*”

(1).—See present Scale of Salaries, Table III, page 11.

Thus, it appears that, for every £1 now humanely granted by the State for educating—humanizing Her Majesty's millions of subjects at home, £36 are lavished on a standing army and the munitions of war, for the destruction, at home and abroad, of human beings, of whom it is said,

“*Vox populi, vox Dei.*”—

the *people*,—the noblest design of the Creation,—the consummate handy-work of the MOST HIGH!

Let the teachers once feel, then, that the eyes of the country, are upon them,—that the Government is really anxious carefully to watch over them and *for them*,—in short, to guide, encourage, and protect them; then will the Primary teachers of the Nation—the *educators of the millions*—become happy, comfortable, and contented; and then, and not till then, may Peace and Prosperity go hand-in-hand in Ireland.

JOHN HARTE.

RINGSEND NATIONAL SCHOOL,
Dublin, 30th June, 1869.

TABLE I.

(Education Report, p. 22.)

Return of the 8326 *Literary Teachers*, and 348 *Workmistresses*, in the service of the Commissioners of National Education in Ireland, at end of year, 1867; tabulated according to Class, and *Division of Class*.

CLASS.	PRINCIPALS.		ASSISTANTS.		Junior Assistants.	Workmistresses and Industrial Teachers.
	Males.	Females.	Males.	Females.		
I ¹	104	55	5	3		
I ²	137	93	4	6		
I ³	243	134	21	26		
II ¹	607	318	33	48		
II ²	636	362	29	98		
III ¹	1379	564	209	428		
III ²	593	308	114	259		
Probationers ⁽¹⁾	411	151	228	356	364	
Total,	4110	1985	643	1224	364	348
	6095		1867			

(¹) All Teachers, on first entering the service of the Board, or who have not been classed, are termed "Probationers."

TABLE II.

Return of the Teachers in the service of the Board, at end of year 1867, arranged according to class.

(34th Education Report, 1867.)

CLASS.					No. in Class.	Total.
Principals & Assistants	Male Teachers	First (or Highest)	514	4753
		Second,	...	...	1305
		Third,	...	...	2295
		Probationers,	...	...	639
		Total Males,	...	...
	Female Teachers	First,	317	3209
		Second,	...	...	826
		Third,	...	...	1559
		Probationers,	...	...	507
		Total Females,	...	...
Paid Monitors	Junior Assistants,				...	364
	Total Literary Teachers				...	8326
	Workmistresses				...	348
	Monitors in Model Schools not included	First Class	155	3264
		Second Class	...	...
		Senior	...	...	2585
		Junior	...	...	524
Grand Total					...	11,938

TABLE III.

Return of the Teachers of *Ordinary* National Schools, in Ireland, in the service of the National Board, at the end of year, 1867; with the weekly and daily allowance from the State each Teacher receives, whether married or single—with or without a family, to “*eke*” out an existence.

(From Education Report, 1867.)

CLASS.		No. in Class.	AVERAGE.					
			Present Class-Salary, per annum.			Weekly Salary.		Daily Allowance.
			£	s.	d.	s.	d.	s. d.
Male Teachers	First (or highest)	514	42	12	3 $\frac{1}{2}$	16	4 $\frac{1}{2}$	2 4
	Second,	1305	29	19	2 $\frac{3}{4}$	11	6 $\frac{1}{4}$	1 8
	Third,	2295	22	3	5 $\frac{1}{2}$	8	6 $\frac{1}{4}$	1 3
	Probationers,	639	15	0	0	5	9	0 9 $\frac{3}{4}$
Female Teachers.	First,	317	34	1	4 $\frac{1}{2}$	13	2	1 10 $\frac{1}{2}$
	Second,	826	24	17	8 $\frac{3}{4}$	9	6 $\frac{3}{4}$	1 4 $\frac{1}{4}$
	Third,	1559	18	10	10 $\frac{1}{4}$	7	1 $\frac{1}{2}$	1 0 $\frac{1}{4}$
	Probationers,	507	14	0	0	5	4 $\frac{1}{2}$	0 9 $\frac{1}{4}$
	Workmistresses,	348	8	0	0	3	0 $\frac{3}{4}$	0 5 $\frac{1}{4}$
Junior Assistants,		364	14	0	0	5	4 $\frac{1}{2}$	0 9 $\frac{1}{4}$
Paid Monitors—(Monitors in Model Schools excepted)	First, 1st year.	155	15	0	0	5	9	0 9 $\frac{3}{4}$
	do. 2nd "		17	0	0	6	6 $\frac{1}{4}$	0 11
	Senior 1st "	2585	5	0	0	1	11	0 3 $\frac{1}{4}$
	2nd "		6	0	0	2	3 $\frac{1}{2}$	0 4
	3rd "		8	0	0	3	0 $\frac{3}{4}$	0 5 $\frac{1}{4}$
	4th "		10	0	0	3	10	0 6 $\frac{1}{2}$
	Junior 1st "	524	2	0	0	0	9	0 1 $\frac{1}{4}$
	2nd "		3	0	0	1	1 $\frac{3}{4}$	0 2
	3rd "		4	0	0	1	6 $\frac{1}{4}$	0 2 $\frac{1}{2}$
	Total,	11,938						

TABLE IV.

The following Return will exhibit *all* the Teachers in the service—except the Paid Monitors, whose numbers are given in TABLE III.—Principals, Assistants, Probationers, Junior Assistants, and Workmistresses; their present class-salary, average class-salary, moderate (*minimum*) scale proposed to commence with, from all sources, from April, 1869, &c.

	CLASS.	No. in Class.	Present rate of Salary.	Average Class-Salary per annum.	Moderate Scale proposed to commence with from all sources.	To increase progressively. At end of 10 years' service to be.
MALE TEACHERS.			£	£ s. d.	£ s. d.	£ s. d.
	I ¹ } First	109	52	42 12 3½	100 0 0	150 0 0
	I ² }	141	44			
	I ³ }	264	38			
	Total,	514	Average Salary—£25 10s. 11¼d.			
	II ¹ } Second	640	32	29 19 2¾	80 0 0	120 0 0
	II ² }	665	28			
	Total,	1305				
	III ¹ } Third	1588	24	22 3 5½	60 0 0	90 0 0
	III ² }	707	18			
	Total,	2295				
	Probationers,	639	15	15		
	Total Males,	4753				
FEMALE TEACHERS.						
	I ¹ } First	58	42	34 1 4½	70 0 0	90 0 0
	I ² }	99	36			
	I ³ }	160	30			
	Total,	317	Average Salary—£20 13s. 7¼d.			
	II ¹ } Second	366	26	24 17 8½	60 0 0	75 0 0
	II ² }	460	24			
	Total,	826				
	III ¹ } Third	992	20	18 10 10¾	50 0 0	60 0 0
	III ² }	567	16			
	Total,	1559				
	Probationers,	507	14	14		
	Workmistresses,	348	8	8	24	36
	Total Females,	3557				
	Junior Assistants,	364	14	14	{ Males 40 Females 36	

And, with these moderate salaries granted, at the end of *ten* years spent in the service, every Teacher in his then class, to be entitled, as a mark, as it were, of the *Royal favor*, to Good Service, or Supplemental Salary—the “*Legion of Honour*,” of the service—for his faithful devotion to the interests of the State and society.

SUPPLEMENTAL SALARIES FOR GOOD SERVICE.

Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions :—

1. That the Teacher ranks not lower than First Division of Third Class.
 2. That the average attendance at his School amounts to 35 (1) at least.
 3. That Teacher has given not less than 8 years' Service under the Board,—period of Service to be reckoned from the date from which Salary as a Classed Teacher was first paid.
 4. No Teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose School a decidedly unfavourable report shall have been made, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.
 5. Any Teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or at whose School the average daily attendance shall fall below 35 pupils, shall thereby forfeit such Supplemental Salary.
 6. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of Service, or on account of promotion to a higher Class, must be specially recommended by Inspector for such increase.
 7. In case of promotion from a lower to a higher Class, Teachers will not be entitled to the consequent increase of Good Service Salary until they shall have been a year in their new Class.
- Payments to be made annually ; and in no case without the united recommendation of the Head and District Inspectors.

TABLE V.

Increased Scale of Supplemental or Good Service Salaries to Teachers of Ordinary National Schools.

MALES				FEMALES			
Of Class	After Good Service of			Of Class	After Good Service of		
	8 Years.	12 Years.	17 Years.		8 Years.	12 Years.	17 Years.
III ¹	£3. 0 0	£4. 0 0	£6. 0 0	III ¹	£2. 0 0	£3. 0 0	£5. 0 0
II ²	4 0 0	5 0 0	7 0 0	II ²	3 0 0	4 0 0	6 0 0
II ¹	5 0 0	6 0 0	8 0 0	II ¹	4 0 0	5 0 0	6 10 0
I ³	6 0 0	7 10 0	9 10 0	I ³	4 10 0	5 10 0	7 10 0
I ²	7 0 0	8 10 0	11 0 0	I ²	6 0 0	7 0 0	9 0 0
I ¹	8 0 0	11 0 0	13 0 0	I ¹	7 0 0	9 0 0	11 0 0

(1).—See Rule as to Payment by Attendances, page 31.

It thus appears from TABLES II. and III. that there were, at the end of 1867. (34th Report, p. 22) in the Board's service,

8,326 Literary Teachers, receiving salaries from the State of, from $9\frac{1}{4}$ d. to 2s. 10d. a day, the *maximum* class salary. (1)

348 Workmistresses, fixed at $5\frac{1}{4}$ d. a day

3,264 Paid Monitors, from $1\frac{1}{4}$ d. to $9\frac{3}{4}$ d. a day.

Total 11,938 Teachers of all grades—Monitors in Model Schools not included.

That the salaries of the National School Teachers of Ireland are MISERABLY INADEQUATE—the foregoing figures will clearly show; and that the *growing discontent* which the Inspectors report (2) did not sooner appear on the surface, speaks trumpet-tongued for the loyalty and devotion to the Throne, of the National School Teachers of Ireland.

As I am far from wishing to draw invidious distinctions between this Department and that, in the Public Service, or grudge any public servant the salary he justly receives for his services; I wish to observe that, in the comparison I am now about to make, I merely mention the position of the Excise Officer, because it is that alone I can now quote with authority. That Parliament may know their relative positions, salaries and *Qualifications*, I here respectfully give the *Literary Qualifications required by the State from the Excise Officer*,—alluded to in his report, by the humane *Mr. Browne, District Inspector of National Schools* (3) as compared with those required of even Third (or lowest) Class National School Teachers. The curriculum of Second Class Teachers is, of course, much higher than those of third; while that of the First (or highest) Class National School Teachers in the Board's service, might favorably bear comparison with that for the higher Degrees in Arts, in some Universities!

(1) Exclusive of the good Service Salary, see account of, under Table V., p. 13.

(2) See Official Testimony in this pamphlet, p. 41.

(3) See page 43.

The Excise Officer in Ireland.

Salary commences with £60 a year,—then £90,—next £100,—progressing by promotion, till it reaches £250, or £300. And to maintain a decent position in society, this maximum of £300 a year, for the Excise, (or any other educated) Officer is indeed far from too much.

Qualifications.

Spelling and writing from dictation, to test handwriting and Orthography, Arithmetic—including decimal fractions, English Composition, Geography, English History.

See programme, Civil Service Commission. Report, (1860.)

The foregoing Statistics, which I have collated with care, may serve to assist Parliament in fixing the Salary, and therefore the position, which the Primary Teachers of Ireland should in future occupy in society,—irrespective of the source, or sources, whence the funds are derived. And, it is to be hoped that, in the—"FIRST ASSEMBLY OF GENTLEMEN IN THE WORLD"—some Honorable Member, or Members, will be found to plead the cause of the Irish National Teachers, the cause of Justice and Humanity. The following additional Statistics may to him, or to them, prove useful for that purpose.

The number of Teachers in receipt of Good Service Salary at end of year, 1867, (Ed. Report, p. 23) was - 504
of-whom 364 were males,
" 140 " females.

Or, one Teacher in every *sixteen*, of the 8,326 Literary Teachers, then in the Board's Service, was in receipt of Good Service Salary.

Of all the 8,326 *Literary* Teachers in the Service, December, 1867,—one male Teacher in every *forty-three*, and one female, in every *forty-one*, attained the highest Division of the First (or highest)

The Third Class Teacher, in Ireland.

Highest Salary; just £24 (1) a year.

Qualifications.

English Grammar, to be able to *teach* it; Geography—local, political, and physical; Arithmetic, in all its entirety; History—ancient and modern; Lesson Books—including Geology, animal and vegetable physiology; Mensuration; Money-matters; Book-keeping; English Composition; Dictation; Agriculture, &c.

See Teachers' Examination Papers.

(1) While the Class Salary of the First (or highest division) of the First (or highest) Class Teacher, is only £52 a year!

Class. It is on this account—the extreme difficulty of reaching the highest division of the First Class, the *pinnacle* of the Teachers' promotion, that the present *eight gradations* in the Classification of the Irish National School Teachers are fairly considered *vexatious*; there should be, the same as in England, but *Three Classes* of Teachers in Ireland,—and no intermediate *gradations*.

Schools in operation at close of year 1867,	...	6,520
Vested Schools,	... ..	1,696
Non-Vested Schools,	... ..	4,824
Increase of Schools for 1867, as compared with year 1866,	... ..	67
Increase in the average daily attendance,	...	5,458
Teachers trained since the commencement,	...	7,831
Of those trained, there remained in the service at end of year, 1867,	... ..	3,480
Total number of pupils on Rolls,	... ..	913,198
Average daily attendance for the year,	...	321,683

Amount received from the Treasury on account of Votes (Report, 1867, p. 34),	... ..	£346,130	0	0
Balance on the 31st December, 1866,	...	63,748	6	7

Total amount paid by the Commissioners in Salaries, to Principal and Assistant Teachers, males and females, for year 1867, in *Ordinary* National Schools. 186,780 16 3

If to this we add the amount paid in Premiums and Good Service Salaries, the sum will then be, 192,437 1 10

Of the amount received for 1867, from all local sources,—

The <i>school fees</i> realized,	...	40,883	14	5
The <i>Local Endowments</i> ,	...	11,986	2	4

The amount received locally from *all school sources*, in aid of Board's grant, is for all Ireland, 52,869 16 9

Or the average per school, from *all* local sources is 8 5 5½

The average salary of the *ordinary* National School Teachers of Ireland—excluding Model School Teachers, Workmistresses, and Paid Monitors, is, therefore, as follows:—

From the State, a trifle *over* £26 per annum.

From all other school sources,

a little *under* 7 do.

Grand Total, £33, a year.

Or, 10s. 0d. a week from the State, on an average, for every National Teacher in Ireland—excluding Model School Teachers, Workmistresses, and Paid Monitors.
 2s. 8d. from *all* Local sources.

Total, 12s. 8d. a week, from the State, and from Local sources.

The average amounts contributed locally per school, and per pupil, for the year 1867, are almost identical with the same items for the year 1866. It is, however, a significant fact that increase of pupils for the former, as compared with the latter year, has brought no increase either of school fees, or of local contributions; on the contrary, both these items are *less* for 1867 than for 1866,—thus bearing out the statements in some of the memorials by the teachers lately presented to the Royal Commission on Primary Education, in Ireland,—“that these sources (the local contributions and school fees) of the Teacher’s income are likely to diminish for the future”!

By an examination of the foregoing sums received for 1867, in school fees from the parents of the poor children in attendance, and from the Gentry in Local endowments, it is clear that “*the poverty of the country contributed three-one-half times as much, as the Property*; not so in England, where local contributions far exceed the school fees.” (1) If local parties will not generously perform their duties (for Property, it may be said, has its duties as well as its rights) in the education of the poor in Ireland, for whom National Education was established; an Act of Parliament could make it feasible to compel them to do so. The income-tax, the poor-rates, and the various other taxes had to be imposed by Law. The Law could also cause the payment of a “*Rate-in-aid*,” in Ireland, for the purposes of National Education; if, indeed the State will not consider it best—believing with me that—

“the object of a system of national instruction should be to diffuse education among the people—to develop their understanding and enlighten their minds, in order by such education to secure and strengthen the stability of the Throne, and to maintain the integrity of the Empire and its Constitution,”—

at once and for all to adequately increase the Grant for that purpose, out of the Consolidated Fund!

On this subject—the suitable increase necessary for such a paramount object as the Education of the masses—*Mr. Blakiston*, one of Her Majesty’s Inspectors of Schools, England, in his Report

(1) From an excellent Paper, read at the Teachers’ Congress, by Mr. Ryan of Limerick.

for 1867, says:—

“ . . . A country which does not grudge for a single *man-of-war* a sum nearly equal to that now spent annually on education, is not likely to grudge an increase of taxation to improve the instruction given to its poor. As long as England spends the *very high figure* of over—

£30,000,000

“ a year, in the arts of *destruction*, and in the repression of crime, she would be most unwise to spare a trifle for an end, apparently so much more to her advantage, as the elevation of the working classes. The money hitherto expended by the State in elementary education is ludicrously disproportioned to the importance of the cause.”!

ADDRESS TO THE TEACHERS OF IRELAND.

As the Agitation of the Irish National School Teachers is peaceful, legitimate, and above suspicion, I will here give two short extracts from Addresses to the Teachers of Ireland, given in THE IRISH TEACHERS' JOURNAL.

“ . . . So long and so keenly have we felt the degradation of our social position, as the Primary Teachers of the nation, that even in our poverty, we are determined to give the most tangible proof of our earnestness of purpose never to cease our Peaceful Agitation, until a kind Providence may inspire Parliament to humanely grant us the redress of the long and keenly felt grievances of the National School Teachers of Ireland.”

Address to the Delegates assembled in Teachers' Congress in Dublin, on 30th December, 1868; Mr. Vere Foster, in the chair:—

“ . . . The Teachers of Ireland may well rest assured that the Government which is bound in justice and reason to diffuse education among the people, to develop their understandings, and enlighten their minds, in order by such education to secure and strengthen the stability of the Throne, and to maintain the integrity of the Empire and its Constitution, will no longer refuse to listen to the just demands of some thousands of its educated public servants, on whom devolves the duty of imparting that important education. Our agitation is peaceful, the object we have in view is laudable, and the means we are adopting to secure that object are perfectly legitimate; and because *legitimate*, I am here to-day. And because *legitimate*, you have met here in solemn conclave, from north, south, east, and west—from the remotest hamlets of the country,—sent forth in your *moral might* by your respective Associations, to firmly, but respectfully assert that, henceforth, the grievances which, of all public servants under the Crown, are ours alone, shall cease to have existence. As the Congress is not convened, nor are we here to prefer charges, or advance complaints, against the Commissioners of National Education, the Patrons, or Inspectors of National Schools; the principal points that should, in my opinion, occupy your deliberations, are the leading Grievances. (1) These grievances redressed,

(1) Besides the Grievances discussed at the Congress, Educational Papers were also read.

“what happiness and contentment, to the Primary Teachers of the country; and what grateful return, instead, perhaps, may not these very teachers be able to make to the State and to society, in the peace and contentment of themselves, and, through them, of the entire population. And, to attain these results—the peace, happiness, and contentment of the Teachers of Ireland, and of the Irish population,—may the ALL-WISE now direct your councils”!

THE GRIEVANCES.

I shall now venture to state the Grievances that, of myself, and from my connexion, as Central Secretary, with more than 150 Teachers' Associations, scattered all over the country—in every county and district in Ireland, I know to be the cause of their present legitimate agitation for Redress,—and of the growing discontent that pervades almost all classes of the Irish National School Teachers. And, while it is not my province, nor is it my desire—the National Teachers of Ireland humbly leave that question to the collective wisdom of the August Assembly—the English House of Commons, to determine—to speak or write one word for, or against, this or that rival system of Popular Education,—whether it shall continue the Secular and Mixed system, or become the Religious and Denominational—my friends are ranked on both sides of the controversy; I feel that, even in my humble position, I discharge a sacred, solemn duty to the Crown and to the Government of my country, by thus publicly submitting those grievances for the humane consideration of a generous and enlightened Public. I feel that I best serve the cause of Law and Order, by clearly, fully, and openly,—“without fear, or affection, malice, or ill-will,”—giving expression to the several grievances, from time to time communicated to me by some, or all, of the provincial Teachers' Associations,—for the information of the Legislature; with a view to their removal by Parliament, and by the Commissioners of National Education in Ireland;—thus conferring happiness, comfort, and contentment, on this important, trustworthy, and order-loving class of Her Most Gracious Majesty's subjects—the National School Teachers of Ireland!

THE GRIEVANCES.

“In the discharge of their duties the teachers are subject only to enlightened and disinterested authorities, and their peaceful existence is placed beyond the power of *persecution and tyranny*!”—M. GUIZOT.

- I. The Salaries which the Teachers at present receive for their arduous duties and high moral obligations to the State and to Society, are shamefully insufficient.

The Teachers' position should be equal, at least, to that of Excise officers, Clerks in Post-office or Customs.—See *Inspector Mr. Browne's Report*, page 43, and Table IV. p. 12.

And Good service salary should extend to all classes of Teachers.

- II. As the Irish National Model School Teachers, are pronounced entitled to Retiring Pensions, the Teachers of ordinary National Schools in Ireland, humbly submit that they and the other Teachers of the Empire are equally entitled, in old age, or infirmity, to Pensions.
- III. The introduction into this poor country, with its decimated population, of the Revised Code or "Payment-by-Result" system, as it is *speciously* called, would, in the absence of a law for Compulsory attendance, be destructive of the Teachers' income,—deteriorate education,—and therefore sap the very existence of National Education in Ireland.
- IV. The payment of Rent of the Schoolhouse and premises, where now, in many instances, made by the Teacher himself, out of his scanty income, is a severe grievance. Such rent should be borne out of the public funds.
- V. Non-residences, in connexion with their schools, particularly in rural districts, greatly inconvenience the Teachers, and often prove injurious to the cause of education in the neighbourhood; therefore, suitable residences and, where possible, a small portion of land, *rent-free*, should be provided in connexion with each National School.

In many cases, from want of suitable accommodation in the neighbourhood, the teacher has to walk several miles, to and from his or her school.

"They can obtain no decent lodging near the school-house, and are compelled either to live at an inconvenient distance from it, or to sleep in the apartment *common to the entire family* of some neighbouring peasant."—*Mr. Wood*, page 259, Ed. Rep., (1867.)

- VI. As in England and the Colonies, there should be but *Three Classes* of National School Teachers in Ireland, and no Divisions of Class. It is vexatious to have so many as *eight* gradations in the Classification of the Irish National School Teachers.
- VII. It is often a source of great hardship and inconvenience to the Teachers that they are not paid *monthly*, like all other public servants, instead of quarterly, as at present. This grievance could be easily redressed.
- VIII. It is a hardship that the cost of all School furniture, and apparatus for school use, is now paid by many National School Teachers in Ireland. In future, this cost should be borne by the State.
- IX. The withdrawal by the Commissioners of National Education in Ireland, some few years ago of the *Triennial Free*

Stock, is a great grievance ; inasmuch as the Teacher is now obliged to supply Maps and other Apparatus, at his own expense, in order to keep up the efficiency of the school,—from which he may, at any time, *be removed at a moment's notice!*

If the school be not supplied with the necessary requisites and apparatus, it is a great hardship to the Teacher to have them forwarded to the school, and the cost *deducted out of his scanty salary.*

X. Every other public servant, during good conduct and efficiency, is so protected by the State, that there is no fear whatever of his *arbitrary dismissal*. But, the Irish National School Teachers are left by that state in such abject dependence on the will of their Superiors, that the Teachers may, without notice or reason assigned—*without any previous warning whatever, be thrown on the world*, themselves and their families (1) *all their long and faithful services notwithstanding*. This, to the poor Teachers, is the GRIEVANCE OF GRIEVANCES, which we humbly pray a generous, liberal, and enlightened British Public opinion will no longer suffer to exist. May Heaven grant that from this state of thralldom, and from this forward, may date our Emancipation!

As a Rule, this power with which they are vested is, by the Managers, nobly and generously exercised over us, with kindness, clemency, and forbearance; but in a country so closely allied to England—*"Empire's home and head"*—this *arbitrary power* should have never existed; as cases have occurred where its abuse has been too often, unfortunately, experienced by the Teacher,—to satisfy the whim, caprice, or, shall I say it, *revenge*, perhaps, of the party in power. "*Vengeance is mine,*" saith the Lord, "*I will repay*"!

One word more: When the Rules and Regulations of the Service are revised, I would hope that, for the better protection of the National School Teachers, the Commissioners will humanely—as with the arbitrary power above mentioned—also limit and determine the power of Inspectors,—that henceforth, it may be tempered with more mercy:

"*In the discharge of their duties,*" says M. Guizot "*the teachers (of France) are subject only to enlightened and disinterested authorities, and their peaceful existence is placed beyond the power of persecution and tyranny.*"

It may be worth the while of the Legislature—even as an

(1) See Mr. Wilson's Testimony on this head, p. 45.

act of statesmanship—to extend this protection to the Primary Teachers of Ireland: Happily, as a Rule, this power, also, is exercised by some with kindness and forbearance; but the arbitrary power should not exist; the kind, humane Inspectors will be glad to see it removed.

XI. As all requisites, books, copy-books, slates, pencils, &c., must, under the present arrangement, be obtained from the Central Department in Dublin,—and only on a requisition signed by the Manager; it would be a great relief to the poor teachers,—and it would confer a signal benefit on the schools, if the Commissioners had an agent in every large town for the sale of such requisites as are in constant demand in National Schools. By this course the teacher, *to suit his small means*, could purchase any small quantity of requisites he wanted, without delay, and without such trouble. (1)

XII. To prevent unnecessary bitterness in the service, it would be just that the National School Teachers, like the Constabulary, and other public servants, should be given the original, or copy, of any charge or report made against them,—to enable them to admit, deny, or explain any such charge or complaint, *before* the case be adjudicated, or an investigation ordered.

This fair course would often—once the explanation was given—prevent much bitterness, indeed. And what now seems *harshness* in the service, could be thus so easily avoided.

XIII. Where a teacher is fully satisfied that arbitrary or harsh conduct has been exercised by his superior towards him; then the Teacher should be entitled to the right of an appeal to some power to be named by the Commissioners. For the Teacher's peaceful existence should, in the beautiful language of *M. Guizot*,—

“be placed beyond the power of even the semblance of persecution or tyranny—” no matter from what source proceeding.

XIV. If a teacher be removed from his school for any cause that does not violate the rules of the Commissioners, such teacher should, as a Civil Servant, be entitled to the continuance of his salary and other emoluments, during the period that may elapse between the time of such removal, and his appointment by the National Board, to some other school.

Should the *Tenth Grievance* be humanely redressed by Parliament, or the Commissioners, this will have no existence.

(1) John E. Sheridan, Esq., Head Inspector, page 254, 34th Ed. Report. (1867).

XV. That—unless they, themselves, also possess Parliamentary support and patronage—the instructors of the youth of the nation are excluded from sharing in those public appointments for which they prepare their pupils, is a grievance.

“It is strange,” says Mr. W. Stewart, that men who are “expected to render others able to discharge the duties of “bank-clerks, Clerks of Unions, excise-men, and other “offices of trust and emolument under the Crown, should, “themselves, flitter away their lives in comparative poverty; “whilst those prepared by them,—in abilities sometimes “not very brilliant—command, at their first start in life, “twice and thrice the income of the Teacher.”

Under a paternal Government, a Government inclined to protect and preserve in the country, such a necessary Institution as “National Education in Ireland”—a leading *prop*, as it were, of order in this long distracted country; we may hope the Teachers will not be allowed to pine away in misery and want, or drag out their lives in comparative wretchedness!

XVI. That there is no fund for providing for the Widows and Orphans of those Teachers who die, leaving no means for their support, is a great and heartrending grievance. (1) May Parliament, in its pity, make some provision for the poor orphans and widows of our teachers!

XVII. As a stimulus to greater study, faithfulness, and efficiency on the part of the Teachers, the appointments in the service to be *open* by Competitive examination to *all* National Teachers, in other respects eligible, merely by right of service, and not of patronage.

XVIII. The payment now made to a teacher for giving extra instruction to a Paid Monitor, for four hours at least every week, is from £1 to £3 a year, at most; this is immensely too little. It should be at least equal to the rate that tuitions pay in the neighbourhood. A similar observation will apply to every other species of gratuity by the Board awarded.

XIX. For Evening Schools, the State should pay the teacher, at least, what his time would bring him in tuitions in the locality. It is a grievance that an Evening School Teacher,—(even though he teaches in the Day School)—receives for at least 10 hours' labour in the week, as State salary—only £5 a year! As the Day School is open for business at least five hours each school day,—while the Evening School is open at least two hours each evening; the fairest way to determine the salary, payable to the Evening School Teacher—should he be a teacher in the Day School—is to pay him *two fifths* of his

(1) See Head Inspector, Mr. Sheahan's testimony, page 42.

income for the Day School services. Surely, if the Teacher's time and services are worth a certain sum in the Day School, they are worth to him a proportionate sum for his services in the Evening School—humanizing, educating the adults in the locality, should he prefer so doing to his own healthful recreation.

XX. If the uneducated, unskilled *laborer* remain a certain stated time, and at a certain minimum rent, in his lodgings, he is, by the last Reform Act, entitled to the *franchise*—the “lodger franchise.” May not the time have come, when the Legislature will deem it advisable, in this age of progress and enlightenment, to pass an “*education franchise*” Act;—that the classified, certificated Primary Teachers of the Empire may have a voice—if not in Parliament, at least in the election of its Members.

“THE BOARD DOES NOT CORRESPOND WITH TEACHERS.”

XXI. As educated public servants to whom, and from whom the State and Society entrust and expect such elevated duties and high obligations; we would humbly request that this Rule will in future, have no place amongst the Rules and Regulations of the Commissioners of National Education in Ireland.

XXII. The Board's Rule which makes the Teacher's salary dependent on Average Attendance—over which he has no control—is felt to be very oppressive.

XXIII. In fine, let the National School Teachers of Ireland become, at last CIVIL SERVANTS! Then, in the wisdom and goodness of the Commissioners of National Education, the minor and other grievances of the Teachers—in the Board's own power to redress, will soon, and for ever, I hope disappear! Then, the Teachers of Ireland may well say:

“TEMPORA MUTANTUR.”

THE "REVISED CODE" OR PAYMENT-BY-RESULT SYSTEM ;

OR,

THE PROPOSED PANACEA FOR THE GRIEVANCES OF THE TEACHERS OF IRELAND.

Well and justly have the Teachers of England and Scotland opposed this obnoxious system ; and just, loud, and strong is the protest against it from all parts of Ireland. It is, however, matter for regret that, even in Ireland, the system has a few advocates,—because payment for *results* produced in any other business of life, seems so natural, so plausible,—but far moreso, it would appear, when the term is applied to *teaching*. We shall see. Amongst those few advocates is the greatest Benefactor, at any time, of National Education in Ireland, Mr. VERE FOSTER, who advocates, no doubt with the best possible intention, in his late pamphlet, the *partial* adoption of the scheme, in this country ! and who also spoke the following words in its favor, on the occasion of the Deputation from the National School Teachers of Ireland, that waited with him on 31st March, 1869, at the Viceregal Lodge, Dublin, on His Excellency the Lord Lieutenant. Mr. Foster then said :—

"In my opinion, and in that of the majority (?) of the National Teachers, salaries should depend chiefly, say four-fifths, as in the Colony of Victoria, on Classification, and one-fifth on the proficiency of the school ;—the former portion possessing the necessary element of certainty, while the latter portion would be sufficient to act as a *stimulant* to the teachers."

As I give elsewhere, in page , under the heading of "The Duties and Obligations of National Education in Ireland," the substance of what, on that occasion, I ventured most respectfully to urge in presence of the benevolent Viceroy, on the paramount claims to the consideration of the Legislature, of my poor brother-teachers of Ireland—the rank and file of the service—the *mainspring of the whole machinery* of National Education ; I shall here—although it pains me much to differ in opinion on the subject with Mr. Foster—the Howard of this country,—give the reasons for my humble dissent ;—a dissent, strengthened by twenty-five years' experience in the school-room, in connexion with the National Board ;—and give my reasons why the "Result System" can never be accepted *by the Teachers, by the parents, or by the friends of Popular Education in Ireland*.

First.—In the absence of a law for compulsory attendance of the pupils, the teachers can exercise no legal influence whatever over the parents or the children, to require regular attendance at school, and thus secure the pupils' presence on any day, much less on the momentous day of inspection ;—*momentous* to the teacher, because his income, his means of support for himself and his family, depend on the *results* of that day of inspection.

Second.—Sickness in the neighbourhood, or *epidemic* (1) of any sort, might so thin the attendance at the school that, on the inspection-day, the payment-by-results of the few pupils in attendance,—and the still fewer of them that, on that day, might satisfy the conditions required—should leave the teachers no other alternative than to quit a service that would, no doubt unwittingly, introduce such a “PAINS-AND-PENALTIES” scheme, so *speciously* called the “Payment-by-Result” System!

Third.—The close proximity of the school to other highly patronized, rival, Denominational schools, in the immediate locality, with which the teacher is granted the privilege to compete—but a species of privilege he would cheerfully forego—may conduce to take away to those schools the eldest and more advanced of his pupils, of the respective Religious persuasions, Protestant and Catholic, of those Denominational schools. On the inspection-day, the payment by results of perhaps the *many*, but *young* pupils in attendance, should jeopardize not only his Class Salary, but also his Good Service Salary, and other Gratuities, to which he may, for years before, have been entitled; and which, up to that inspection-day, he regularly received, in recognition of his former zeal, faithfulness, and efficiency, in the service. His Good Service salary is not, indeed, cancelled, but it is *withheld*, ostensibly, for those causes and results over which, evidently, the Teacher can exercise no control;—until he shall have brought, if he ever can—the powerful sectarian rivalry still existing—his school to the same state of efficiency, as it was before the Denominational schools were, within half-a-mile of his school, established in the neighbourhood;—or, as if they were not in existence. This is education—a species of *compulsory* education, with a vengeance!

A case in point has recently, to my knowledge, actually occurred, *without* the importation of the Revised Code into Ireland. The Teacher's Good Service Salary, and other Gratuities, every previous year awarded him, for his faithful services and high results, while the age of his pupils, before the sectarian rivalry, warranted the expectation—are withheld, up to the present, for 1867 and 1868. And yet, as I know the teacher *intimately*, I can pledge my humble word that, with such powerful odds against him, he has—since the two influential Denominational schools were established in his neighbourhood—scrupulously and diligently labored in and out of his school, with as much, aye, and with *more*, zeal, perhaps, than before the two other schools came into operation. And, if his Superiors, to him ever kind before that one occasion, support him not in his trials and difficulties; he should, at least, be allowed a

“clear stage, and no favor.”

(1).—See *Inspector, Mr. O'Galligan's* testimony, page 44,

He should not in his struggling, laudable endeavours to maintain his attendance, the character of his school, and the proficiency of his pupils, in the face of a powerful competition, be punished for results—beyond his reach, his power to attain; by withholding from him, when he most requires a kind word, his Supplemental or Good Service Salary and Gratuities,—instead of, as he would naturally expect, being supported and encouraged.

If this is done in Ireland at present, without the Revised Code or Result System; I was about to say, but that there may be some profanity in the expression:—

“From Payment by Results, O Lord, deliver us!”

Fourth.—The result system, once admitted, must lead to the utter degradation of the teacher. The scheme, in whole or in part, should lead to such hypocrisy—such fawning—such *abject dependence* on the gentleman vested with power over any portion of their salaries—their means of support—their very existence; that power so *arbitrary* was never yet by any Constitutional Government, given to one man over another. The mild, the clement VICTORIA—the *Monarch* of these realms, is not vested with such arbitrary power by the Constitution!

If, in connexion with this arbitrary power, we admit the doctrine of *electro-biology*, lately propounded,—or animal magnetism, as it is also called; if we admit—and it has its advocates—that electro-biology confers a power on the agent over the deluded votaries, once brought under its nefarious influence; if we admit the power of thus exercising an *infamous* control of

“mind over matter,”

which electro-biology is said to confer, we must also admit that this power may be grossly abused;—and so, in fact, of any other power that is arbitrary. As cases of the *abuse* of this useless science (electro-biology) have been lately brought to light in our Police Courts; I will now only say, away with any and every such arbitrary power that might be so subversive of *virtue* and decorum. Away with any such Rule or System that would confer such arbitrary power on

“man over man!”

Methinks I now hear the advocates of the Result System say:—

“We never took this view of our favorite scheme,—we, up to this, considered *results* in *teaching*, just as we would results in any transaction of life. We never thought of the power of man over man which we would create by adopting the Revised Code. Our position is untenable; we gladly and honorably retire from a contest which, in the end, should lead to the conflict of

power versus impotence;—

“the conflict, in public opinion, that should—and what a pity that would be—ultimately lead, perhaps, to the extinction of National Education in Ireland.”

And than Mr. Vere Foster, who did not, perhaps, before now hear the two sides of the question, I am satisfied no advocate of the result-system will sooner change position, and side with the lowly, humble Teachers of the empire, in their just cry against a system that should, to them, produce *results* so pernicious and disastrous! Payment by results! The physician may have visited during the year some 200 patients, to whose different diseases and maladies he faithfully dispenses his medicines, with all the skill which science and experience to him have imparted. During their illness and convalescence he attends them, as a mother does her infant. He is a public man,—he has his own profession and his character as a skilful physician to maintain,—he does all that man can do for his patients. But, strange fatality! Only *ten* out of his 200 patients recover,—all his skill, science, attendance, patience, and experience notwithstanding! Payment by results! Apply it also to the clergyman and the lawyer—paying each in succession,—the physician only for the patients he cures—the clergyman, for the souls he converts—and the lawyer, for the clients he pleases, or the suits he gains in Court. When the advocates of the Revised Code succeed in establishing the justice of payment by results in these three instances; then, I say, by all means let them apply the scheme to the Teachers. Payment by results! Plausible as sounds the term when applied to *teaching*, any attempt to apply it to the clergyman, to the lawyer, to the physician, society would nobly and justly cry down! May Parliament equally protect the Teacher!

It may be well that I should now state, for the information of the public, what the advocates of the present Revised Code or Payment by Result System mean by the term. It means—*remuneration for such scholars, only, as are PRESENT on examination day,—and being present, pass the Inspector's examination,—each pupil, in one or other of the six standards under which schools are examined in England,—the sixth standard being the highest. Each standard must profess a certain amount of reading and writing from dictation; and to each there is a proportionate arithmetic prescribed. In standard sixth, say, twelve boys are well able to pass the Reading and Dictation, but several of them would be sure to fail in Arithmetic. In standard fifth, or in that of fourth, the same teacher may have boys clever enough to pass the arithmetical examination of standard sixth, but unable for the writing and dictation. Is the teacher, then, to put sixth standard readers and writers into standard fourth, that they may be able to accomplish all parts of the examination? If so, this would be the levelling down process, and it must be practised in all schools! Besides the assumption that the talent for one branch of education should keep pace with that for another,—that one uniform standard should apply to all the pupils in the same school; the result system compels the teacher to adopt a low species of*

cunning, subversive of the great principles of truth and justice, and at variance with the high *moral duties and obligations of any system of Primary Education!* There may be children between 6 and 7 years of age, in the same school, perfectly able to pass the examination in writing, prescribed for standard first (or lowest); but to think of *cramming* or torturing the minds of such children with *arithmetic* would be cruel in the extreme! And yet the teacher must adopt one of two courses;—refuse to present such children for examination, and forfeit all chance of payment for their results,—for their answering! or, he must drill them up—his means of support are at stake in the results of that very examination—in figures; he must *cram* them, and so ruin their intellects for ever,—producing, perhaps, *idiotcy!* We humbly appeal to the Hierarchy, the Gentry, the Clergy, the PEOPLE, of all denominations, for their powerful support in crying down such a system, in any shape or form. We appeal to the people for the sake of the pupils themselves—the little men and women of the nation—the future strength or weakness of this now powerful empire!

I shall close this article by the lucid explanation of the Result System, given to Mr. JONATHAN PIM, M.P., Dublin, on the occasion of the deputation that waited with me on that gentleman, on Saturday, 9th January, 1869, by the excellent and intelligent Teacher of Phibsboro' National School, Dublin, Mr. TIMOTHY O'BRIEN. He said:—

“The result system has been carried on in England for the last five years, —it is in contemplation for introduction into Ireland. The mode adopted is to pay 4s. for each child that makes 200 attendances in a year, which is equivalent to 100 school days in Ireland, as the pupils are marked twice daily in England—once in the forenoon, and again in the afternoon. Besides this, the State pays 2s. 8d. for each of the three elementary branches—*reading, writing, and arithmetic*, if the pupil passes on the inspection day; which makes a total of 12s. a head, for all who fulfil the conditions of the rule. Further, this payment is made annually. Now, viewing this from any point of view, it is anything but satisfactory,—whether we regard it as unsuited to this country, owing to our scanty population, its depressing influence on the teacher, or its bad effects on education. As to population.—In Ireland the average attendance of our schools is about 50, in England, 130 pupils. This at once gives nearly a three-fold advantage to the English, over the Irish teacher,—leaving out of the question the poverty of our school-going population, as compared with that of England. But, to examine a little further: by the last Report on the English schools, only 77·7 per cent. came within the requirements of the rules, and but 63·3 per cent. actually presented themselves for examination, and 42·6 per cent. passed without failure in any one of the subjects. If we, in Ireland, dealt with our 50 pupils after this manner, we should at least find them reduced to about 25; and this number at the maximum sum of 12s. a head would make £15. This may be supplemented by some class-salary, say £20,—making a total of £35 a-year, for an Irish National Teacher. Again let us consider the effect of this mode of payment on a teacher. For twelve months

"he is doomed to toil, hoping at the end of that time to get paid for his labor. Truly, he must be a living *phenomenon*—as from pole to pole no parallel could be got for him in all the various walks of life,—to subsist twelve months on *hopes*. There is an old adage, 'he that lives on hope will die in despair.' If a grain of seed is cast in spring time into the ground, ere long it sends up its tender stalk,—the genial summer sun matures the plant,—and in autumn one may reap the reward: this return from the cold bosom of the earth ought not be lost on the heads and hearts of those that may be instrumental in introducing the Revised Code into Ireland! But, it may be urged, some local arrangements may be made to save the teacher from want. At the first introduction of the National System, the rule was that the State would pay one-third,—local sources, two-thirds. This rule should be altered, owing to the poverty of many localities; and now the State pays five times as much as that derived from local sources. Lastly, let us consider its effects on education. Pope wrote:—

'A little learning is a dangerous thing;
'Drink deep, or taste not the Piræan spring;
'For shallow draughts intoxicate the brain,
'But drinking largely sobers it again."

"One or two extracts from the last Report of the Committee of Council on Education will give some idea of the *intellectual starvation* going on in the sister Kingdom. At page 296, M. ARNOLD, Esq., Inspector of Schools, says:—'*The mode of teaching in the primary schools has certainly fallen off in intelligence, spirit, and inventiveness, during the four or five years which have elapsed, since my last report. It could not be otherwise in a country where every one is prone to rely too much on mechanical processes, and too little on intelligence. A change in the Educational Department's Regulations, which by making two-thirds of the Government grant depend upon a mechanical examination, inevitably gives a mechanical turn to the inspection that is,—and must be trying to the intellectual life of the school.*' And on the higher instruction he says further on:—'*Meanwhile, the matters of language, geography, and history, by which, in general, instruction first gets hold of a child's mind, and becomes stimulating and interesting to him, have in a great majority of schools fallen into disuse and neglect.*' These are matters for serious consideration, and they are but a few of the evils likely to follow from paying only for three subjects. If but these are taught, very few of our pupils will ever compete for those situations that offer in the Civil Service, in the Bank, the Post-office, &c. The words of Milton will be as applicable to their intellectual, as they were to his own physical blindness, where he says—

'From the cheerful ways of men
'Cut off, and for the Book of knowledge fair,
'Presented with an universal blank
'Of Nature's works, to me expunged and razed,
'And wisdom at one entrance, quite shut out.'"

—*Dublin Evening Post*, Monday, 11th January, 1869.

SALARY DEPENDENT ON AVERAGE ATTENDANCE.

“MODIFICATION OF SCALE (OF SALARIES) WITH REFERENCE TO PRINCIPAL TEACHERS, AS DEPENDENT UPON AVERAGE ATTENDANCE.”—*Board's Circular*, 30th Sept., 1860.

I.—*Attendance, under 15 pupils.*—Schools with an average attendance under fifteen, conducted on the principles and the system of the (National) Board, will not be admitted to the enjoyment of Salary, but will be entitled to Inspection, to Books, and Apparatus, under existing Regulations.

II.—*Attendance, 15 but under 20 pupils.*— . . . Salary to the Teacher to the amount of two-thirds of a *Probationer's Salary*. (1)

III.—*20 but under 25 pupils.*—Full salary of a *Probationer*, but no more, awarded the Teacher.

IV.—*25 but under 30 pupils.*—Salary as high as that of First Division of Third Class, but no higher.

V.—*30 but under 35 pupils.*—Salary as high as First Division of Second Class, but no higher.

VI.—*35 pupils and upwards.*—Salary of First Class of any grade. (1).

VII.—*Limitation.*—Unnecessary multiplication of schools in any District prevented!

Note.—*The above Regulations will apply equally to existing National Schools, except that, in case of a diminution of salary being rendered necessary by their operation, the Commissioners will defer making any reduction in the amount, until a period of six months shall have elapsed from the termination of the quarter in which the attendance falls below the required minimum.*

I would here respectfully say, the REVISED CODE exists in England some five years only; the above Scale of Salaries, dependent upon
AVERAGE ATTENDANCE,
is adopted in Ireland, since 1st April, 1860.

The Committee of Council—not, of course, without good reason, and to make the Scheme subservient to the requirements of England, has been obliged, almost every year since its introduction, to modify the Code Regulations, because, perhaps, of its being unjust to the Teacher,—but, certainly, because pernicious to the interests of National Education in the sister country.

The above Rule, as to *Average Attendance* in Ireland, is, up to the present, as it were, *Stereotyped!* But, as it is as unjust to the Teacher, and pernicious to the best interests of National Education in this country, as the Payment by Result system, in England; the Teachers most respectfully request the Commissioners will, in this age of progress, now cancel that Rule, for the following reasons:—

(1).—See TABLE IV. page 12, for the Salary attached to each Class, and Division of Class, in the Service of the National Education Board, in Ireland.

I.—It is to the Irish Teachers, as destructive of their hard-earned Class Salaries, as the payment by result system, to the Teachers of England.

II.—As the highly classed, and qualified Teacher, with a small average attendance, cannot receive his Class Salary in that school; he seeks, and is appointed to some largely attended, important school, in another locality, and leaves a vacancy for some *tyro* in the profession, to learn and practise, on a small scale, the “Art of Teaching,” in the service.

III.—Or the Teacher, from certain family or other causes, must, perhaps, remain in the school. He may be a most useful, intelligent, highly qualified teacher; but, because his attendance is not up to a certain standard—beyond his power to control, he must submit to *degradation*, not only in his salary, but in its concomitant results—his position—his self-respect—his *manhood*.

IV.—It degrades education, banishes school-fees, lowers him in his own, the parents’, and the public estimation, once the Teacher must go round the neighbourhood, begging, coaxing, entreating the parents to send their children to his school! How different is the reception, the welcome, the respect shown to him by the parents if, as it should be, his position is of *comparative independence*,—his visit is a friendly one, inquiring after the welfare of the family,—speaking of the children’s progress, or otherwise, at school; in fact, a professional, business visit, like the clergyman, or the physician.

V.—As, in the language of *Head Inspector, Mr. O’Callaghan*, (page 162, 34th Report, 1867)—

“the structure of society has no surer or sounder supporters;”—as, on the Teachers, rest, in a great measure, the whole fabric of society; and, as the humane *Head Inspector, Mr. Fitzgerald*, in page 147 of Report, says of the Teachers’ condition,—

“it is a state of things which must be dealt with *promptly and effectually* ;”
I pray that this oppressive, arbitrary Rule shall, in the absence of Compulsory Education—henceforth be expunged from the Rules and Regulations of the service! Considering the kindness and clemency of the Commissioners of National Education in Ireland—kindness I have long and well experienced—the wonder is, how such a Rule found its way into the Regulations, in the year of Grace, 1860;—a rule of which a clergyman lately observed to me:—

“It savours of the Penal days of Ireland.”

In Ireland the attendance of pupils so varies and fluctuates, on account of local causes, in the different localities—causes, entirely outside the Teacher’s domain; that this Rule is felt to be severely *oppressive* in thinly inhabited districts, or where, accidentally no doubt, the schools were multiplied without necessity. It is here best, perhaps, to tell the whole truth on the subject: this Rule, also, is

considered to savour too much of arbitrary power ; and, therefore, has led to *great discontent*. A mild, genial, conciliatory sway, even now exercised towards the Primary Teachers of the Empire, would stifle any growing discontent,—would encourage them to make the education of the nation subservient to the great and paramount end—

“the stability of the Throne and the maintenance of the Empire and
“its Constitution.”

Amongst the 14 pupils, even, in Rule I, above, for the instruction of whom, the whole year round, the Teacher, because he has not 15, shall receive not one farthing salary or remuneration, may be, perhaps, in *embryo*, a *Burke*, a *Grattan*, a *Curran*, a *Sheridan*, a *MacHale*, that may, in after-life, if not all in Ireland, at least in the Colonies and elsewhere, all over the world,—even at the very Antipodes, shed fame, lustre, and renown on their and our common country ! Should the school an *O'Hagan*, or a *Whiteside* went to, be limited in salary, because there were only 14 pupils in attendance!!! Let us, then, I implore of our Rulers, by kindness, comfort, and forbearance, encourage our Teachers to remain at home,—and not drive them in *despair* to quit our ranks, and fly the country. Let us pour balm on their wounds—their grievances ; oh, let the times and circumstances be soon of the past, that led to the following lines by Erin's immortal Bard ;—then will Ireland and her Teachers become happy and contented.

“Erin ! thy silent tear never shall cease,
“Erin ! thy languid smile ne'er shall increase,
“Till like the rainbow's light,
“Thy various tints unite,
“And form in Heaven's sight
“One arch of peace.”

MOORE.

COMPULSORY EDUCATION.

The following is a brief Abstract of a paper on this subject, by Mr. William Cullen, of Belfast, which was read by him at the recent Congress of National School Teachers, held in Dublin, in December, 1868. The facts which it contains, and the arguments which it advances, are worthy of the consideration of those who may take an interest in the subject :—

By the returns of the Census Commissioners for 1861, there were 1,333,792 individuals of the school-going age,—5 to 15 years, inclusive, in Ireland. By the same returns 638,282 pupils were returned as attending National Schools for the year ending March, 1861. Of these 41 per cent., or 261,695, attended less than 60 days, so that 376,587 pupils only attended National Schools to benefit by the education they impart. In addition to the pupils attending National Schools, there were attending other schools, for the same year, (1861), and employed at work, say as many more as were benefited by National Schools ; that is, in round numbers, about one-half the pupils of school-going age can be accounted for as being usefully engaged. How were the other 667,000 of the school-going population employed ? How

many were in training so as to give employment to police and magistrates? How many were profitably employed? Was there one? "There are," says Dr. Hawksley, in a paper recently read, "100,000 culprits of all sorts, in addition to 2,000 ticket-of-leave men, turned out of the London prisons annually; and there are—mark the coincidence—100,000 children trained by beggars and thieves." Is not our jail population composed of our uneducated? We believe mainly so. Is the dullness—the stupidity of our artisans and manufacturing classes not due to the want of even elementary education? Nay, more, are not our strikes and the evil results of Combination due to ignorance of the first principles of economic science! But, how engage persons in the study of any science, to whom even the alphabet is a profound mystery! Were our governing and employing classes, themselves, soundly educated, they would long since have devised the means of giving it to every individual of the class who supply the bone and sinew—the human machinery, of this country. We may ask is it the duty of parents to educate their children? Is it a thing they may neglect without injury to society, or to the children themselves? Well, every parent admits that it is a *duty*. Society says it suffers most severely, and yet cannot induce parents to send their children to school. Why not, then, *compel* parents to do that which cannot injure themselves, but which must, of necessity, benefit their own children first, and society and the nation, in the end? In short, why not have COMPULSORY EDUCATION? Simply, it is said, because public opinion is not as yet in favor of compulsory education;—

1st.—It is assumed that "compulsion" would be interfering with the infeasible rights of the parent,—in fact, that a man may do as he likes with his own. But, no man has a right to inflict, with impunity, an evil on the community; yet parents neglecting to educate their children, do incalculable injury to the community; therefore, no man, no parent should be allowed to continue to do so. On the other hand, parents are not allowed to do even to their children as they wish. They may, for instance, wish not to let the public know they have any, or perhaps they may wish not to give a name to young humanity; but the law compels them to have its name registered within a limited period after its birth. They may wish not to vaccinate the infant; but, here, again, compulsion steps in. They may wish to punish their offspring severely; to neglect it, to desert it, to employ it at certain labor before attaining a certain age; but, compulsion again steps in and prohibits any of these things. Nay, even the death *must* be registered; so that the law does not loose its grasp on the parent while the offspring is unable to provide for itself—except during the one epoch, and that the most important in its existence—the school-going age!

2nd. It is said that the prosecutions to enforce compulsory education would be numerous and vexatious, and the machinery to enforce the law, costly and ineffectual. Well, let us see. The prosecutions under the Registry, the Vaccination, the Sanitary, and the Factory Acts—so far as children are concerned—are far from numerous. The people, knowing that the law is binding, would soon learn, as in Prussia and Switzerland, where compulsory Education is the Rule, to submit even to compulsory education; and what happy results!

With it the great majority of those young Arabs who throng and frequent our streets, and would be enjoying the advantages of a regular attendance at school; would be trained to become, in after years, good members of society; and, instead of Government having to provide prisons or reformatories for them, as at present, they would be a great means of reducing, if not rendering unnecessary, the now heavy expenses incurred in the detection and suppression of crime in Ireland! Then would be fully verified the happy truism,

"To educate is to govern."

—*The Northern Star*, Belfast, 21st Jan. 1869.

THE DUTIES AND OBLIGATIONS OF NATIONAL EDUCATION, IN IRELAND; AND THE TEACHERS' POOR STIPEND.

"Faith in Providence, the sanctity of duty, submission to the parental authority,
"respect for the laws, for the Sovereign, for the rights of all men: these are the
"sentiments which the Teacher must unceasingly inculcate.

M. GUIZOT.

Their vocation being an humble kind of priesthood, as modest in its forms, as it is elevated in its object—the secular and religious instruction of the people; it is on the Primary Teachers of the Nation that the success of any system of Primary Instruction—of National Education must depend. And, unless the Teachers of that system are profoundly penetrated with the dignity and responsibility of their sacred calling, Popular Education must become a curse, instead of a blessing;—and this, whether the system be the *Mixed or Denominational*. If the Irish Teacher feel—and there are people who would inculcate the doctrine—that his country is treated by each successive Administration merely as the stepsister of England; if he feel that the State does not, from national prejudices, perhaps—it cannot be from penury—grant him, same as the Teachers in the sister country, a position and an income equivalent to the all-important services he can render instead; what a hopeless future—in the language of M. Guizot—for the Crown and Constitution, and for even the population in the bosom of which he lives, if by his example, or by his disaffected, or dangerous discourse, he excite, as he may, among the children, such a disloyal spirit that, in time, may lead them to become the lawless instruments of immorality, or revolution! This, indeed, would be a terrible *vengeance*!!

In his Celebrated Letter to the Primary Teachers of France—notifying them of the Great Charter of Popular Education, granted to that Country, in June, 1833; Guizot says:—

"The teacher must never, by expressions of hatred or *revenge*, dispose
"children to entertain those blind prejudices which create hostile nations,
"if I may so say, in the bosom of the same nation. The peace and
"concord which he will maintain in his school ought to prepare, and if
"possible, secure for generations to come, *union, tranquillity, and*
"*happiness* . . . I count upon your efforts for the success of the
"great work which we undertake *in common*: do not doubt of the *pro-*
"*tection of the government, of its constant, of its active solicitude for the*
"*precious interests which are confided to your care. Universal education*
"*is in its eyes one of the grandest and most important consequences of our*
"*Charter.*"

Exalted notions these!—and how truly, how amply conveyed—of the Teachers' duties and position; a position which M. Guizot, himself, must have afterwards ignored, or forgotten—but to which the present Emperor of the French, well knows what importance to attach! Well does His Majesty foster and encourage not only National Education in France, but the *Primary Teachers of the Nation*;—who are not beneath his patronage, his bounty, his protection, his almost paternal affection. The Emperor of the French does not consider himself demeaned by contact or intercourse with the Teachers of the empire,—by inviting them to meet in Congress.—presiding, himself, at their meeting,—and sharing in their educational discussions! Ah! no. Well does His Majesty determine the value, and *payment-in-kind*, of all this intercourse, kindness, and affection! In Ireland, we have the teachers, as a whole, and a System of (Literary) National Education in itself, second, perhaps, to no other teachers or System in Europe. We, too,

have wants—aye, *glaring wants* to make known. We have the same—or, having regard to the peculiar circumstances of the country, perhaps, more—onerous duties to perform, and obligations to discharge; but we, here, lack *such* a friend, to foster and encourage us—to invite us to congress—to preside at our meetings, and share in our educational, or other discussions! Yet, in our lowly position—poor, forsaken, and neglected, we have with us the tried benefactor, the best friend that National Education in Ireland has yet seen. We have with us, one that for more than the last twenty years has expended a princely fortune on the roofing, flooring, glazing, building, and repairs of the National schoolhouses throughout the poor districts—almost every parish, in the country. He accepts our humble invitation to preside at *our Congress*,—he is our Friend, our Guide, our Adviser,—he thinks it not beneath him to write to, and acknowledge the letter of, the humblest master in the kingdom,—he, at least, has not inscribed on his banner “*does not correspond with teachers*”! He enjoys our love, our fondness, our affection. Many of our teachers, from the four provinces of Ireland, have repeatedly written to me as to the best manner of manifesting to this gentleman their thanks, their gratitude. Some have proposed a National Testimonial; but *all* pray,—and I here most respectfully give expression to that prayer, that, henceforth,—even as a graceful tribute of respect from the Crown—from the present Administration, for such noble, such disinterested attention to National Education, we may in Ireland, in future, know and address our *Friend and National Benefactor*, by the style and title of

SIR VERE FOSTER, BART.!

If Lord Napier was deservedly raised to the Peerage for his skill and military tactics (See page 8) in bringing to a successful close, in so *short a time*, the Abyssinian Campaign; verily, in his bloodless, peaceful career, of about *a quarter of a century*, in assisting, as no other man has yet done, in spreading broadcast among the masses of the Irish poor, education—civilization; it is not too much to ask that *knighthood* will be soon conferred on the good *Mr. Vere Foster*. This done, and the present amiable chief of Inspection, P. J. KEENAN, Esq., an ornament to any system of Popular Education—justly elevated to the position of

RESIDENT COMMISSIONER OF NATIONAL EDUCATION IN IRELAND;

the desires, the wishes, the aspirations, on this head, long entertained by the Irish National School Teachers,—aye, perhaps, by the entire Irish population, will be realized, will be gratified;—and this gratification, to the government of the country, would, I pledge my word, be worth something!

The pittance, (1) up to this, doled out under the name of salary, to the National School Teachers of Ireland, is so *shamefully inadequate* (2)—as if the teachers of this poor, distracted, country, require not to be clothed, lodged, and sustained themselves and their families, as well as the instructors of other countries; that I shudder at the thought of the destitution I myself witnessed in the family of an Irish National School Teacher who, to my knowledge, more than once went fasting to his school—leaving a crust of bread, or, a portion of whatever food was spared from the last scanty meal, for distribution amongst the poor wife and children, famishing of hunger; and—far from attempting to blame or impeach any one for being the indi-

(1) See Table III. page 10, for the salary of each class and division of class, of every Teacher in the service.

(2) See the official testimony of *Head Inspector, Mr. M. Fitzgerald* in page 40,

rect cause of this misery, let me add—this was in Ireland, an integral portion of England, the richest empire in the world.

“Tell it not in Gath, tell it not in Ascalon”!

This so-called salary in Ireland averages 12s. 8d. a week.
that is 2s. 8d. a week, from all school local sources,
and 10s. “ “ the state.

12s 8d. a week, salary, on the *whole*, from *all* sources to each Teacher, to enable him to appear as he ought, and is required by the Rules and discipline of the service,—himself, his wife, and his children, in decent and respectable apparel. He must pay house-rent and, in very many cases, the rent of the school-house also,—provide and keep in repair some kind of furniture,—keep his school constantly supplied with saleable books and other requisites—maps, clocks, and apparatus (1)—and, in some cases, with school furniture, as well the repairing of the school-house, lime-washing the walls, and glazing the windows, &c. After all these constant and necessary expenses are paid out of

(2) 12s. 8d. a week salary;

let us see what remains for the week's *provisions* for the teacher, his wife, and his poor children. Remains, did I say? What can remain but *want* and *misery*, the Teachers' stipend up to this, from the State and from society—the Teachers' remuneration for faithfully, zealously, and efficiently discharging to that state and to that society, the important *duties* and *elevated obligations* of National Education in Ireland.

That such a state of things was allowed to exist in any civilized country should be an outrage on humanity! But what shall we say—patience—all may yet be well—the “*First Assembly of Gentlemen*” in the world may humanely come to the rescue!—what shall we say, when that country is Ireland, that on land and on sea, in the dreaded hour of danger, was ever ready to defend—and always proved the strong right arm of, powerful England!

At the distribution of prizes, lately, amongst the members of the Mechanics' Institute, London, the American Ambassador, (3) in drawing a comparison between England and America, on the state of primary education in both countries, is reported to have said:—

“We, in America, are not guilty of the *mistake* of not paying our teachers,—particularly, in the states of New England. The teachers with us, to say nothing invidious, are paid a great deal better than some of your curates in England; and when we find a place destitute of education, we *tax the people*, to make good the defect, &c.”

In England the Teachers' average salary is about £90 a-year; while in Ireland, including gratuities of all kinds awarded by the Commissioners of National Education, the average salary is only a little more than one-third of that sum. “*Domestic servants*,” writes Head-Inspector, Mr. M. Fitzgerald, *mechanics, policemen, workers in factories, all are more highly paid than the teachers, some much more highly.*” (4) If Mr. Reverdy Johnson (3) at the time

(1) See Inspector, Mr. Wood's testimony on this subject. page 45.

(2) A Head Inspector calculates 13s. 4d. to be the weekly salary. Coming as it does from one of the most humane, and charitable officers in the Board's service. I accept this calculation of Head Inspector, Mr. M. Fitzgerald. But my calculation of the 12s. 8d. I give in page 16.

(3) Of the 11,938 Teachers of all grades in the Board's service, at close of 1867, see last 34th Education Report, only 514 male, and 317 female teachers, received anything like this weekly income. See Table III. page 11.

(4) Since the above was written, Mr. Johnson left England.

(4) Ed. Report, page 147, (1867).

he addressed the members of the London Mechanics' Institute, knew of this glaring anomaly, well might he cry shame! wisely might he interpose! Well might he ask, when America, one of the leading powers of the world, thinks it prudent to secure the loyalty and affection of her Primary Teachers, by paying them comfortable, respectable salaries,—in order by such loyalty and affection to still more consolidate the great Western Republic; is it a prudent policy, to continue to dole out to the Teachers of the Irish Nation, the miserable salaries and allowances they now receive? Is it wise, Mr. Johnson might ask, to tolerate that the educators of the nation shall have no provision made for them in old age, or infirmity, other than *the poor shelter afforded by the Union Workhouse*; or, shall be left in absolute want, while educating the youth of the country for their various avocations;—many of them for the lucrative, and more important situations in the public service. He might well say, that in the United kingdom, the teachers who are by education and experience eminently superior to the candidates they prepare for, it may be, high government employment, are, themselves, altogether excluded from sharing in those public appointments;—unless they, or their friends possess that influence which should secure them Parliamentary support or patronage. Perhaps, I am an exception. But the appointment lately offered me was not in recognition of my twenty-five years' faithful services to the State and to society, in the Board's employ;—it was offered as a *quid pro quo* for certain influence, which an illustrious Prelate of the Irish Church—who permits me to call him by the name of *Friend*, could, nor would ever barter on the terms proposed!

In the name, then, of the National School Teachers of the Empire, who have long—at least those of Ireland—have long and keenly groaned under grievances and privations, unequalled by the teachers of any other country in the world; in the name of Universal Education,—one of the grandest and most important consequences of "Magna Charta;" in the name of HUMANITY; I most humbly pray that the claims to redress, in their *entirety*, of the grievances which, in these pages, I have ventured to set forth, on behalf of my brother National School Teachers of poor Ireland, may be soon, graciously, and generously entertained by the Legislature; and by the Commissioners of National Education.

I will next quote from the Times' Correspondent.

COMPULSORY EDUCATION IN PRUSSIA.

THE law is that every town, or community in town or country, must maintain a school supported by the taxes, and administered by the local authorities, who are elected by the citizens, and called aldermen or town councillors. All parents are compelled to send their children to one of those so-called elementary schools, whether they can pay the charge of a penny a week in villages, or a shilling per month in towns, or not. This money goes towards maintaining the schools, and any deficiency is made up from the local taxes. No compulsion exists in reference to a higher educational institution than elementary schools, but parents who send more than one child to any school supported by the community have a reduction made in the charge, and a limited number of pupils whose parents cannot afford to pay the full rate enjoy either this reduction, or are admitted entirely free, at the discretion of the authorities. Thus the higher schools, as the commercial or colleges, are not established merely for the rich, but are likewise open to the poorest, the fee being 15s.

a quarter—terms not too high for a well-to-do artisan, while reductions are made, as before, to large families or poor persons who cannot afford to pay the full sum. The Prussian schools are divided as follow:—Firstly, elementary, embracing village or town schools; secondly, higher-citizen schools; thirdly, real school, or one where language, arts, and sciences are taught; fourthly, seminaries, or one for training elementary schoolmasters; fifthly, colleges; sixthly, industrial; seventhly, school of architects; eighth, mines; ninth, agriculture; tenth, veterinary; and eleventh, the university. The difference between the elementary schools of the village and those of towns consists in the greater variety of subjects. In the former, reading and writing in German characters are taught, with geography and history of Germany, and the four first rules of arithmetic; in the latter, writing in Roman characters, general geography, history of the world, fractions, rule of three, and the chain rule are added. The higher-citizen schools, adapted for tradespeople, teach likewise mathematics, Latin and French, to a certain extent. The real school is divided, like the colleges, into six or seven classes, and every pupil must pass an examination before rising to another class. No pupil can belong to one class in one subject and to another in a higher one, but must in all subjects be in one and the same class. The proficiency is decided by the number of errors made, and not by value of points as in England, which is a gross deception, as a student may get 800 out of 2,000 marks allotted to any subject, which may sound very satisfactory to his friends, who learn that he has passed with 1,200 marks in that branch, but none but those behind the scenes know what a large number of gross mistakes have been made. The last examination at the real school and college corresponds to the university B.A. examination, but gives no right in Prussia to a degree. With this examination the general education ends, and the study of the profession chosen by the student then commences. The B.A. examination at college alone entitles one to enter as a student at the universities; the same test at the real school does not give that right. Latin and Greek are more taught at the college than at the real school, while the living languages, chemistry, and natural philosophy are the more prevalent branches of instruction at the latter. Those who have passed the B.A. examination at the real school can afterwards go into the industrial schools,—i.e., engineering, telegraphing, &c.; or to those of architecture, agriculture, or veterinary art, or become chemists or apothecaries. They who have passed the B.A. examination at the college can enter the mining, coal, salt, or metal offices, or go into the post or custom departments, with the right of promotion in turn, as these appointments are confined to those who have passed that examination. Those who wish to study philosophy, medicine, law, philology, theology, &c., must go to the university. The English universities correspond nearly with the German College, as any institution like the German university is unknown in England. Every German student has already passed, when entering his university, an examination equal to the English B.A., conferred only at the course of the academic course. Every student must study philosophy for one year, and pass an examination called the philosophicum, after which he attends only the lectures of his particular branch of study. There exists a doctor's examination in every branch, though students of law or divinity are not compelled to pass it, while those of philosophy, philology, or medicine must do so. The doctor's diploma is the only degree conferred by the university, but does not give a right to practise as a medical man, for which another, called the state examination, is required. The studies at the university last about four years, at an expense of £15 a year for the lectures. No student lives in the university, which is used solely for lectures. The universities are maintained and administered by the Government, while all the other scholastic institutions are supported by the community under control of Government; thus

a uniform system of education is ensured. Poor students can have the expenses of the lectures debited to them, to be repaid when they are employed in any remunerative work. There are likewise *stipendia*, or assistance in money, attached to each university, left by charitable people for needy students, and administered according to the condition of the will. No student who is able to pay can receive a *stipendium*, therefore no fellowships exist in Germany as they do in England. The teachers at the elementary schools are educated at the seminaries, to which schools are attached where they can instruct children, and are thus practically initiated into the art of teaching and of maintaining proper discipline. They are then "certificated," as in England. The teachers of the higher educational establishments are doctors of philosophy or philology, and each takes only that branch in which he has passed his best examination, which his certificate declares. No one can be a teacher in any public school without passing the requisite examination, and possessing the necessary certificate. Private schools can only be kept by licensed and duly authorised persons; these never give a higher education than the "citizen school," and are generally merely elementary. Governesses at young ladies' schools must likewise have passed an examination, without which they dare not teach anything, except needlework, or the German language to foreigners. The governess's examination is not confined merely to that class which has chosen teaching as a profession, but the daughters of the best families are as proud of having passed it as their brothers are of having obtained their doctor's degree.

OFFICIAL TESTIMONY.

I regret I must abridge the valuable Official Testimony in favor of the Teachers' claims to the consideration of the Legislature, and of the Commissioners of National Education in Ireland, of her Majesty's Head and District Inspectors of Irish National Schools. In these pages I quote from the last published, 34th Education Report, (1867), In page 147 of that report, *M. Fitzgerald, Esq., Head Inspector*, says:—

"I cannot conclude this report without again adverting to the necessity which exists that some effectual steps should be taken towards improving the condition of our teachers. I have frequently, in my annual reports as District Inspector, dwelt upon this topic; and the more extended opportunities of observation which I now enjoy, confirm me in the opinion which I have more than once expressed, that the present rate of remuneration of the Teachers of National Schools is *shamefully insufficient*. I do not speak now of the few highly classed Teachers who have salaries in some degree proportioned to their deserts—though even these, I believe, might have carried their wares to a *more profitable market*. Neither do I plead for those who, from incapacity, or idleness, remain in the lowest grade of the service. I allude to the average ordinary Teacher; to the men holding certificates from first (or highest) division of Third, to third (or lowest) division of First Class, inclusive, who are all qualified for their position, and who devote themselves to their work with assiduity and success. Such men are the very back-bone of the National System of education; and, in proportion as they are stimulated and encouraged, will the system grow in usefulness, and flourish. Are they thus *stimulated and encouraged* at present? Are they even sufficiently paid for their services? Do they get the fair day's wage for the fair day's work? I do not think I shall be far

“wrong if I estimate the average income of our male Teachers, from
 “all sources—Board’s grant, endowment, and school fees—at a little
 “under £35 per annum, or about 13s. 4d. a week! (1) Surely this is
 “not sufficient remuneration for men who bring to their work the
 “qualifications required of our Teachers, and who are charged with
 “the task of *educating the people*! Not only is the amount inadequate,
 “but it is lower, I believe, than the average wages paid in any other
 “calling, except that of agricultural labourers. *Domestic servants,*
 “*shepherds, railway servants, mechanics, policemen, workers in factories,*
 “*are all more highly paid than the teachers, some much more highly;* and
 “yet none will say that the office of Teacher is less important than
 “those I have enumerated, or that the qualifications required for it are
 “of a lower type. I need not stop to inquire why this is so. Doubt-
 “less, many causes have contributed to bring about this result, some of
 “which might have been prevented, while others were, perhaps una-
 “voidable; but the fact remains, and it is a state of things which *must*
 “*be dealt with promptly and effectually.* Not only is there *great and*
 “*growing discontent* among our older Teachers, not the less deep because
 “they are irretrievably committed to the system, and cannot now seek
 “a livelihood in any other quarter, but the younger members of the
 “staff are everywhere on the look out for other employment; and what
 “is, perhaps, the worst feature of all, *eligible candidates for the office are*
 “*not forthcoming in anything like the numbers required to supply vacancies.*
 “I could give many instances of this. I know, at this moment, of two
 “assistant masters in model schools who are trying to leave the Board’s
 “service; and numbers of the pupil-teachers and paid monitors who
 “complete their course, every year, seek employment *anywhere rather*
 “*than under the Board.* Let the situation of Teacher be
 “made more comfortable; let it be raised to its proper place in the
 “social scale, by attaching to it a salary proportioned to its importance,
 “to the qualifications (2) required for it, and to the services which the
 “Teachers are expected to render. . . . Nor must we forget
 “that the Teachers, as a body, have strong claims upon the public;
 “with but very few exceptions—inseparable from any large organiza-
 “tion, and which but serve to bring out more clearly the universality
 “of the rule—the Teachers are a hard-working, respectable, *loyal* body
 “of men. *They are sorely tried!* Raised intellectually above their
 “fellows, they are placed, by their limited incomes, socially beneath
 “them. They would be more or less than human if they were con-
 “tented. . . . I commend their cause to the active support of
 “the Commissioners, well assured that they already possess their
 “sympathy; and trust that, from whatever source the funds come, or
 “however their allocation be apportioned, another year shall not be
 “allowed to pass without a substantial improvement being made in the
 Teachers’ position.

Timothy Sheahan, Esq., A.M., T.C.D., *Head Inspector*, in page 153 of the Report, says:—

“In my report for the year 1866 I felt it my duty to call attention
 “to the very low incomes of the Teachers, especially those below the
 “rank of second class. In the first division of third class male

(1) By my calculation, page 16, I find the average weekly salary to be 12s. 8d.; but I respectfully accept even the 13s. 4d. as the weekly average—coming as it does from one of the most humane and charitable officers in the Board’s service.

(2) In page 15, I give in juxtaposition the relative qualifications and salaries of the lowest or Third Class Teacher in Ireland, and of the Excise officer in Ireland.

“Teachers receive from the Commissioners £24, and female Teachers £20 annually. In the second division of this same class male teachers £20 annually. In the second division of this same class male teachers are paid £18, and female teachers £16. The school fees paid third class teachers in Connaught do not average £2 a year, and in Leinster they do not exceed £5. The private endowments are very few, and there is no other source from which anything may be expected except the good service salary, after eight years, to which those in the first division of third class, and above, are alone entitled, and gratuities for instructing monitors, and preparing teachers. It must be very hard, with means so limited, *for even the unmarried teachers to meet the expense of lodging, food, and clothing, in keeping with the status, they are expected to uphold!* The present may not be an inopportune moment to call attention to this important point, and strongly urge the necessity of having something done to render the situation of a National teacher somewhat more attractive on the ground of emolument. At present many young persons become National teachers to enable them to attain some higher position, either at home or in a foreign land.

“There is one other matter on which I have to offer a few observations. It is the necessity of providing some fund for the relief of those

“widows and orphans

“of those teachers who die leaving no means for their support. Cases of this kind are of frequent occurrence, as few teachers can afford to insure something at their death for those who survive them.”

Mr. Eardley, District Inspector says:—

“Much improvement cannot be expected from a body of men who are so dissatisfied, and justly so, with their remuneration and position in society. *The vacancies amount every year to eleven per cent.—a loss greater than that sustained by an army in the field in the course of a campaign.* And the men who leave are not unfrequently those who were trained at considerable expense,—who were successful as instructors,—and whose services it was in every way desirable to retain. *Pensions should be substituted for the retiring allowance, &c.*,”

James Patterson, Esq., Head Inspector, writing on 10th March, 1868, in page 158 says:—

“Industry and system are becoming more and more habits of the teachers of our schools, and the consequence is that the schools are, on the whole, steadily advancing in efficiency and usefulness. The progress, to be sure, would be more rapid were all the means of improvement offered by the State more fully taken advantage of. Still it is going on in spite of every obstacle, and may be expected to continue, so long as the present conditions remain unaltered for the worse.”

A. O'Callaghan, Esq., Head Inspector, writing in March, 1868,—in page 162 says:—

“It gives me great satisfaction to be enabled to offer the most favourable testimony to the general conduct of the teachers of this group of districts (in Ulster). Surrounded by political circumstances of an extraordinary character, there was no section of the community that

"exhibited higher qualities of good citizenship. In so large a body, no instances have occurred of complicity or sympathy with lawlessness! Of them it may, with strict truth, be said that they are a *most exemplary body of men—modest and industrious—and that the structure of society has no surer or sounder supporters!*"

John E. Sheridan, Esq., Head Inspector, in page 164 states:—

"Of the teachers generally I will say that the experience of last year, which was an eventful one, and one which supplied a trying test of their character, has only confirmed the opinion I expressed at the close of my report for 1866, that 'the teachers, as a body, are as moral, pious, *loyal*, and well-conducted as any class of men and women in the community.'

Mr. Browne, District Inspector, Tipperary, in page 276 writes:—

"That higher results are not attained (by the pupils) arises from no want of diligence or zeal on the part of the teachers, but rather from the short time usually spent at school, and from the *irregular and fluctuating nature of the attendance*. I am sorry to say that the teachers are far from satisfied with their remuneration. No class in the community perform their duties more conscientiously; yet, notwithstanding the importance of their office, and the strict watch upon all their movements, many of them are *worse paid than the unskilled labourers!* How, under such circumstances, can they maintain a social standing suited to their calling? Many of them who rank no higher than third class, *can without any great difficulty pass the examination for Excise officers, or for clerkships in the Post office and the Customs*, in which the duties are lighter and the emoluments very much greater. If popular education be a matter of such vital importance, and so necessary to the *stability and prosperity of the State* as is generally supposed, surely the rank and well-being of the educators should receive more consideration—*should at least be equal in all respects to that of the officers of those departments to which I have referred*. The prospect of a superannuation salary would do much to reconcile the teachers as a body to their office, to which they are already attaced."

Mr. M'Namara, District Inspector, Killarney, in page 285 writes:—

"The high prices of provisions and other necessities press hardly on the resources of the teachers; and I have heard expressions of hope very general among them that the Commissioners will raise their salaries, proportionally to the increase in the prices of latter years."

"An adequate *retiring pension* is another subject of great anxiety to the teachers, and it is one which should engage the deep sympathy, not only of all persons more particularly identified with education, but of every right-minded individual in the community."

Mr. Hanlon, District Inspector, Newcastle, West, in page 278 of Report, says:—

"... In too many instances their dwellings are of a very inferior description, and in the case of assistant-teachers especially, several have to travel long distances to and from their schools morning and evening."

Mr. Fitzgerald, District Inspector, Enniscorthy, writes:—

"They (the teachers) appear to be contented with their profession, but not devoted to it,"

Mr. Coyle, District Inspector, Carlow, in page 273 says :—

“The talent of the country will never be extensively employed in teaching till talent can find an adequate reward.” And again,—
 “Non payment (of school fees) leads to negligence, indifference, and irregularity of attendance, and degrades the cause of education.”

Mr. W. R. Molloy, District Inspector, Athy, in page 275 says :— . . .

“It is to be hoped in the interests of the schools, that some arrangement of a satisfactory nature may, ere long, be arrived at on the following points, which are of urgent importance :—(a) Preparatory training for the office of teacher; (b) the adoption of a more liberal scale of remuneration to the teachers, whether based upon ‘payment by results’ in connexion with literary classification or otherwise; and (c) extended provision for pensions to teachers unable by age, or infirmity to discharge their school duties efficiently.”

The landed proprietors (most of) in Ireland take little or no interest in the education of the people on their estates.

Mr. Fitzgerald, District Inspector Enniscorthy, in page 277 of Report, says :—

“One of the chief impediments to the extension and improvement of National education in Ireland, I consider to be that the landed proprietors take little or no interest in the education of the people on their estates, and fail to endow the schools in a suitable manner.”

On a school rate-in-aid, and compulsory education,

Mr. Graham, District Inspector, Portarlington, in page 274 writes :—

“I regret to say that the prospects of the teachers appear to me most mournful. To those already in the service (of any standing) the decrease in the population, the poverty of the cottier class, the decrease in the small-farmer class, the want of due independence in the demand for school fees, the indiscriminate admittance of ‘free pupils’ by Managers, and the almost total absence of sympathy by landlords and the larger farmer and shopkeeper class, hold out no hope of amelioration without active State legislation, and a compulsory school-rate.”

“During the past year the rate of provisions has proved a source of great privation to the teachers (especially those with families). This, of course, would apply to all civil servants; but teachers are not civil servants, because local sources are supposed to cater to their wants. This is a myth, and it ought not to be, because those who benefit directly or indirectly by their exertions, ought to pay for their support.”

“This leads me to compulsory education, viz., a rate to be levied upon all who have property, and who are materially interested in the increased intelligence and prosperity of the Irish people.”

“Many years ago, I advocated a local educational rate, based on the educational grant, and a proportional local educational scale, based on the present Poor-law area; such rate to be levied and paid under the present Poor-Law valuation, and each school to be paid under each

"Poor-Law Union, according to a uniform scale, proportionate to the salary payable by the National Board. Under this plan no extra official staff would be required.

"The general conduct of the teachers has given me great satisfaction during the past year. With two exceptions I have found them loyal, obedient, and faithful servants. Under circumstances of privation, I have found them patient and uncomplaining. The gentry, and influential laity talk a deal, but do not seem to care for, or understand, the work going on, or proposed to be carried out."

Mr. O'Galligan, District Inspector, in page 271, on the payment by result system, gives his very valuable testimony:—

"When we take into consideration the self-evident fact that the teachers who are most anxious to promote the future success in life of their scholars, must frequently give offence by insisting, with perhaps unnecessary urgency, on the regular and punctual attendance, the careful preparation of the home-lessons by the latter, the regular payment of school fees, neatness of person, and apparel, &c.,—points upon which their reputation as efficient teachers vitally depend, but which, nevertheless, often press rather painfully upon parents of delicate constitutions, or indolent, and perhaps improvident habits; we need not feel surprised that many a teacher would dread lest on the appointed day a large per-centage of his pupils might voluntarily (or by order of their parents) absent themselves from the examinations, and thus inflict a serious reduction in the income of their conscientious but injudicious teacher. Dangerous epidemics (such as cholera and scarlatina) also exercise a most depressing effect upon the attendance, although the existence of the malady might not have been even suspected in the locality a few days previous to the one appointed for the annual examination. On a comparatively recent occasion I found only twenty pupils present in one of the best convent schools I had ever the pleasure of inspecting. In this case, the falling off in the attendance from two hundred (or more) down to twenty, was certainly not attributable to any want of zeal or attention on the part of the excellent ladies who conduct the school, but to the alarming spread of cholera and typhus fever in the neighbourhood of the convent."

(This testimony of Mr. O'Galligan, one of the kindest, most earnest and efficient Inspectors in the service of the Board of National Education in Ireland, comes home so fully—so truly, to every school in the country—civic as well as rural, that it is to be fervently hoped this obnoxious result system will not be, in the absence of compulsory education, forced on the Teachers of any portion of the Empire—any portion of the United Kingdom—under our justly-vaunted FREE constitution! Let us not, in this age of advanced enlightenment, by attempting to adopt a system—the Revised Code, in any shape or form—that should lead once more to barbarism, worse than the feudal system of old England, give cause to be sneered at by our Transatlantic brethren. If the payment by results were such a go-a-head system to advance popular education; I wonder why Prussia, America, France and Switzerland are so long behind in adopting it. Surely, then, an enlightened British public opinion will not now tolerate a code—a Revised Code that, if adopted, must lead once more to the ignorance of the dark ages! Ah! no. There was too much of that already!!

Mr. D'Arcy, District Inspector, Mullingar, writing in page 267 says :—

"As payment of teachers' salaries by 'results' is now being debated, I beg to make a few observations regarding it. At first sight *payment by results* presents a very fair aspect, but on a little consideration it will be found to be surrounded by no small difficulties. Let us take the case of a teacher placed among the poor, the ignorant and the vicious, who inculcates a Christian spirit among his pupils, and teaches them to live as good men ought to live; and yet, owing to the stupidity of some, and the irregular attendance of others, their literary proficiency is low. Take another teacher whose general conduct may not be free from blame, yet owing to circumstances his pupils answer better, although he does not bring more earnestness or more competency to the discharge of his duties than the former. Now, will the *literary standard be a fair measure to apply to the usefulness of these two men as public servants?*"

Mr. Cowley, District Inspector, Tuam, in page 266 testifies :—

"Many promising young men are lost to the service because they can find a better opening in the police. So long as they see *this body better fed, better lodged, better clad, and much less worked than the teachers*, so long will they prefer the uniform of the constabulary. I must not leave this subject without bearing testimony to the general *loyalty of the teachers.*"

Mr. Dugan, District Inspector, Londonderry, in page 248 says :—

"The average income of the teachers in this district from all sources is £37 (a year) for males, and about £29 for females; an income manifestly inadequate, considering the present low value of money, for maintaining a position of decent comfort. The *minimum* ought to be £45 for males, and £40 for females."

Mr. Wilson, District Inspector, Antrim, in page 251 writes :—

"The position of the teacher is very insecure. The manager has the most absolute control over him, which he sometimes exercises *arbitrarily*, and which at all times tends to keep the teacher in a state of *abject dependence*. He can *without notice or reason assigned* dismiss him; though to such a power he has no proper claim, as he rarely supplements his income by a single farthing; he should be empowered to dismiss him only on good cause being shown."

Mr. Adair, page 255, says :—

"They are not at all sufficiently supported locally by school fees, &c. *In fact the people seem to have got it into their minds that they are paying the schoolmaster a compliment by sending their children to his school!*"

Mr. Sheehy, Inspector, page 265 :—

"If the qualifications of many of the teachers be very poor, their remuneration is equally so. . . . Compared with the teachers in other parts of Ireland, those in the city of Dublin labour under two disadvantages—they *have to pay more for their support*, and they *receive less school-fees*, on account of the very humble circumstances of the parents of the children that attend the Dublin schools."

Mr. Wood, Inspector, page 259:—"The typical Mayo teacher with his *hovel* of a school house, and hovel of a dwelling (1), situated in many cases at a distance, apart, of several miles, cannot study for promotion; HE CAN HARDLY LIVE! He has £18, the lowest (or third) class salary, as aid from the Board; but, not only has he no aid from the locality, he has often to pay rent (from £1 to £3) for his school-house, and at his own expense, to keep it in repair, and supply it with the requisite educational apparatus, such as maps, &c. (2). To support his family, this typical teacher cultivates a small piece of land, which occupies his spare time by day, so that night is his only time for study. But it is not easy, after a hard day's work, to read to purpose, in a crowded and smoky cabin, by the light of a bad candle in a draught! Yet some who are thus circumstanced do prepare for examination; all honor to them for it; for many teachers more happily circumstanced are deterred by exaggerated reports of the probability of their meeting with questions at the Written Examination, which neither they, nor indeed any one who knows not the mind of the proposer, can answer; in which case should it occur, the chance of success is poor indeed." (3)

1 Mayo, the home of my childhood; how long shall the *dwellings* of your teachers, and the *school-houses* where your children receive their education, remain to be called *hovels*?

"How long, O Lord! how long!"

2 See page 37, for what teacher must do in a out of the school-room, out of his average salary of 12s. 8d. a week.

3 In page 15 of this little pamphlet I give the *dreaded* qualifications. It will be seen, when compared with those of the Excise Officer, in same page also given, in juxtaposition, whether the poor low-classed, or even high-classed teacher's dread of them be ill founded or not.

END.

