

## SUGGESTIONS ON IRISH EDUCATION.

[Presented respectfully to the Synod of Derry and Raphoe, in 1879, as illustrating the series of Propositions III., of which the Notice stands over from last year.]

### A

A PRESSURE ON PARENTS:—Compulsory Primary Education, as distinguished from Compulsory School Attendance; with a corresponding encouragement to Family Instruction.

1. All children being registered at present at birth and vaccination;—Let a note of this be passed on by the Medical Registrar to the "Clerk of the Union," and by him to the Poor-rate Collector. Then

2. For every child between the ages of seven and twelve, let an Education Rate of 5s a year be imposed by law; to be paid by the parent along with his poor-rate, unless he can produce to the Collector an exemption ticket.

Such Exemption Ticket being simply a Certificate from the National Board Inspector that the child has "passed" in its proper "Standard."

Exception being also allowed in cases of clear incapacity, properly attested.

3. Therefore, ALL children, whether usually attending National Schools or not, must be presented to the National Board Inspector once a year, for Public Examination, in the presence of all who choose to attend.

Those who are above this, can afford to pay the small Education Rate, for the benefit of their poorer neighbours.

4. Each child should produce a note from the Clerk of the Union—fee, one or two pence—of its age, parentage, and place of abode.

5. Then, being classed and examined, all who deserve them should receive "Pass Certificates" graduated according to age and merit; as thus:—

No. 1— Being merely a "Pass," according to age.

No. 2— a "Pass with Credit," bearing an honorary stamp.

No. 3— a "Pass with High Credit," bearing also a premium of from 1s to 10s, in either books or money.

A List of fitting Premium Books, with prices marked, being supplied by Government.



6. The "Standards" for Examination to be *five*, according to age; as thus:—

- | No. | Age.                    | Proficiency.   |
|-----|-------------------------|--|
| 1—  | Up to $7\frac{1}{2}$ —  | Read <i>First Book</i> ; repeat Lord's Prayer, and any six pieces from the Board's little vol. of " <i>Sacred Poetry</i> ."  |
| 2—  | Up to $8\frac{1}{2}$ —  | (1) Read <i>Second Book</i> ; repeat <i>also</i> Ten Commandments, and twenty such pieces. (2) Write Round Hand, and know how to add, subtract, and multiply.  |
| 3—  | Up to $9\frac{1}{2}$ —  | (1) Read <i>Third Book</i> ; repeat <i>also</i> Apostles' Creed, and forty pieces. (2) Write Small Hand; know the Four Rules and Reduction. (3) Know the National Board Maps of " <i>Ireland</i> " and " <i>The World</i> ."                       |
| 4—  | Up to $10\frac{1}{2}$ — | (1) Read <i>Fourth Book</i> ; religion as before, with all the Poetry in the Four Books. (2) Good Writing; Proportion, and Practice, or Fractions. (3) Also the Maps of the British Isles, Europe, Africa, Asia, and America; Elements of Grammar. |
| 5—  | Up to $11\frac{1}{2}$ — | (1) <i>Fifth Book</i> or Equivalent—that is, English Reading generally. (2) Good Writing and Arithmetic, and the Four Rules in Algebra. (3) Good Geography and Grammar, with <i>some</i> Extra.  |

7. "Extras," to be those recognised by the National Board; that is, Superior Singing, Sewing, Drawing, acquaintance with the Library Books; and proficiency generally in the Intermediate Element, as prescribed for the Board's "Secondary" Schools.

Such Extras being "admissible" in the *third* class, "expected" in the *fourth*, and "required" in the *fifth*, and all higher classes; and to be mainly considered in awarding the "high credit" premiums, but should *never* be "accepted" from any child who is not "good" in the common programme.

8. A child of *any* age might be presented in any "Standard," and, if in a standard above its age, a simple "pass" should be reckoned "honorary," though not so stamped; and should cover, as an Exemption Ticket, the intervening years.

Passes of the *third* grade, with premiums, should only be obtainable in the *fourth* or higher standards; or, in case of "Extraordinary Merit," in the *third*, if specially reported by the Examiner.

9. The Examiner might also award premiums of from 1s to 2s for each



child to the Teachers of "Schools for the Poor," whether National Schools or not, a considerable proportion of whose pupils have "passed with credit."

"Schools for the Poor" being any Schools in which Her Majesty's Subjects generally can, without professed violation of conscience, obtain a Primary English Education for 5s a quarter.

If any child have not attended school within the year, *being otherwise properly employed*, these premiums might go to the parents—say, 1s for a pass; 2s for an honor; and 4s for a premium.

10. Such premiums, and all other expenses of the Examinations—including a fee of One Guinea a day and his travelling expenses to the Examiner—should be defrayed out of the Education Rate, or, failing that, the Consolidated Fund.

11. The Examinations should be held in National Schools, at convenient centres, if possible not further than *three* miles from any families to be examined. And public notice of the time and place appointed should be posted at least six weeks previously in all the National Schools and Police Stations of the District.

12. Children who have passed in Standard 5 to be thenceforward exempt from Education Rate, but may present themselves for premiums up to the age of  $14\frac{1}{2}$ , in Upper and Extra Subjects, at any of the Examinations of their District, whether they have attended school or not. And premiums, as in No. 9, may be awarded to the Teachers of such schools as they have attended.

\* \* Thus, on the whole, children who are fairly attended to *escape* the education rate; and those who are smart and industrious may more than cover, by rewards, their own education expenses up to the fifteenth year. After 15, they must look for direction and encouragement to the Intermediate Education Commissioners.

## B

THE NATIONAL SCHOOLS—should be divided into *two* classes; Model, or Minor Model, Schools being of either or both classes; and suitable School Libraries being deemed *essential* to ALL.

1. PRIMARY Schools; numerous both in town and country; conducted generally as Infant Schools, but with provision in country places for some Elder Classes, the pupils of which should act as Monitors.

To effect this, Female Teachers should always to be preferred, and Singing and Sewing encouraged or insisted on. Also the Board should *aid* in the erection of a Gallery, and be liberal in allowing Infant School Requisites.

2. SECONDARY Schools; one at least in every small town and populous neighbourhood.

(a). Either Male, Female, or Mixed; if the latter, with a Work-mistress, and Singing and Sewing insisted on.



- (b). Both Masters and Mistresses to be encouraged to seek some University Degree, or at least Matriculation; or other recognised test of Literary Competence.
- (c). The present Standard of proficiency in all the classes to be seriously raised; and, from the *fourth* onward, the "Intermediate Element," *i.e.*, the Rudiments of Higher Education, insisted on; as thus:—

4th Class, at least in its upper division,—(1), Algebra; The Four Rules and Fractions. (2) Latin, Grammar, including Syntax, and all the Exercises in Henry's First Latin Book, or an equivalent in Smith's *Principia*.

\* \* \* One Extra "expected," both admissible.

5th Class—(1) Algebra, Simple Equations, Involution and Evolution; Euclid, 1st Book. (2) Chemistry, Notation, and First Principles. (3) Latin as before, with Prosody; and one Book of Cæsar, and one of Ovid, or an equivalent *Delectus*—*i.e.*, one containing at least 500 lines of Verse, as essential to just pronunciation. (4) French, Christison's, or an equivalent Grammar; and one Book of Charles XII., or of Peter the Great.

\* \* \* Two extras "required," all admissible.

6th Class—(1) Algebra, Quadratics, and Progressions; Euclid, 6 Books; Mechanics, Principles. (2) Chemistry, Magaulay's or an equivalent. (3) Latin, Two Books of Cæsar, and one of Virgil. (4) Greek, Grammar, and Valpy's *Delectus*, or an equivalent. (5) Good French "expected;" and (6) German "admissible."

\* \* \* Three extras "required," all admissible.

In towns of 3, 4, or at most 5000 inhabitants, *many* extras should not be encouraged, except in *Evening* Schools; and in all such towns National Evening Schools should be *always* maintained.

\* \* \* The Inspectors should *always* refuse to recognise any of these Extras in any School, Class, or *Pupil* who is not "good" or "superior" in the Common English Standards.

\* \* \* All Pupils, in any School, on returning books lent from the Library, should be able to give an account of their contents.

This is fair subject for the Exercises of each week, and should be reported to the Inspector, who ought also to satisfy himself as to the results. At present, of Irish National Schools, too often neither teachers nor pupils read any English books whatever, beyond the fragments specified in their programme.

Boys attending National Schools for more than the above ought to act as Monitors, and Assistants generally, in return for their use of the Library, Books, &c., and the Master's superintendence of their studies.



## C

## THE INTERMEDIATE EDUCATION COMMISSIONERS—ought

I. To organise their EXAMINATIONS—into *two* classes.

A. The Preliminary or Pass Examinations; consisting of *written papers only*; held early in June; in very numerous centres, like those of the Science and Art Department of Kensington. A local Magistrate being *always* present, and, in conjunction with the Police Authorities, *responsible* for *three* things—

1. That the papers, which have come by post, are properly unsealed, opened, and distributed.
2. That the answers are properly collected, sealed up, and despatched by post.
3. That no other communication or intercommunication is permitted.

The results of this Examination for each district to be in time transmitted to the presiding Magistrate, who will give them sufficient publication.

These Results are *three-fold*; thus—

- (1) Many candidates are disqualified and fail.
- (2) Many “pass,” and receive a Certificate accordingly.
- (3) Some “pass with credit,” and receive a Certificate entitling them—
  - a. To present themselves at the Honor Examinations, in Dublin;
  - b. To a second-class return ticket from the nearest railway station;
  - c. To an allowance of 6s per day for expenses in Dublin during their examinations—

So that the “pass with credit” is itself a substantial and desirable Reward.

B. The Honor Examinations; consisting of *BOTH papers* and *VIVA-VOCE*; held in Dublin; in July or August; during the Long Vacation, when the various University Halls, and, possibly, University Hospitalities, are available.

II. To arrange their *SUBJECTS*—into substantial and well-defined Courses; with sufficiently full Text-books; to which the pass examinations should be *confined*, and the honor examinations *based* on them, though travelling farther at the Examiner’s discretion.

Both Courses and Text-books to be very seldom changed. These ought to be the *best* on each subject, which change but slowly; and needless alterations are most injurious, especially to those whom the Act designs to benefit; derange country schools and country *classes*—by whom perhaps even the books are not procurable\* till the time for their use has passed—and only favour “coach” or “cram,” or at best central residence and wealth.

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\* What do the Commissioners intend, for instance, by inserting in the 2nd year’s programme (different from the first), “Homer, book 22; Demosthenes, Olynthiacs; Plato, Protagoras 1—22”? Must the pupils buy a whole Iliad, in order to read book 22? A whole Demosthenes, to find the Olynthiacs? and a complete Plato to have the first sections of the Protagoras? Or must they wait till some one hurries



This is the Chief Function of the Commissioners—to insist on such Courses; as *directing* the solid education of the Irish youth; and especially of those who *need* their assistance. That is, *not* of the great towns, or great public schools, or of rich people, who may themselves reside, or may send their children, where they please. It is indeed highly desirable that these should *accept* the guidance of the Commissioners. ALL, therefore, are welcome to their examinations and their “honors;” but not equally so to their pecuniary help. This, together with steady and pretty full direction, *is* needed by the struggling middle classes; and chiefly by those who are scattered over the country places and small towns, and who, though possessing quite as much energy, industry, and intelligence as town folk, have generally within their reach no other educational advantages than the village school. If it fail to reach and energise these, the Intermediate Act cannot fulfil the intentions of its Authors, or confer any lasting benefit on Irish Education.

## D

On these Courses, therefore, some remarks are added, especially in reference to the present Conjuncture in Education, which probably marks a new departure.

“Irish Education” as it used to be—meaning “School-Education,” that directed by the University and imparted by the Schools—was by no means contemptible. Its idea was a substantial knowledge of the Greek and Roman Classics, with considerable attainments in Mathematical and Physical Science. It was much above the Scottish Standard, though not so widely diffused. But it was much more generally attained than the high English Standard; and, if less expert in making Latin Verses—an accomplishment which we had too little time, and too much real poetry, to relish—was of a far larger, wiser, and more effective style of Scholarship. As to English Literature, “Educated” Irishmen were supposed to study it, and contribute to it, for their pleasure; and they did so; their school training being the basis of their “Irish Eloquence.”

But this standard is now so seriously impaired, from many causes—chiefly from the action of the National Education System and other quasi-enlightenments, combined with the effects of the Famine and other social derangements—that it can hardly be said to be longer existent. It could not, probably, be now restored. Nor is it perhaps desirable to aim at it, in the

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up little fragmentary text books for their use? Then of what kind will these hasty text books be? Young students require good editions, giving careful and systematic assistance; now any such Editor, say, of Homer, will make the notes on the *first* books full and explanatory, and not repeat himself in the 22nd.

Besides, the Courses are all much too short; and, perhaps *therefore*, amazingly capricious. Are Demosthenes and Plato in the least suitable for school-boys?

The old Classical Course in Trinity was a model of “Educated Common Sense.” The large Entrance Course having enforced a substantial knowledge of the language and its co-requisites, the young students finished their Epics in the first year; and studied the Dramatists in the 2nd, the Orators and Historians in the 3rd, and the Philosophers in the 4th. Any competent person who compares this with recent quasi-enlightenments will long for the Ghost of old Bartly Lloyd to look after us again.



face of (1) of the rapidly increasing development of the Natural Sciences and of their multiplied attachments to the wants of life; and (2) of the vast Commercial and Colonial Expansion of the Empire, and our opening Intercourse with the world at large. If possible, a better Ideal, and one more suited to our times, must now be pursued.

Education is commonly divided into Scientific and Literary, of which the first requires more power of mental concentration, the second more books, industry, and literary taste.

(1) For the purposes of the Intermediate Board, the SCIENCE Courses should be only *two*.

*a.* Mathematics and Physics, as well understood in Ireland; and

*b.* Natural Science, as increasingly so; and this last must rest on Chemistry—moving thence into Geology and the Natural Histories on one hand; into the more living Physiologies on the other.

The more popular Natural Sciences, as Electricity, Light, Sound, &c., are sufficiently encouraged elsewhere; and the students will turn to them with vastly greater intelligence, from having studied their foundations.

With the Logical, Ethical, and Social Sciences, further than they are involved, in a very diluted form, in their Literary Courses, this Board has no concern. Their formal study comes much later on in life. Nor should youths of 15 or 16 be encouraged to give too much attention to "Science" of *any* kind. Even the above courses, therefore, should only be "admissible" in conjunction with some one or more of the literary courses. Nor should honors be given in them unless to those who have obtained pass marks in the lighter subjects. We proceed then to

## 2. LITERATURE—(*a*) English, and (*b*) Foreign, including Ancient.

*a.* Of course "good English Education" is good education in every department whatsoever, including *all* the Sciences, and even all foreign and ancient letters; for all this, or at least the cream and substance of it, is found in English books. And it is time for youths of 15 or 16 to have seriously entered on this vast field of study. But as yet they can know extremely little about it, and are as little capable of judging the parts they know. Courses and Examinations of "English Literature," therefore, such as are now common or popular—that is, short histories of writers and their books, with specimens of their style, and clever criticisms: leading the pupils to *suppose* they know, and to carp and criticise—are about the most worthless, if not also, to young people, about the most positively demoralizing of all mental occupations. To learn how to *do* something, and to know and admire what others have done, that we may do the like or better, instead of picking out blemishes or faults, is the business of youth. And they ought to know that it is generally a harder and more useful, and therefore a nobler, thing to build a hut, or drain a field, than to criticize a palace. Short courses, therefore,



and critical examinations in English Literature, should be eschewed for the young, as an absurdity or worse. But the substantial English Authors—on subjects suited to their present capacity, such as the Great Historians and Historic Poets—should now be read. The former are mostly too long and too expensive; but presentable abridgments have appeared, sufficient perhaps for pass students: honormen being expected to answer from the originals. So the courses should be—

- (1) The Students' Gibbon and Students' Hume; Smith's Roman, Williams's Greek, and Milman's Jewish Histories; Russell's Modern Europe; Robertson's and Bancroft's America; and Mill's India. And, in poetry,
- (2) Our leading Epics—Milton, Scott, Byron, Southey, Moore, and Tennyson; with Shakspeare's and some lighter Dramas, as Sheridan's and Goldsmith's.

The Lyrists and Satirists being added for honors, as well as "the Modern Epic," our best Novelists; and be it remembered that a boy or girl of 15 will read 20 pages of an English Author with as little labour, and as much intelligence and profit, as *one* of Latin or Greek. But English Literature should not be "admissible" as a subject, except in conjunction with the more condensed and difficult courses, which require intenser application.

*b.* In Foreign and Ancient Languages, similar, but very much shorter, courses should be given; of the best known Standard Authors; very seldom changed. So that the pupils have been learning them for years; being tided over the initial difficulties, say, by the Secondary School; and still aided by its Library and occasional help, if only in the evenings.

For example, in Classics, the courses might be—

1st year—Three Books of Cæsar, and Three of Ovid, or Two of Virgil; with One Book of Xenophon (Two for Honors), and St. Luke's Gospel.

2nd year—As before, with Sallust's Cataline, another Book of Virgil, and One of Horace; another of Xenophon, the Acts of the Apostles, and half of Walker's Lucian (the whole for Honors).

3rd year—As before, with One Book of Livy, and Two of Horace (Three for Honors); Three or Four Books of Homer (for Honors, the Prometheus);

A Short Course in Hebrew, or in "transliterated" Hebrew, being "admissible;" and, possibly, in the later years, in some other transliterated languages, as explained below.

The whole being not nearly *half* of the old Pass Course, or *third* of the Sizarship or Honor Course, for *Matriculation* in Trinity:—Courses which were not only read but *mastered* by the head and second classes in all the leading Irish Schools; although their best boys used to "enter" before the age fixed for the lowest Intermediate Examination.



These Courses are cumulative, and imply, of course, a large amount of "collateral" reading, in the minuter History, Geography, Mythology, Antiquities, &c., necessary to understand the allusions in the text. Which necessity is one of the chief advantages of the study; and one of the main reasons why Classics are justly esteemed as eminently "Education." But there are others as serious. For (a) in studying the best of foreign, and especially of ancient, languages and literature, the pupils are obliged to study, and learn how to use, the resources of their own; (b) it is by far the study best suited to the capacities of this period of life: and if not seriously entered on now probably never will be; and (c) because Languages run in Families, and ought to be so studied: and these are the Key-languages and Key-literature of the World. Thus—

LATIN is (1) the immediate *Mother* of all the Romance languages—that is, of French, Spanish, Portuguese, Italian, and Roumanian, and differs from them not more than Early English does from ours.

(2) It is also the Elder *Sister* of all the Greek Dialects, including Modern Greek.

(3) Also the *Aunt* and Nurse of all the German and Low German Languages, including our own; and only one step further removed from the Slavonic, and two from the Celtic tongues; and finally,

(4) It is the *Full-Cousin* of Sanskrit, the Mother of the principal dialects of India; which are, therefore, Cousins of our own.

(5) Besides, as a spoken and written language, it is still the most important in Literature; being still "the Learned Language of Europe"—that in which, until lately, all the most important books on every subject were composed, and in which most of them must still be studied. From, and *through* it, all the culture of the modern world has come, and is thoroughly impregnated with it still.

(6) All this *Historically*; and, *Grammatically*, it is still more important. For it is by far the best *Exemplar-language*; presenting incomparably the most perfect "type" or specimen of Language generally, in its most instructive or *inflected* stage. Of all Languages, it possesses the clearest Inflections, the most powerful Syntax, and the distinctest Prosody; while its simple system of Orthography has regenerated, or is regenerating, that of all the rest. Such Simplicity *alone* has rendered among us, and such only can render in the world at large, "popular literature" a *possibility*. Too much importance, therefore, can hardly be given to Latin at this stage of Irish Education.

GREEK is a number of highly cultivated dialects, closely cognate with Latin; clever and accomplished sisters of the stately Roman Dame. Its importance is due to the great variety and excellence of its literature; which embodies all the main intellectual efforts of the Ancient World, including



Christianity, for about its highest thousand years. And these are so closely interwoven with the Roman remains that the two series are always studied together, and cannot be understood apart. In fact, all Roman Literature, as distinguished from Roman Conduct, Law, or Religion, is but reflected or refracted Greek. In serious matters, Rome acted for herself: in Art, Literature, and Science, she simply adopted the Greek Ideals.

Grammatically also the relation is the same. The Greek dialects are but a lively accompaniment to Roman Music: so many brilliant and beautiful variations to the Chant of the Latin Organ. But to the Scientific World, and especially to Modern Science, Greek, at least a certain amount of it, is indispensable. For, partly from its native aptitude, and partly from the Roman adoption, it has been universally accepted as the language of scientific nomenclature. And it is virtually impossible for a student to progress in any of them, especially the lighter ones, without first learning at least enough of Greek to understand the terminology.

The importance of HEBREW is that it bears to the *Semitic* or chief Asiatic languages, such as the Arabic, Persian, and Aramaic or Syrian tongues, the same relation that Latin does to the Indó-European: and as these become daily of greater consequence to the Empire and to us, their greater study, if only for commercial and political purposes, becomes inevitable. And they are really very interesting and *very easy* languages, except for one thing—the almost impossibility of learning them at all, *until their Orthography has been reformed*. This is intricate and complicated to such a degree as virtually to debar the community from letters. Yet this barrier is altogether a late and artificial construction of quasi-scientific *grammarians*; which has never had any other effect upon either the nations or their literature except to keep them separate.

For instance, the prime literature of the world was first written in Hebrew. From “its 22 letters” all the other Alphabets were really and professedly derived. And so long as Hebrew was a spoken language none but these 22 were ever used. But long afterwards, when the Grammarians arose, they insisted that they should all be *consonants*; and then plastered the page with 15 vowels, or rather vowel-points, and 35 accents! whose intricacy and endless variations are almost the sole difficulty in the language; for both it and its Inflections and Syntax are singularly short and simple. Yet even the Hebrew Orthography is vastly the plainest and easiest in all the East.

If the Government, through the Indian or Education Office, would first fix on a simple Transliteration-System—such as almost any of those used by European scholars—and then go to the expense of printing a few Transliterated Books—such as the Hebrew Bible, or even the Pentateuch and Psalms—the Koran and Arabian Nights, or parts of them—the Laws of Menu, and parts of the Hitopadesa, Nala, and Sakuntala—with some poems of Ferdusi—they would at least immensely advance the interests of the Empire and of Christianity in the East. And if they went to the further expense of



printing some easy Grammars, Dictionaries, and *Intermediate* Instruction-sheets, connecting the Reformed Orthography with the Old—and supplied these at a cheap rate to the Irish Education Commissioners—they might enable the Irish youth to take an effective part in this great Work; and also seriously advance what has long been, and ought to be increasingly, our Highest Native Industry. For many Centuries, the Irish Student and Irish Teacher were as well known, and, for all their faults, as acceptable in Europe, as the Irish, German, or American Missionaries are now in the world at large; and the world never wanted more their energies, aptitudes, and zeal.

Over the bulk of Ireland, there is nothing open to the people except Agriculture and Education. And these should help each other. A little more knowledge would not hurt the Farm; and the long winter nights and moist climate impose abundant leisure for its acquisition. Why should we not have fair Guidance, and a little Help, to utilize our Openings?

For the profession of Teaching alone, the Irish National Schools require a *yearly* supply of nearly 1000 persons. The English-speaking World attracts and absorbs at least twenty times as many; to say nothing of the East. And both to teachers and pupils, this is but the school and stepping-stone to more desirable Employments.



## THE "PROPOSITIONS" REFERRED TO IN PAGE 1.

## "No. 3.

"(SLIGHTLY ALTERED FROM LAST YEAR.)"

[Notice of them having been given in June, 1878, BEFORE the announcement of the Intermediate Education Act.]

a. "It is the duty of this Synod, and of the Irish Church, to attend not only to the religious but also to the general education of the Irish people, and especially of our own members.

b. "This general education is painfully and increasingly deficient, and the whole education machinery of Ireland seriously impaired or paralysed by the destruction of the intermediate element which used to form part of the common education of the people, and by the continued refusal of the National Education Board to encourage or even to ALLOW this grave defect to be repaired in their common schools.

c. "While such prohibition continues it is \*IMPOSSIBLE that this paralysing deficiency can be otherwise repaired, at least in country places and small towns: this Synod, therefore, respectfully calls on the Government and the Commissioners of National Education to hasten to repair it, by encouraging an intermediate element in all their schools where it is really required, or where the people are willing to pay for it as a recognised extra; and it also calls respectfully on the Clergy, and on all friends of education, to second locally this action of the Board.

d. "By an Intermediate Element we mean the rudiments of higher education, imparted in the common school as the children become of age and intelligence to receive it, so as to carry on the primary or more infant teaching of 'the three R's' into farther subjects—such as (1) School Libraries; (2) the leading Ancient and Modern Languages; (3) Historical, Natural, Physical, and Mathematical Science; (4) Singing by Note, Drawing, Instrumental Music, and Experimental Philosophy, at certain hours where facilities exist.

"JAMES MACIVOR.

"\* This point was pressed in the 'Memorials' presented to the Synod in 1878."

[That is, "Three Memorials from Ardstraw Parish to the Commissioners of National Education;" reprinted for the Synod, with remarks.

The First, in 1855, prayed for "a better class of Schools." In reply, the Minor Model Schools were instituted, and we were allowed one. But these, having been spoiled in the making, neither met our wants nor answered our petition. So

The Second, in 1867, prayed for "an intermediate element" in all schools where it was really required. In reply, the Board conceded our principle and promised to act on it. But they DID NOT. So

The Third, in 1877, is still under consideration.]



