

£200,000 a-year

FOR

IRISH EDUCATION:

HOW MAY IT BEST BE SPENT?

WRITTEN AT THE REQUEST OF THE

STANDING COMMITTEE OF THE GENERAL SYNOD

OF THE

Church of Ireland,

BY THE

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EDUCATIONAL DEPOSITORY OF THE CHURCH OF IRELAND TRAINING COLLEGE

4 KILDARE PLACE.

1891.

TO

His Grace the Most Rev. Lord Plunket,

ARCHBISHOP OF DUBLIN,

I VENTURE TO DEDICATE THIS ATTEMPT TO SET FORTH THE
BEST MEANS OF ADMINISTERING THE NEW GRANT
FOR EDUCATION.

It was originally suggested by his Grace.

It has been honoured by a careful revision at his hands.

I trust that these facts will be accepted as my justification for dedicating so slight an effort to one who has been pre-eminent for his grasp of the bearings of the education question, and unsparing in his exertions on behalf of all true educational movements.

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£200,000 A-YEAR FOR IRISH EDUCATION:

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PART I.

INCREASED EFFICIENCY IN SCHOOLS DEMANDED IN RETURN
FOR THE FREE EDUCATION GRANT IN ENGLAND.

ON Monday, June 8th, the Free Education Bill for England was introduced by Sir W. Hart Dyke in a speech whose moderation and clearness contributed much towards the final success of the measure.

But there appeared to be a weak spot in the Bill, and consequently in the speech, which did not for a moment escape the notice of the Opposition. Mr. A. Acland at once sprang to his feet, and fastened upon it by saying that "there was one remarkable fact in relation to the right hon. gentleman's speech. He had hardly said anything of what was to be done in the way of *educational improvement*, in return for this gigantic gift."*

Again and again during the course of the subsequent debate was the same charge made, not only by the Opposition, but by some of the staunchest supporters of the Government. Plainly, the omission was one which could not be passed over in silence; it had to be fully and fairly explained.

* *The Times*, June 9.

This duty devolved, in the first instance, on Mr. Chamberlain, and not unfitly, for in many quarters Mr. Chamberlain is believed to have been the real author of the Bill. Replying to Mr. Mundella, he said: "The right hon. member for Sheffield had asked a question which was undoubtedly of great importance, namely, whether the Government intended to impose any conditions as to extra efficiency in cases where the grants happened to be a larger sum than had been received for fees? All he could say upon that point was, that if the right hon. gentleman could devise and put upon paper any plan for carrying out that proposal, it should receive his most careful consideration, and it would, no doubt, be welcomed both by the Government and the House."

In the challenge thus accepted, and returned, lies the kernel of the whole question with reference to Government grants for free or any other kind of education.

THE GOVERNMENT ARE NOT ONLY ENTITLED, BUT ARE BOUND, TO SECURE INCREASED EFFICIENCY IN RETURN FOR INCREASED GRANTS.

Only one excuse can be pleaded for evading so palpable an obligation—impossibility. This Mr. Chamberlain clearly understood, as his method of dealing with Mr. Mundella's objection showed. The absence of clauses requiring increased efficiency was justifiable, and only justifiable, because it passed the wit both of the Government and of the Opposition to devise the necessary conditions in connection with the *English* educational system.

WHY IT WAS IMPOSSIBLE TO OBTAIN INCREASED EFFICIENCY IN CONNECTION WITH FREE EDUCATION IN ENGLAND.

What the difficulties were which lay in the way in England, Mr. Chamberlain very ably discussed in the conclusion of his speech. He dealt chiefly with the cases of schools

where the new grant would exceed the amount hitherto received in school fees, and confined himself to some special aspects of the case.

Our purpose will be best served if we treat the subject in a broader way. What we want to explain is, Why it was impossible to obtain increased efficiency in connection with Free Education in England. What we want to ask is, Is there any similar difficulty to be encountered in requiring increased efficiency in connection with Free Education in Ireland?

THE DEPARTMENT HAD ALREADY ALL NECESSARY
MACHINERY FOR SECURING EFFICIENCY.

The chief difficulty in England was the nature of the code, which was already framed so as to exact the utmost possible efficiency along its own lines. As was pointed out by Lord Cranbrook, in the debate on the second reading of the Bill in the House of Lords, the code of 1890 had laid heavy additional burdens on the schools. The help of the grant for free education was necessary, if these burdens were to be efficiently borne. Still further burdens were, therefore, impossible. Plainly, there is a "saturation point" for schools as well as for individuals; and it is not the fault of the Department if it has not been already reached in England; for the Department has the fullest power to enforce any improvement it deems necessary.

The most cursory glance at the system upon which payments are made will make this plain. The whole of the Government grant may be said to depend upon the efficiency of the schools; one portion is paid upon the Inspector's reporting satisfactorily as to the general working; the rest depends upon the result of his examination.

Though the old system of "payment by results" has happily been abandoned, a system of payment by results remains in full force. The Department no longer pays

distinct fees for each individual child who passes the Inspector's examinations. Tommy Smith and Mary Jones are not now expected to be screwed up to a mechanical facility for earning, severally and individually, so much for arithmetic, so much for writing, so much for reading, &c. But definite sums are still paid for definite subjects of instruction, and the grant varies according as the teaching has been done well or ill. There is what is called a principal or "fixed grant;" but its fixity depends upon the fulfilment of the general conditions of annual grants. There is the "grant for discipline and organization," varying according to the Inspector's report, and there are "class grants," and "specific subject grants," not to mention others, all of which depend upon what the Inspector and the department think of the quality of the work done. Thus it is a mistake to say that payment by results has been given up. Payments by individual results have gone. Payments by class results remain. The stimulus to exact the greatest possible amount of work is still strong. The change is that it is applied in a wiser way.

It is therefore true that the whole of the Government grant depends upon the efficiency of the schools. This being so, to demand still further efficiency under existing conditions would be about as reasonable as to pass a law that full-grown men must add another inch to their height. Men may or may not have attained to the orthodox six feet. No mere external stimulus will add anything to their stature. Schools may or may not have attained to real efficiency; but additional excellence is not to be expected by merely increasing the amount of money to be won.

THE GRANT WAS HELD TO BE A COMPENSATION FOR GIVING UP SCHOOL FEES.

Another argument, a somewhat deceptive one, which has been used to explain why Free Education in England must

not be coupled with conditions aiming at increased efficiency, is founded on the nature of school fees.

School fees are paid per head ; therefore you must replace them by payments per head. This would appear to be the argument on which the Government have relied in deciding to replace school fees by capitation payments. Let us examine it. Because the parents now pay the school so much for each child, the State must pay similar sums for each child in the future. So expressed, the argument appears sufficiently sound. But this way of putting the case deals only with the barren fact of a payment. It says nothing as to the condition on which the payment is made. If the argument is sound, the conditions in each case must be alike. But is it so? At present the parent pays his money for value received. He has a right to find fault with the article he gets if it prove unsatisfactory. Like all purchasers, he takes an interest in his purchase. In a word, the parent pays conditionally. But how is it to be with the State? For every child in average attendance the State is to pay a definite sum. No questions are to be asked as to what is given in return. No interest is to be shown in the style of education which these payments purchase. In a word, the State is to pay unconditionally. The natural interest which a parent takes in the education of his child is to be weakened by his no longer having to pay for it. The natural right which a paying parent has to find fault with imperfect instruction is removed by putting an end to the payment ; and in place of this most valuable and most proper check, we are to have—nothing.

Of a truth, this argument for replacing school fees by capitation payments presents a poor appearance the moment we look it in the face. Nor do matters improve when we pursue the subject farther. In fact, thus far we have looked only at the most favourable aspect of the case. So many school fees paid, to be replaced by so many capitation payments ! But

how does the matter stand when the capitation payments are out of all proportion to the amount paid in school fees, when a school receives under the new system twice or three times as much as it did before? Surely in cases such as these it is idle to speak of the capitation payments as being merely fair compensation. Surely nothing can excuse such a system, except Mr. Chamberlain's argument, that it is adopted for want of a better, because it is not possible to demand increased efficiency under the present English code.

IS THERE ANY SIMILAR DIFFICULTY IN REQUIRING INCREASED EFFICIENCY IN CONNECTION WITH FREE EDUCATION IN IRELAND?

Turning now to Ireland, and bearing in mind the principle that the Government are bound to expect increased efficiency in return for increased grants, we naturally ask, Is there anything in the Irish system to prevent the application of a principle so obviously just and beneficial?

The answer is even simpler than it was in the case of the sister country. In England it has been held impossible to require increased efficiency, because of the constitution of the Code and the stringent regulations already in force. In Ireland it must be held impossible not to require increased efficiency, because the regulations of the Education Office do readily lend themselves to an improvement in the quality and standard of the teaching.

THE WAY IRISH TEACHERS ARE PAID GIVES THE EDUCATION OFFICE A SUITABLE MEANS OF SECURING ADDITIONAL EFFICIENCY.

Irish teachers, unlike English teachers, are paid direct by the Education Office. Their payments are of two kinds—

(1.) Payments by results, which are awarded upon the individual system, now discarded in England.

(2.) (a) *Class Salaries*, i.e., fixed salaries, varying in amount according to the class (I., II., or III.) which the teacher holds;

Or (*b*) *Capitation Grants* given in lieu of Class Salaries in the case of small schools.*

Payments by results (1) as compared with the other payments (2) (*a*) or (*b*) are in the proportion of one to two.†

Even so brief a glance at the Irish system as this is sufficient to show how readily it lends itself to the introduction of regulations for improving the character of the work done in the schools. It is by means of the payments under (*b*) that this can be effectually accomplished. As will be shown in detail later on, nothing could be simpler, nothing would have a better effect in the schools, nothing would be more acceptable to all concerned, than an addition to the salaries and capitation grants of the teachers. If this position can be satisfactorily maintained, it is manifest that no "impossibility" can be pleaded in reply to the demand for increased efficiency in connection with Free Education in Ireland. Owing to the special constitution of the Irish Code, the way stands open for legislation which will be as popular as it will be beneficial.

IRISH SCHOOL FEES NEITHER REQUIRE NOR ADMIT OF DIRECT COMPENSATION.

Nor is this position weakened when we come to investigate the "compensation argument," and see what figure it cuts after crossing the Irish Sea. Even in England the theory that school fees, being payments per head, should be replaced by payments per head, was quite unable to bear too close a scrutiny. Still, no one could deny that there was a good deal to be said in its favour. School fees might be described as being universal in England. So exacting were the schools in requiring their fees, that when the parents could not pay, they made them apply to the guardians, who paid

* The teachers also receive capitation grants under the Local Taxation (Ireland) Bill, 1890.

† Total sum paid in results, £198,342 15s. 1d., and in salaries, £436,324 9s. 0d.

for them as a kind of out-door relief. The permitted exceptions were so few* as to leave the general principle unaffected. Again, school-fees in England were paid on a liberal scale. The Government, in seeking for a fair compensation, felt that nothing less than 10s. a year, or about 3d. a week, could be fixed upon. In numerous cases, notably in the schools connected with the Wesleyan Church, the fees ranged as high as 9d. a week. In all cases where the amount received in fees had equalled the grant which the Government proposed in lieu of fees, there was much to be said for the compensation principle. As these schools amounted to one-half of all the elementary schools in England, the fact that their fees were on a liberal scale was not improperly allowed to govern the framing of the Bill. Different regulations could not well have been introduced for the two classes of schools without dislocating the whole educational system. Thus there was at any rate some firm ground under the feet of those who maintained that in England the Free Education grant was merely a compensation for the loss of school fees.

With regard to Ireland, however, the case is wholly different. In fact, it is hard to see how the argument can effect a landing at all on our side of the Channel, and this for the very apposite reason, that it is scarcely a paradox to say that Free Education already prevails in Ireland. In a very large number of schools no fees whatsoever are charged; in the rest free places for those who cannot afford to pay are the rule and not the exception. So universally does this principle prevail, that, practically, no Irish child grows up ignorant for want of the ability to pay school fees.

How impossible it is to talk of the new grant being a compensation, is manifest the moment its amount is contrasted with the amount previously paid by the parents. Estimating the proposed grant at the figures usually given, *i.e.*, £200,000 a year, this would give a capitation grant of 7s. 6d.

* According to the last Report, not 5 per cent.

for every child in average attendance. How does this compare with the amount actually received in fees ?* The total fees returned by the Commissioners of National Education for last year amount to only £104,550 4s. 8d., *i.e.*, scarcely more than half the so-called compensation. In not a single county in Ireland are the fees in Roman Catholic schools represented as amounting to 7s. 6d. per head ; in nearly half the counties the fees in Roman Catholic schools are set down as less than 4s. per head. The Roman Catholics form nearly three-fourths of the population. Of the remaining fourth, one-half is comprised of members of the Church of Ireland. Only in one county do the Irish Church fees exceed 7s. 6d. per head. The only religious body whose school fees exceed 7s. 6d. to any great extent is the Presbyterian Church, which numbers about two-thirds as many as the Church of Ireland. There are eight counties in which the Presbyterian fees exceed the 7s. 6d.

Even more striking does the case become when the subscriptions to the schools are taken into consideration ; and there are at least two reasons why the subscriptions must be considered. In the first place, they should be considered because their amount must be seriously affected by the introduction of Free Education in any form. Hitherto the doctrine of the National Board has been that localities are bound to contribute towards the cost of education. This doctrine has had a healthy effect upon the local contributions. Once destroy the doctrine, and publish that education is to be free, and forthwith you destroy the chief stimulus to contribute. There are means, as will appear later on, of making the blow less deadly to the contributions than it would be were it announced that the State would henceforth make education free by paying so much per head ; but however the blow is dealt, the contributions will most

* A Tabular Statement of the fees paid, and the local aid contributed by the different Denominations in each County in Ireland, will be found in Appendix A.

certainly diminish, and, therefore, the amount of the contributions must enter into the calculation when the question of compensation is discussed.

Another reason for considering the sums set down as subscriptions is because they are so frequently only school fees in another form. It is exceedingly common for the parents, in place of paying school fees, to contribute towards the school fund. It is also common for a landlord to subscribe £5 or £10 in order to free the children on his property. Not many are so generous as to voluntarily continue paying for Free Education directly, when the State takes up the work, and compels them to pay indirectly.

There is yet another way in which the subscriptions affect the school fee question. Where there are substantial subscriptions, we may be sure that the amount entered under the head of school fees is genuine. Where the subscriptions are small, or are absent altogether, little reliance can be placed upon the school fees returned.

Were it not for the publicity given to this subject by the teachers themselves, it would be difficult, if not impossible, to make public reference to it.

Here, however, is an extract from a Memorandum forwarded by the Central Committee to Sir Michael Hicks-Beach, when Chief Secretary for Ireland, in which it is stated, in the most open manner, that the sums set down as received in fees cannot be relied on, when there is temptation to fictitiously swell the amount:—

FALSIFICATION OF SCHOOL FEE RETURNS.

It was practically provided by the National School Teachers (Ireland) Act, 1875, that the Results' Fees should be divided into three equal portions. One-third to be paid unconditionally—the second portion to be paid, provided the Boards of Guardians granted the remaining one-third; but in places where the Guardians did not become “contributory” the teachers received only one-third of the amount they would have received if their schools had been situated in “contributory unions.” This regulation, however, only held good

for one year, after which the first and second "moieties" were paid in all cases where the school fees and local aid together were equal to one of the two moieties into which the amount of Results' Fees paid by Commissioners was divided. In many cases, however, the school fees, &c., were not sufficient to qualify for the payment of the second moiety, and finally another concession was granted by which in cases where the school fees did not equal the second moiety only so much of it was deducted as the school fees failed to reach. Since the introduction of these the amount of school fees has rapidly increased. *The teachers, however, assert that this increase has no real existence, that it is only on paper returned merely to qualify for the Results' Fees, which otherwise would be forfeited.* We are of opinion that *the assertion of the teachers is well founded*, and think that in the interests of truth and general morality the results earned at the annual examination should be paid unconditionally. The "school fees and subscriptions" in 1874 amounted to £73,551 14s. 9d., while for the year ended 31st December, 1885, the sum returned under the same head is no less than £145,082 17s. 7d. Now it must be admitted that during the last twelve years there has been no steady increase of prosperity in the country to correspond with the increase in these figures, and frequently during this period dire distress, verging on actual famine, has had existence in widely extended districts in different provinces. The general belief amongst teachers is that, instead of increasing, the school fees have substantially decreased since the introduction of the system of "payments by results," and we would not be performing our duty if we did not say here that we share in this belief. It may not seem creditable to the teachers that such should be the fact; but their necessities were great, and it may at least be said in their favour that it was their poverty, and not their will, which consented to the deception. The temptations to err in this respect should never have been placed in their way, and the sooner the absurd and mischievous conditions on which the second "moiety" of results is paid are abolished the better for all parties concerned.

In this exceedingly frank document it is asserted as an indisputable fact that the school fees have been freely raised—*on paper*—wherever there was temptation to represent them as larger than the reality, *i.e.*, where the absence of subscriptions made it necessary either to lose the second moiety of the results' fees, or else to make up for the absence of subscriptions by the presence (real or fictitious) of school fees.

Thus it is plain that, in addition to the reasons already given, the subscriptions must be considered as giving compensation for school fees, because they form a kind of test, whereby we may know when the fees are correctly stated. When the subscriptions are liberal, the fees are probably understated, because a large proportion of them appear under another heading. When the subscriptions are scanty, the fees are overstated, in order to avoid loss of income.

When the principles thus arrived at are applied to the payments of the various denominations, as given in Appendix A, some startling conclusions force themselves upon us. We find that the Protestant subscriptions are uniformly high. The averages are—Irish Church, 11s. 2 $\frac{3}{4}$ d.; Presbyterian, 4s. 4 $\frac{3}{4}$ d.; Methodists, 6s. 11 $\frac{1}{2}$ d. The Roman Catholic average is only 1s. 1 $\frac{3}{4}$ d. It is needless to dwell upon the inference which must follow. We have no desire to hold Roman Catholic teachers up to criticism as being worse in kind than Protestant, because they are exposed to greater temptations. But we are prepared to say that it would be a monstrous injustice to deliberately set aside subscriptions from the compensation calculation, and then to proceed as if the fees left behind were a trustworthy basis for our figures.

For every reason, therefore, the local aid in its entirety must be considered, if the determination is to make Free Education a matter of compensation. Looking at the situation from this standpoint, we have to face the astonishing fact that, while the Church of Ireland, and Presbyterian, and Methodist subscriptions put the *combined* local aid to their schools in most cases far above 7s. 6d. per head (the average amount in Irish Church schools is 15s. 4 $\frac{1}{4}$ d.); without a single exception, *all* the Roman Catholic schools fall below this moderate sum. The utmost which the Roman Catholic subscriptions and school fees together have been able to make per head in any county is 6s. 7d. In Co. Down they fall as low as 3s. 3d.

It is not possible to maintain that a grant of 7s. 6d. per head can be considered a compensation for school fees, when the fees and subscriptions for the schools of three-fourths of the country range from a maximum of 6s. 7 $\frac{3}{4}$ d. down as far even as 3s. 3d.* while those of the remaining fourth (the Protestants) maintain averages three times as great.†

PROPOSALS OF THE STANDING COMMITTEE FOR INCREASING THE EFFICIENCY OF THE SCHOOLS BY INCREASING THE EFFICIENCY OF THE TEACHERS.

Having thus seen that, however plausible the compensation argument may be in England, it can find no place in Ireland, we return to the previous aspect of the question, and proceed to discuss, more in detail, how the £200,000 may best be spent in the interest of education.

The plan which has met with most favour is that which has been put forward by the Standing Committee of the General Synod of the Church of Ireland.

It is a development of the plan suggested above for obtaining increased efficiency in the teaching staff, by adding to the class salaries and capitation grants of the teachers.

The following are the Resolutions upon the subject, which were unanimously passed at the meeting of the Committee, Thursday, May 21, 1891:—

RESOLUTIONS.

That in the event of the £200,000 per annum (Ireland's share in a new educational grant) being given in place of the school fees in National Schools, the Committee are of opinion:—

1. That the grant would be best expended in adding proportionately to the class salaries of the Teachers. (See note on Resolution 1.)

* These figures are taken from the Appendix to the Report of the Commissioners for 1889. The statistics are published only once every three years.

† Irish Church, 15s. 4 $\frac{1}{4}$ d.; Presbyterians, 12s. 1 $\frac{1}{4}$ d.; Methodists, 12s. 0 $\frac{1}{4}$ d.

2. That in order to confer a fair proportion of the grant upon all Teachers—

- (a) Full class salaries should be paid to all assistants.
(See note (A) on Resolution 2.)
- (b) Teachers in charge of schools at present paid by Capitation Grants should be paid fixed salaries, varying according to their class. (See note (A) on Resolution 2.)

3. That whatever proposals may be finally adopted, the payments should, in any case, be made each quarter.

Note on Resolution 1.

The total amount returned as paid for salaries in the Report of the Commissioners for 1890 is £436,324 9s. 0d.

In order to pay the Assistants their class salaries, instead of third class salaries, as at present, a sum of about £12,595 would be necessary. See note on Resolution 2.

To pay full class salaries to Teachers in charge of Capitation Schools would cost, say £11,000. See note on Resolution 2.

To pay the Teachers an increase of 40% on these salaries would cost £174,529 15s. 7d., which would leave £25,470 4s. 5d. out of the £200,000 to make up the sums required for Assistants and Capitation Schools, as calculated in next note.

Notes on Resolution 2.

(A.)

There were in the service of the Commissioners on the 31st December, 1890, 873 Male Assistants, and 2,247 Females, classified as follows:—

<i>Males.</i>	<i>Females.</i>
I ¹ . 22	29
I ² . 31	94
II. 296	734
III. 524	1390

The following calculation shows the amount which would be required to pay full class salary to them:—

<i>Males.</i>	<i>Females.</i>
I ¹ . 22 at £70 = £1,540	29 at £58 0 0 = £1,682
II ² . 31 at £53 = £1,643	94 at £43 0 0 = £4,042
II. 296 at £44 = £13,024	734 at £34 10 0 = £25,323
III. 524 at £35 = £18,340	1,390 at £27 10 0 = £38,225
Total for Males ... £34,547	Total for Females ... £69,27
Total for Males and Females	... £103,819

Amount now expended in paying third class salaries—

Males.	873 at £35 =	£30,555
Females.	2,247 at £27 =	60,669 = £91,224

Amount required to pay full class salaries to all
assistants £12,595

The actual amount required would be somewhat less, as full class salary is now paid to assistants in Model and Practising Schools in connection with Training Colleges. As these assistants are generally highly classed, and consequently in receipt of high class salary, the £12,595 determined above would have to be diminished by the amount paid to them above third class salary. If this deduction were made, the additional amount required to pay all assistants now in the service of the Commissioners their full class salary, could not exceed £12,000 per annum.

(B.)

According to the Appendix of the Fifty-third Report of the Commissioners of National Education, there are in all 668 schools having an annual daily average attendance of less than 30 pupils. The number of capitation schools is somewhat less, as a school is not placed on the list for modified grants, provided the average for every alternate quarter is over 30, even when the average for the year falls below 30. The number of schools paid by capitation is, therefore, approximately about 600; and at least three-fourths of these are taught by female teachers. If we estimate the average attendance of all the capitation schools at 25, the sum required to pay full third class salary to the teachers in charge of these schools would be only £7 16s. 8d. per school for male teachers, and £4 11s. 8d. per school for females. Or estimating the capitation schools taught by males at 150, and by females at 450, the sum required to raise the salary of the male teachers to full third class salary would be £1,225 per annum, and for the females £2,062 10s., or a total of £3,287 10s. If the average of capitation schools be assumed as low as 20, the amount required would be only £6,575 per annum. In other words, the sum required to pay full third class salary to all the teachers in charge of capitation schools would be £657 10s. for every pupil, the average attendance of all the capitation schools falls below the standard number, 30. In no case could the amount required exceed £10,000.

To pay full class salary to all the teachers in charge of capitation schools would require a somewhat larger sum, as in many of these schools

the managers have wisely, though at considerable expense, employed teachers holding second and first class certificates. No statistics are available as to what proportion of the teachers holding the higher certificates are employed in the capitation schools.

As is natural, considering the broad, comprehensive, and educational lines on which these resolutions are drawn, they have met with a very large amount of favour. The National Teachers, of all creeds, may be said to have spoken with one voice in approval of the plan of adding to their salaries.* The resolutions of the Wesleyan Conference are to the same effect.† The Presbyterians have not as yet taken public action in the matter; but their interests appear to be all in the same direction.

The policy which has secured this large measure of public support is one which is likely to commend itself to all who take an unbiassed interest in the progress of Irish Education. It aims at improving the efficiency of the National Teachers of Ireland, and it believes this can be done by offering good salaries to these who have the energy and the capacity to obtain good qualifications.

PRESENT REGULATIONS AS TO CLASS SALARIES.

The following table gives the present scale of salaries paid by the Education Office for male and female teachers, according to their class:—

		<i>Male Teachers.</i>	<i>Female Teachers.</i>
First Class.	First Division	£70	£58 0
„	Second Division	53	43 0
Second Class.	First and Second Division	44	34 10
Third Class.	First and Second Division	35	27 10

It will be noticed that the salaries for masters are proportionately higher than those for mistresses. A special advantage of the Standing Committee's proposal is, that by increasing class salaries it emphasizes the difference. In

* For particulars as to their Resolutions, *cf.* Appendix B.

† For Resolution, *cf.* Appendix C.

the foot-note* some facts are given which prove that the supply of masters is insufficient, while that of mistresses is superabundant. It would not be easy to defend a policy—such as an indiscriminate capitation grant—which proposed to pay as much for an article with which the market was overstocked, as for one which showed signs of becoming scarcer and scarcer.

The teachers pass from class to class by examinations, which increase in difficulty as they rise. To be admitted to the examinations, they must maintain efficient schools. Promotion from the lower to the higher division of a class depends *solely* on the efficiency of the school.

Only trained teachers can compete for Class I.

From the teacher's standpoint, a direct road to the improvement of his position lies through the improvement of his school. His only reason for not freely using it is, because the incentives are not sufficiently attractive.

From the standpoint of the Government, a direct road to good schools lies through the improvement of the class salaries, *i.e.*, of the incentives to successful school management and self-culture on the part of the teachers.

* *Extract from the Report of the Church of Ireland Training College, for 1888-9 :—*

There is very serious difficulty in obtaining, each year, a properly qualified supply of male candidates.

How precarious the supply of masters is, a glance at the following table will show :—

Statement of Male Candidates, 1884, '85, '86, '87, '88, '89.

Years.			Presented.	Passed.
1884	...	...	9	7
1885	...	...	13	9
1886	...	...	30	19
1887	...	...	21	8
1888	...	...	27	14
1889	...	...	52	20
			<hr/> 152	<hr/> 77

N.B.—The number required each year to keep the Male Department at its full strength is 20.

TWO EXCEPTIONS TO ABOVE SCALE.

To the above scale of payments there are two exceptions—

(a) Assistants in schools, no matter what class they hold, are only paid third class salary.*

(b) The teachers of schools whose average does not amount to thirty, are not only not paid their class salary, if they belong to Class I. or Class II., but they suffer a second fine, and lose a thirtieth of third class salary for every unit by which their average falls short of thirty. Thus a school with an average of twenty would give its teacher only two-thirds of a third class salary; an average of fifteen would give only one-half.

The inevitable result of these exceptions is:—

(a) There is great difficulty in getting highly qualified assistant teachers, and still greater difficulty in keeping them when got.

(b) Capitation Schools have to provide a local endowment, ranging from £1 to 30s. per pupil, and have great difficulty in securing well qualified teachers, even with so liberal a local aid.

CASES OF THE ASSISTANTS AND THE CAPITATION SCHOOLS.

The proposals of the Standing Committee aim at removing the disabilities under which these two classes of teachers labour.

As the adoption of these proposals would put all teachers into line as to the distribution of the Free Education grant, it will be well to proceed at once to consider the case of the assistants and the Capitation Schools. This will clear the way for stating the advantages which would be conferred on all teachers, and, to a large extent, on all schools, by adopting the main proposal of the Committee, and devoting the £200,000 to the increase of class salaries.

* Except in Model Schools and the Practising Schools of Training Colleges.

The case of the assistants speaks for itself. The only argument used against giving them the salary to which their proficiency entitles them, is to the effect that highly classed teachers ought not to be, or, at any rate, ought not to remain, assistants. How entirely successful the present policy is in bringing about this result, may be judged from the fact, that even in the Practising School attached to the Training College, it was found quite impossible to keep assistants from being incessantly changed, until the urgent necessities of the case induced the Commissioners to extend to the Colleges the privilege enjoyed by the Model Schools, of having their assistants paid the full salary to which their class entitled them.

The question at issue admits, therefore, of the simplest possible statement. It comes to this, Are the schools to have good assistants, or are they not? If the answer is in the negative, the present system is ideal for producing the desired result. If, on the other hand, it is desirable that large schools should have more than one teacher with a permanent position, and the interest in the work which a permanent position gives, then, manifestly, the premium upon change must be abandoned, and assistants whose qualifications entitle them to first or second class salaries, must not be reduced to the level of pupil teachers, merely because they are willing to work alongside of some one else.

The case of the teachers in charge of Capitation Schools does not admit of such direct statement, from an educational standpoint, as that of the Assistants. The smallness of the schools is apt to lessen their interest to an educationist. But it is this very smallness and helplessness which add to their importance in the eyes of the great religious bodies concerned in their welfare. Possibly these Capitation Schools are the result of circumstances which are only to be found in Ireland. The existence of these conditions, however, is a fact which no legislation can afford to overlook. They have been

already, to a certain extent, specially recognised by the present Government, in the increased facilities given by the reduction of the average necessary for a school. Additional recognition, on some such lines as those suggested by the Standing Committee, will be absolutely necessary if the Free Education Bill is not to become a source of grave danger to their welfare.

The necessity arises from the nature of the rules of the National Board with reference to local aid. With a view to encouraging, or rather to compelling, local contributions, the Board have made it a fixed rule that only one-half of the results fees earned by a school shall be paid, if the locality does not contribute an amount equal to half of the total fees.

A rule of the kind has incontestably proved to be a great stimulus to the exertions of the localities in raising local contributions ;* and there can be no doubt but that any weakening of the rule will have a tendency to interfere with the permanence of the amounts so raised. Already something has been done in this direction by the capitation grants made to teachers under the Local Taxation Bill, which grants count as local aid, and thus reduce the amount which must be paid by the locality.

The process of diminution will be completed when a measure professing to give Free Education at the hands of the State is promulgated. Where the State grants under the Bill are large, as will be the case with large schools, the decrease will not materially affect the prosperity of the schools. But where, as in Capitation Schools, the grants must, under any system of allocation, be small, any serious decrease in the subscriptions must mean the destruction of the schools, if no precautions are taken to avert the danger.

It is to meet this contingency, as well as to facilitate the

* Evidence of some remarkable ways in which the effect of this stimulus has shown itself is given, p. 14.

securing of good teachers, that the Standing Committee have put forward the suggestions contained in Resolution 2.

The necessity of maintaining schools of the kind has, as we have seen above, been fully recognised; if they are to be maintained at all, still more, if they are to be maintained under efficient teachers, some such help as that asked for is indispensable. What the Committee ask, it will be observed, is that fixed salaries, varying according to their classes, should be paid. No claim has been put forward to *full* class salaries. The teachers themselves have again and again asserted that whenever the Commissioners recognise the necessity for a school, they should be prepared to pay the master or mistress the salary to which their classification entitles them; and no doubt there is much to be said in favour of this position; the Standing Committee, however, feel the force of the objection which the Commissioners urge, on the score that the smallness of the school lightens the teacher's work, and ought, therefore, to lighten the pay. Accordingly, what they ask is that *some* fixed salary should be given, and that it should vary according to the class of the teacher.

A single instance will show how severely the present system presses. Take the case of a master classed II. under the Board, in charge of a school whose average is in danger of falling below 30.

So long as he can maintain the average 30, his class salary is £44; but the moment he is worsted in his efforts—the moment that—for whatever reason, no matter whose the blame may be—his average ceases to be counted as “full”—that moment he is treated as though only classed III. His maximum salary is reckoned as £37, and he loses a thirtieth of this total for every unit by which his average attendance decreases. Thus, if the average is reckoned at 30 one quarter, and at 28 the next: for the first quarter a second class teacher is paid at the rate of £44 per annum; for the next, at the rate of £32 13s. 4d.

It can well be imagined that the strain which such a system imposes is more than can well be borne with health either of body or mind. What chance has a teacher of discharging his duty uprightly in the sight of God and man when he trembles on the verge of seeing a quarter of his income sacrificed by the withdrawal of a single child !

A very simple remedy for this crying grievance would be to make the capitation payments vary according to class. Were this done, a Class II. teacher, when his average fell, would be paid by thirtieths of £44 instead of by thirtieths of £35 ; instead of losing a fourth of his income for each child, he would lose only a thirtieth ; instead of dropping at once from £44 per annum to £32 13s. 4d. in the case above mentioned, he would drop only to £41 1s. 8d. Such an arrangement as this would fully meet the wishes of the Committee so far as their desire to add to the stability of the schools, and to provide them with efficient teachers, is concerned.

In the interests of the teachers, however, it is considered preferable that fixed salaries should be decided upon. Most people are willing to accept a less salary, if only they can have it a certain salary. Teachers are not an exception to this rule. They feel keenly the hardship of a salary which rises and falls by a standard so uncertain and so much beyond their control as the average attendance.

The Committee are therefore convinced that the best settlement of the matter would be to decide upon some scale of salary varying according to class ; and it is suggested that for schools with an average of 20 and under 30, a fair salary would be the capitation grant according to salary, for an average of 25 ; *i.e.*, for Class II., Masters, £36 13s. 4d. ; Mistresses, £28 15s. ; for Class III., Masters, £29 3s. 4d. ; Mistresses, £22 18s. 4d.

For the smaller schools, *i.e.*, all beneath an average of 20, a fair salary would be a grant similarly calculated for an average of 15—Class II., Masters, £25 ; Mistresses, £17 5s. ; Class III., Masters, £17 10s. ; Mistresses, £13 15s.

Before leaving this subject, it is important to point out that this demand on behalf of Capitation Schools has not been evolved merely to meet a difficulty caused by the introduction of the Free Education Bill. For a series of years the Standing Committee have been untiring in putting forward the disabilities under which the teachers of these schools labour. They only put them forward with even more publicity now, because it is so particularly important that the danger with which they are threatened under the Free Education Bill should be clearly understood. As the calculation appended to the resolutions shows, the cost of putting Capitation Schools on a firm foundation would be but slight. It is with confidence that the Committee ask this necessary but moderate expenditure at the hands of a Government which has already shown a friendly disposition to provide for the special difficulties of these small schools.*

* In Appendix D will be found Tables giving the present salaries of masters and mistresses in Capitation Schools, and the effect upon their salaries of the different proposals in connection with Free Education.

To take a single instance. A mistress whose school has an average of 20 now receives 18s. 4d. a head, or £18 6s. 8d. If she is simply given a Capitation Grant of 7s. 6d. a head, her income will only be raised £7 10s. by the Government, and she will run the risk of losing subscriptions of from £10 to £20, because the Capitation Grants will be looked upon as a substitute for fees and other local aid. To avoid this danger, it will be absolutely necessary to pay something in the nature of class salaries. If this were done, a teacher classed II., and paid a capitation calculated not on third but on second class salary, would receive £23 as a class grant; and the 7s. 6d. for Free Education would raise this to £30 10s. Such a sum, as compared with the £18 6s. 8d. now received, would at least be a substantial guarantee against loss. Still it would be poor comfort to the teachers of these schools to lose in one direction what they gain in another. If they are to be properly protected, the new grants must be given as an increase on class salaries, and not as capitation payments. An increase of 40 per cent. on £23 would not only give a higher total from Government, *i.e.*, £32 3s. 4d., but would go a long way towards securing the

AN INCREASE IN THE CLASS SALARIES WILL BE FAIR TO
ALL CONCERNED.

It is hoped that the above discussion of the position of the Assistants and the Capitation Schools will have shown not only the justice of the claims made on their behalf, but also the readiness with which a measure for increasing the class salaries can be adapted so as to meet, in an equitable manner, the needs and claims of all concerned.

Three distinct sets of teachers are interested in the proposed legislation:—Teachers now paid according to their class; teachers in the position of assistants, now only paid third class salaries, no matter what their class may be; teachers paid by capitation grants. Also interested are the Managers of Monastery and Convent Schools in connection with the Board, who receive a capitation grant of 10s. to 12s. for each child in average attendance, and make their own terms with their teacher. These grants come under the head of class salaries.

With the necessary adjustments in the cases of the assistants and the small schools, any possible increase in the class salaries could be at once distributed upon the exact lines of the present organization of the Board; nor need any difficulty present itself in connection with the Monastery and Convent Schools. Either the grants now treated as salary in the Board's accounts might be augmented, in the same proportion as the other class salaries; or, if this were not considered satisfactory, these schools could be encouraged to take full advantage by so connecting themselves with the Board as to get full class salaries for their teachers.

maintenance of the local aid. Many a man who would withdraw his subscription, as a matter of course, if 7s. 6d. was given for each child who attended, would maintain it, as a matter of course, if the grant came in the shape of increased class salaries.

WILL BE MOST ADVANTAGEOUS FROM AN EDUCATIONAL
STANDPOINT.

It having been thus shown that there are no administrative difficulties in the way of the proposal that the grant for Free Education should be paid in the shape of an increase to the class salaries, we now proceed to set forth the advantage of the proposal from an educational standpoint, to show that, if this proposal is adopted, the State will obtain the increased efficiency which it has a right to expect in return for increased grants.

All that is required in order to establish this point is to prove that teachers with high classification do the best work. If we can add to this by showing that, for want of sufficient stimulus, a large proportion of the teachers never rise beyond the second class—*i.e.*, do not interest themselves sufficiently in the proficiency of their schools, and in their own culture, to improve their classification—the case in favour of using the available funds to remedy the defect would appear to be irresistible.

There is fortunately no difficulty whatsoever in showing that the palm of success goes to the highly classed teacher. Two tests are available. To what teachers have the National Board been in the habit of paying the largest amount of results fees? To what teachers have the parents been willing to pay the highest school fees, and the localities willing to contribute the most liberal subscription?

The following information, taken from the Reports of the Commissioners for the year 1890, will answer these questions:—

RETURN

Showing the average income of principal teachers from Results' Fees, School Fees, and other local contributions, for the year 1890. In calculating this average, 6,704 principal teachers have been included. All teachers of Model Schools and Capitation Schools, and also teachers who moved from school to school within the year, or who

did not give service during the entire year, have been excluded. (See Fifty-seventh Report of Commissioners of National Education, page 37.)

<i>Males.</i>	<i>No. Teachers.</i>	<i>Results' Fees.</i>	<i>Local Contributions.</i>
First Div. of Class I. ...	307	£36 10 4	£43 12 1
Second Div. of Class I. ...	484	26 7 4	25 19 1
Class II. ...	1,901	22 4 6	20 13 7
Class III. ...	1,299	17 8 11	16 15 10
<i>Females.</i>			
First Div. of Class I. ...	211	31 4 0	27 0 10
Second Div. of Class I. ...	375	24 18 4	21 13 6
Class II. ...	1,255	21 1 10	17 18 6
Class III. ...	872	16 19 0	15 8 8

The Tables, which, it may be necessary to point out, include 6,704 of the teachers in Ireland, *i.e.*, all for whom returns of the kind were available, prove to demonstration the position for which we are contending, *viz.*, highly classed teachers do better work, and keep better schools, than those who rest content with the lower qualifications. Anyone who glances at the figures will see that, without a single exception, they are highest in the case of teachers classed first of first, and that they decrease regularly with the drops in the classification.

The same Tables which demonstrate the advantage to the schools of having teachers in Class I., demonstrate also the fact that upwards of one-third of the teachers have not got beyond Class III., while only about one-sixth have attained to Class I.

The results of our inquiry, therefore, may be thus stated :—

The higher the class of the teacher, the better the results shown.

The present salaries for the higher classes are not sufficient to induce a sufficient number of teachers to undergo the labour of attaining them.

An addition to the class salaries, giving proportionately more to the higher classes, will increase the number of efficient teachers, and consequently the number of efficient schools.*

The strength of the case as thus stated is irresistible. If there were a certainty that questions of State could be judged solely upon their merits, not another word would be necessary in support of the resolution, "that the Free Education grant should be best expended in adding proportionately to the class salaries of the teachers." Legislation, however, from the very necessities of the case, is always more or less hampered by the clash of different interests. It is well if the present excellence of a policy can be demonstrated. It is better if it can be shown to be of permanent value, simple application, and general acceptance.

The permanent value of the policy of adding to the salaries of the teachers, and by this means inducing them to add to their qualifications, is apparent the moment we look into the reason why teachers with higher classes do higher work. There are two essentials in the formation of a successful teacher—Training and perpetual Self-improvement. Any policy that adds to the rewards of highly-classed teachers, ensures the general possession of these two essentials; for no

* In Appendix E are given Tables showing the way in which the two proposals—an increase of 40 per cent. on the salaries, or a capitation payment of 7s. 6d. a head—would affect different classes of schools.

They prove that wherever the schools have teachers whose classes are such as the numbers under their charge would call for, higher grants would be earned by increased class salaries, than by capitation payments. The schools which would lose would be those which make no effort to obtain teachers properly qualified for their work.

In other words, the teachers who now (*cf.* the Table, p. 30) earn little, would continue to earn little; while those whose earnings are now large, because of their special qualifications, would continue to earn largely as before.

teacher who is untrained can ever attain Class I.; and no teachers who do not make self-improvement an aim can succeed in improving their classifications. The policy of the Standing Committee must therefore be of permanent value, because it will ensure a permanent supply of teachers who, from the nature of their qualifications, will do the best kind of work.

The simplicity of the application of a proportionate increase in the class salaries is manifest on the surface. The ease with which the principle could be adapted to all the recipients of the money has been already shown. No showing is needed to prove that such payments are entirely in accord with the usual routine of the National Board. Equally simple would be the guarding of the Treasury interests. An easy calculation would decide each year what percentage on the salaries the available money could give.

That an increase to the class salaries would be generally acceptable is evident from the way in which the resolutions of the Committee have been received, not only by the different Churches, but by teachers of every creed. Nor is it hard to understand why this is and must be so. No principle underlies the proposals, save the unassailable "*Palmarum qui meruit ferat.*" To all concerned it holds out the prospect of a fair field and no favour. All teachers, all denominations, have like opportunities of making sure of their own share of the grant. Those who come short in the distribution will have only themselves to reproach; they will feel that if they had done more work, they would have earned more money. Their shortcomings, instead of breeding discontent, will have only the healthy effect of urging them on to more successful exertions in the future.

However the question is faced, however it is examined, whether from the standpoint of State, or Churches, or Teacher, the policy which stands the tests best—nay, the only policy which stands many of the tests at all—is the Proportionate Increase of the Class Salaries of the Teachers.

PART II.

OBJECTIONS

TO

THE APPLICATION OF THE CAPITATION SYSTEM
TO IRELAND.

IF the problem of spending £200,000 on Irish education stood alone, our answer to the question, "How may it best be spent?" might well end here. But it is notorious that a similar question, though one appertaining to a much larger sum of money, has just been answered in England. What if statesmen should be disposed to apply the argument from analogy, and to maintain that, because a capitation grant has proved the best possible solution in England, it must therefore be tried in Ireland also!

On the face of it there is something startling in the proposal to argue for Ireland from the analogy of England. The Local Government Bill, as foreshadowed by Mr. Balfour in his speech at Plymouth, has caused no little uneasiness in many quarters. Imagine the effect if Mr. Balfour had argued, because the English municipalities have control of the police, we must give the same power to the Irish!—if, instead of carefully limiting the control of the Local Boards over money, he had thought of allowing them an extensive field for their operations! The fact is, that so totally does Ireland differ from England in the problem with which it confronts the legislature, that the burden of proof lies, not on those who say, "Treat us differently," but on anyone who might think of treating us the same way.

WIDE DIFFERENCE IN THE EDUCATIONAL SYSTEMS OF IRELAND AND ENGLAND.

The Education Question is certainly no exception to this general rule. So totally do the English and Irish systems differ both in their history and their constitution, that the difficulty is to detect anything wherein they agree.

In England it has been the fixed policy of the Department to supplement the work of private societies, and only to step in when they failed to occupy the whole ground. The earliest Parliamentary grant for education was in 1833, but it was only for building purposes. Until 1847 assistance was given only to schools of the National Society, and the British and Foreign School Society. From this time onwards the amount of the total grants rapidly increased; but still it was the private societies whose rules and regulations managed the schools. It was not till 1861 that Government definitely undertook the work of organization, and introduced Mr. Lowe's celebrated system of Results Fees. It took nearly another ten years before the State realized that private resources were unable to found schools for the whole nation. Mr. Forster's Act of 1870 was the first which contemplated the founding, by means of School Boards, of public elementary schools. Even now, in 1891, some 70 per cent. of all the primary schools are the result of private voluntary effort.

In Ireland, on the other hand, elementary education has been in the hands of Government for the better part of a century. The National Board dates from October, 1831. For nearly twenty years before that date the Kildare Place Society for the Education of the Poor had managed the primary education of the country, and had enjoyed Parliamentary grants, which rose as high as £30,000 a year. Very different was the treatment it received from that extended to the corresponding societies on the opposite side of the water. Quite suddenly, and in spite of indignant pro-

tests, the grants were wholly withdrawn, and the Society was forcibly superseded by the National Board. Since the Board's foundation, the State has regulated everything in connection with the schools to which it has given aid. The Commissioners have spoken with no uncertain sound upon this point. Everyone who has received aid from the Board has had to accept the Board's rules unconditionally.

Along the whole of the educational machinery in the two countries the same sharp distinctions meet us.

In England the teachers to this day serve under the Committees or Boards who engage them, and who make their own terms for their services.

In Ireland the teachers are distinctly the servants of the State. The School Managers have, indeed, the right of appointment and dismissal; but almost all the income comes from and is regulated by the National Board.

In England the grants made by the Department, and the school fees paid by the children, are the properties of the local authorities, who distribute them as they think best. In Ireland every penny that the Board pays must go to the teacher, as must the school fees.*

In England the whole of the grants depend, as we have seen above, p. 7, on the report given of the efficiency of the school.

In Ireland the Results Fees constitute only a small fraction of the total amount. The Fixed Class Salaries, once they have been earned by successful school-keeping and self-culture, are paid almost without conditions.

Lastly, and perhaps most important of all in connection with Free Education: in England school fees are substantial and universal; in Ireland they are insignificant and partial.

* Solitary and undesirable exceptions to this rule are the Monastery and Convent schools.

THE SPECIAL FEATURES OF THE IRISH SYSTEM MAKE A
CAPITATION GRANT OBJECTIONABLE.

From the above survey, brief as it is, of the historical and present aspects of elementary education in the two countries, one truth at any rate emerges plainly. It would be little less than a miracle if any single piece of legislation could be made to fit two systems so wholly different.

If we now proceed to ask what would be the effect of introducing to Ireland the English system of capitation grants, we shall not be encouraged to expect that the grand exception lies before us, and that at last there has been discovered an opportunity for the miracle of the double fit.

TEACHERS PAID DIRECTLY BY THE STATE IN PROPORTION
TO THEIR QUALIFICATIONS.

On the threshold of our inquiry we are met by the special features of the Irish system, which invite a conditional, as distinguished from an unconditional, distribution; a discriminating, not an indiscriminating, grant. We hear the voices of the teachers volunteering higher qualifications and additional efficiency in return for increased salaries.

Suppose that we turn a deaf ear. No voices of the kind *could* reach us in England, why should we listen to them here? Why not compel all other proposals to make way for capitation payments? No doubt it is possible to assume such an attitude; but, instead of removing, it only increases our difficulties, for now a new problem has to be faced. *How* are the capitation payments to be distributed?

SCHOOL FEES, PARTIAL AND INCONSIDERABLE.

There was difficulty enough even in England. Some schools charged high fees; in some the amount was moderate; in others it was small. Still, fees were universal; and, as a rule, they were substantial, too. An average grant of 10s. satisfied most claims. In some cases it was too much;

where this happened, a demand for increased efficiency must needs have been inserted in the Bill, but that the power of enforcing it was already in the code. In other cases the 10s. was not enough: here the fair course was, to say, "Accept the 10s., and charge the difference necessary to prevent any loss." In this way it was possible to consider the claims of all concerned, and to win credit for a policy of wisdom and conciliation.

But it requires no special powers of observation to perceive that no such simple device can meet the complications which confront us in Ireland. Before looking into the facts, there might have been a little excusable nervousness, because the sum at our disposal would give only 7s. 6d. a head, and not 10s., as in England; but once we take our stand on Irish ground, and review the figures presented as to Irish schools, this fear at any rate is set at rest. The sum available is, in truth, ridiculously large; so large that the argument in favour of giving the 7s. 6d. as a "compensation" for fees forfeited, or supposed to be forfeited, loses colour on the instant, and becomes a ghost of its former self. So large, in fact, is this 7s. 6d. grant, that in at least three-fourths of the schools the fees have never realized much more than half the amount.

So it happens that, at first sight, circumstances are, to say the least of it, not favourable to the capitation payments. Already the word "endowment" *will* suggest itself in place of "compensation." What a transformation scene a trip across the water brings about! Nor is there any improvement as we go on. A closer inspection into the cases with which we must deal discloses the most hopeless and unworkable variety in the present payments, or non-payments, of fees. In the matter of payments we find every imaginable variation from 4s. up to £4 per pupil in average attendance; while in the matter of non-payments an entirely new feature stubbornly asserts itself. There is quite a large proportion of entirely Free Schools; and even in schools where fees are paid, we

have to reckon with an apparently unlimited provision for free places. Whether we like it or not, we cannot resist the feeling that the Free Education which we came to bring has stolen a march upon us. Our compensation argument receives its *coup de grace*.

PROTESTANT FEES FAR IN EXCESS OF ROMAN CATHOLIC FEES.

By this time we begin to recognise, in part, the difficulties of the situation. The rude handling which the facts have given our arguments convinces us, whether we like it or no, that we cannot legislate quite on the principle made use of in England. We find that it is an endowment, not a compensation, we are dealing with.

Still, however, this much of our position remains. We are the bearers of a large sum to be spent on Irish education. This sum it is our pleasure to distribute bountifully. What more equitable plan could be suggested than a 7s. 6d. grant to all concerned for each child in average attendance?

Unfortunately, even this position is untenable. No one could object to a 7s. 6d. grant all round, if there were no renunciation in connection with its acceptance; but when we come to investigate what must be given up, and who are to be the losers thereby, the utter hopelessness of the position becomes apparent.

Our investigation shows at once that the schools of the different religious bodies fall into two separate classes.

The Protestants pay high fees.

The Roman Catholics pay low fees.

Beyond this point there is no passage for any attempt to introduce capitation payments of unvarying amount in place of school fees. It is not possible, because it is not equitable, to say to one denomination, "Because you pay an average fee of 3s. 11 $\frac{3}{4}$ d. (the amount paid by the Roman Catholics), we will make you a grant of 7s. 6d.;" and to another, "Even

though you pay an average of 8s. 7 $\frac{1}{4}$ d. (the amount paid by the Presbyterians), you must be satisfied with the same amount."*

The only plea upon which such a proceeding could be justified, would be on the ground that the Roman Catholic schools were poor, and therefore needed more help than the Protestants. But if many of the schools of the Roman Catholics are poor and struggling from want of money, many of the Protestant schools are poor and struggling from want of numbers; if, therefore, the object of the Bill were eleemosynary, both cases would have to be considered. In the present matter, however, there is absolutely no room for such an attitude. If the increased grant is not to serve its natural end—increased efficiency—if it professes to be a mere matter of compensation—well, compensation let it be; but let us lose no time in realizing that compensation by an *indiscriminate* capitation payment is an absurdity, owing to the difference in the amounts which the different denominations pay; and let us strive to understand clearly what compensation really means.

PROTESTANT LOCAL AID FAR IN EXCESS OF ROMAN CATHOLIC LOCAL AID.

Already we have seen that in the mere matter of the sums entered as paid for school fees, compensation, if not indiscriminate, must be on a much larger scale to Protestants than to Roman Catholics. But the school fees by no means exhaust the payments in respect of which compensation must be thought of. For reasons given in full on p. 13, the amount paid by the localities as local aid must also enter into the calculation. On this showing, Protestants would lose three times as much as Roman Catholics, and they ought, therefore, to be compensated in the proportion of three to one.*

* For the amounts paid see Appendix A.

We were not hopeful, a little while back, as to the possibility of indiscriminate compensation, because it would unduly favour the Roman Catholics. We are not hopeful now as to the possibility of a discriminating compensation, because it might appear unduly favourable to Protestants. The truth is, that any attempt to adapt English legislation to Irish conditions would fail hopelessly, as many a similar attempt has failed before. There is no use talking of an indiscriminate capitation payment being a compensation, when it gives to the Roman Catholic schools in every county in Ireland more than ever they had before in fees and local aid taken together, and leaves the Protestants in danger of seeing their school income from local sources (fees or their equivalents, and subscriptions) reduced to one-half or one-third of what it has hitherto been. As little use is there in attempting by a discriminating capitation grant to give true compensation, which would mean a proportion of three to one, to the Protestants.

AN ADDITION TO CLASS SALARIES SOLVES EVERY DIFFICULTY.

Under the circumstances, the only course open is to retreat from an untenable position; and while we comment, perhaps in no complimentary phraseology, on the Irish peculiarities which refuse to adapt themselves to the English code, we shall find cause to highly commend the rules and regulations of the Irish National Board, which make it possible for us to escape from our difficulties by adopting the simple and reasonable plan of making the new grant depend upon merit, by adding it to the class salaries of the teachers.

By this course, so full of promise in itself, so entirely in accord with the desires of the teachers and with the best interests of education, we shall minimize—more, we shall even be in a fair way of getting wholly rid of—all the religious difficulties of the situation.

The prospect of a fair field and no favour must, from the nature of the case, be acceptable to all who are anxious to do good education work. If one denomination receive an excessive amount of the grant at any one time, the feeling that a little exertion is all that is needed to adjust the balance, will remove all reasonable cause for complaint. Meanwhile, the value of the stimulus applied to National Education will be incalculable. The new regulations, instead of allowing us to suffer from the retarding and injurious influences of having the majority of the teachers untrained, and in the lowest class, will cause untrained teachers to vanish from the land, and will give us trained teachers, with the highest qualifications, to take their place.

The grants which accompany the introduction, or rather the spread, of Free Education, instead of falling as a kind of clog, a premium upon indifference, will commence a period of better methods and of better schools.

The Education Act of 1892, instead of embittering the teachers by turning a deaf ear to their wishes—instead of increasing the rivalries of the denominations by an uneven and inconsiderate division of its funds—will mark an era in national improvement, and in the national prosperity which improvement always brings.

TABLE shewing the Number of Schools of each Denomination in the different Counties in Ireland; the Average Attendance of each Denomination of Pupils; the Average Fee per Pupil; the Average Amount of Local Subscriptions; and the Total Local Aid per Pupil.

COMPILED FROM THE APPENDIX TO THE REPORT OF THE COMMISSIONERS OF NATIONAL EDUCATION FOR 1889.

NAME OF COUNTY.	NUMBER OF SCHOOLS.				AVERAGE ATTENDANCE OF PUPILS.				AMOUNT OF SCHOOL FEES PER PUPIL.				LOCAL CONTRIBUTIONS PER PUPIL.				TOTAL LOCAL AID PER PUPIL.			
	I. C.		Pres.		I. C.		Pres.		I. C.		Pres.		I. C.		Pres.		I. C.		Pres.	
	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.	Meth.	R. C.
Donegal	8	281	58	12000	2352	280	£ 0	8½	£ 0	0	6	d. 1½	s. 3	d. 1½	£ 0	0	£ 0	0	£ 0	0
Londonderry	1	98	116	5253	5947	24	£ 0	7½	£ 0	0	7	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Antrim	18	86	439	10312	28301	1768	£ 0	4	£ 0	0	4	d. 2	s. 1	d. 2	£ 0	0	£ 0	0	£ 0	0
Down	6	105	333	6703	14971	379	£ 0	11½	£ 0	0	4½	d. 4½	s. 0	d. 4½	£ 0	0	£ 0	0	£ 0	0
Armagh	9	115	59	7280	2981	502	£ 0	5	£ 0	0	5	d. 9½	s. 0	d. 9½	£ 0	0	£ 0	0	£ 0	0
Monaghan	30	93	59	6417	1095	-	£ 0	11½	£ 0	0	11½	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Monaghan	4	32	113	8453	3612	256	£ 0	3	£ 0	0	3	d. 10½	s. 0	d. 10½	£ 0	0	£ 0	0	£ 0	0
Tyrone	8	102	88	4416	4477	304	£ 0	7	£ 0	0	7	d. 11	s. 1	d. 11	£ 0	0	£ 0	0	£ 0	0
Fermanagh	1	58	100	2296	702	41	£ 0	3	£ 0	0	3	d. 2½	s. 2	d. 2½	£ 0	0	£ 0	0	£ 0	0
Cavan	1	51	18	1681	10394	702	£ 0	3	£ 0	0	3	d. 3	s. 2	d. 3	£ 0	0	£ 0	0	£ 0	0
Louth	3	11	89	6663	145	-	£ 0	11	£ 0	0	11	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Meath	1	16	170	8898	19	-	£ 0	7	£ 0	0	7	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Westmeath	1	6	123	6588	40	-	£ 0	3	£ 0	0	3	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Longford	1	11	89	4940	83	20	£ 0	3	£ 0	0	3	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Dublin	2	57	211	25171	727	164	£ 0	13	£ 0	0	13	d. 10½	s. 2	d. 10½	£ 0	0	£ 0	0	£ 0	0
Kildare	1	13	88	5422	51	31	£ 0	13	£ 0	0	13	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Carlow	1	13	61	3807	-	59	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Wicklow	1	18	97	5345	38	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Wexford	1	15	143	9320	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Kilkenny	1	9	168	10517	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
King's County	1	14	100	5819	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Queen's Co.	1	17	100	615	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Waterford	1	1	127	15	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Tipperary	1	12	285	336	47	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Clare	1	3	229	15353	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Limerick	1	8	244	19118	32	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Cork	5	60	670	52386	366	184	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Kerry	1	13	329	25096	-	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Roscommon	1	6	244	188	35	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Leitrim	1	22	173	704	81	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Sligo	1	14	185	480	81	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Mayo	1	8	365	217	180	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0
Galway	1	2	384	72	31	-	£ 0	6	£ 0	0	6	d. 10½	s. 1	d. 10½	£ 0	0	£ 0	0	£ 0	0

APPENDIX B.

RESOLUTIONS BEARING ON THE GRANT FOR FREE EDUCATION
PASSED BY NATIONAL BOARD TEACHERS SINCE JAN., 1891.I.—RESOLUTIONS IN FAVOUR OF INCREASING THE CLASS SALARIES
OF PRINCIPALS AND ASSISTANTS.

Central Committee of Irish National Teachers, 2nd May, 1891.

That a deputation be now appointed to proceed to London; for the purpose of urging upon the Government and members of the House of Commons the desirability of allocating the whole sum available from the surplus to the purpose of National Education. That the deputation endeavour to induce the Government to devote the whole or great part of the available sum to increase the class salaries of principal teachers, and to provide for assistants their full class salaries. That, failing to secure the money, or portion of it, for the increase of class salaries for all teachers, the deputation be empowered to press to have the money applied to augment the incomes in some other way, and that they should specially urge to have assistants paid their full class salaries.

Donegal, 30th May, 1891.

That we earnestly request the Irish M.P.s of all shades of politics to press on the Government the desirability of applying the whole of the £200,000 now available for primary education in Ireland towards increasing the admittedly inadequate class salaries of the National teachers, and that in the interest of education we respectfully request that assistant teachers be paid their salaries to which their classification entitles them.

Metropolitan, 9th May, 1891.

That we consider that Ireland's share of the surplus should be devoted to free education, and that the best method of effecting this object would be to give the money in the shape of increased class salaries to the National teachers, and also giving assistants their class salaries.

Rathfarnham, 13th July, 1891.

That in the opinion of the members of this Association, the surplus of £200,000 at the disposal of the Treasury should be devoted *entirely* to National Education in Ireland. That any addition made to the incomes of the National teachers of Ireland should take the form of an increase to their *class* salaries, rather than be made dependent on contingencies, as unfortunately the greater portion is at present. That assistant teachers be paid the salary to which their classification entitles them.

Charleville, 18th July, 1891.

It was the opinion of the meeting that the additional grant which is about to be given for educational purposes should be applied to raise the class salaries, and also that the salaries of assistants should share in the increase.

Kinsale, 18th July, 1891.

That in the opinion of the members present the amount required, in addition to what they now receive, to pay assistant teachers the salaries to which they are entitled by classification should be taken from Ireland's share of the Budget surplus, and that the remainder should be devoted exclusively to the purpose of increasing the class salaries of all teachers now in receipt of school fees for the education of their pupils.

Skibbereen, 23rd May, 1891.

That we call on our Parliamentary representative, Dr. Kenny, in fulfilment of his oft-repeated promises of sympathy, to support our claim to Free Education, and to the whole of the £200,000 contemplated to be devoted thereto, and that we desire the allocation of the money as follows:—1st, a sum sufficient for the payment of the three-thirds of Results-fees (two-thirds only being paid according to present arrangement) to be added to the £78,000 from Customs and Excise (Local Taxation Bill) of last year, which would relieve the Poor Law Unions of their responsibility; 2nd, a sum sufficient to pay assistants their class salaries; 3rd, the remainder to be added to the class salaries of the principal teachers, to recoup them for the loss of school fees consequent on their abolition under free education.

Castleisland, 13th July, 1891.

That we are strongly of opinion the whole of the Budget surplus now available, and which Her Majesty's Government intends applying to assist primary education in Ireland, should be apportioned, first, a sum sufficient to pay assistant teachers the salaries attached to their classification, the residue to be applied to increasing the class salaries in general.

Killala, 30th May, 1891.

That in the event of Ireland's share of the Budget surplus being applied for the advancement of primary education, we are of opinion that the class salaries of National teachers ought to be increased, and those of assistants paid in full.

Carrick-on-Shannon, 6th June, 1891.

That we call upon the Government to devote the whole or greater part of the available sum to increase the class salaries of the principal teachers, and to provide for assistants their full class salaries.

Castlebar (New), 18th July, 1891.

That in the event of the allocation of the £91,000 accruing to Ireland this year from the Budget surplus being applied for the purposes of education, we request that it be added to the class salaries of principals and assistants.

II.—RESOLUTIONS IN FAVOUR OF INCREASING CLASS SALARIES.

Castlewellan, 6th June, 1891.

That as the National teachers will lose a considerable part of their incomes, viz., the school fees from their pupils, in the event of free education being established in this country, we are strongly of opinion that the whole of the £200,000 available for this purpose should be given to the teachers to make up for the loss they will sustain by its introduction; and furthermore, we believe that the entire body of teachers would prefer that the sum should be given as an addition to their class salaries.

Glennamaddy, 25th July, 1891.

That in the opinion of this Association the £91,000 to be devoted to primary education in Ireland should be added to the fixed salaries for the National teachers.

Granard, 1st August, 1891.

That we consider that the amount accruing from the Budget surplus should be added to the class salaries, as it is highly unfair that the incomes of National teachers should be subject to such contingencies as epidemics and changes of seasons.

Newtownbrowne, 18th August, 1891.

That we strongly urge on Her Majesty's Government the necessity of extending the benefits of free and compulsory education to Ireland without further delay; and we consider it the duty of the Government to see that the Irish National teachers are properly remunerated for the onerous duties entrusted to them, and that the only satisfactory way of disposing of the £91,000 Budget surplus would be to employ it in raising the class salaries.

Ballinamore, 2nd May, 1891.

That any more sums of money placed in the hands of the Commissioners for distribution among the teachers should be added to their class salaries.

Larah, Co. Cavan, 25th July, 1891.

It was the unanimous desire of the meeting that from the end of the present financial year the sum for free education should be added to the class salaries.

Blacklion and Dowra, 7th May, 1891.

That in the event of Ireland's share of the present Budget surplus being devoted to National education in Ireland, we are of opinion that the class salaries should be raised to the modest sums of £2, £1 10s., and £1 per week respectively for first, second, and third classes.

Portrush, 20th June, 1891.

That nothing short of a substantial increase to the class salaries of the teachers can ever give general satisfaction; and we are of opinion, that the Government should increase them to £50 per annum for third-class male teachers, and £100 for first-class, and that the salaries for female teachers should be increased in the same proportion. We consider the present time affords a favourable opportunity to give effect to this proposal, as it is now contemplated to give £200,000 towards elementary education in Ireland.

Ballyshannon, 6th June, 1891.

That we, the members of this Association, in common with all our brother teachers in Ireland, declare we cannot rest satisfied unless the contemplated increase to our admittedly inadequate incomes from the £200,000 at the disposal of the Government shall be given as an augmentation to our class salaries.

Newtownards, 9th May, 1891.

That the sum allocated as Ireland's share of the money, to be voted for assisted education, should be entirely given for the purpose of benefiting primary schools, and that the amount be used for the purpose of increasing the class salaries of the teachers.

Cookstown, 6th June, 1891.

That in case the grant be applied to National Education, we respectfully request that it be given as an increase to the class salaries.

Dromahair, 23rd May, 1891.

That we earnestly request the Irish M.P.s to press on the Government the desirability of applying the whole of the £200,000 now available for primary education in Ireland, towards increasing the admittedly inadequate salaries of the National teachers.

Drumkeerin, 18th July, 1891.

That assistants highly qualified should not be denied salaries to which, by high classification, they are entitled.

Ballymena, 11th July, 1891.

That we hail with pleasure the prospect in the near future of free and compulsory education in Ireland, and we strongly urge on the Government the importance of having the surplus available for free education devoted to the increase of class salary.

Killeshandra, July 18th, 1891.

That whatever sum may be allocated by the Government to the National teachers in lieu of school fees should be added to the class salaries, and that a compulsory clause be added to the Bill.

Coleraine, 9th May, 1891.

That we believe the best mode of distributing the new grant for free education would be by a substantial addition to class salaries. That we consider it inadvisable to give any more money voted to teachers by results or capitation. We believe giving the proposed grant by capitation would tend to induce falsification of accounts.

Tullamore, 18th July, 1891.

That the money accruing to Ireland from the Budget surplus be applied to the augmentation of our class salaries.

Wexford, 18th July, 1891.

That since it is intended to spend £200,000 annually, in lieu of school fees for primary education in Ireland, we believe the most satisfactory way of distributing it among the teachers would be to devote a considerable increment of it to the raising of class salaries, and give the remainder in lieu of school fees.

Kilkenny City, 6th June, 1891.

That the proposed allocation of £200,000 in its entirety could not be disposed of in any better form than by giving this sum solely in aid of the class salaries of the National teachers of Ireland, and would be calculated to finally alleviate all the troubles and grievances of that body to which they have now for so many years been subject, and thus give that popular help to the primary education of the country, so necessary for its material welfare.

Dublin City and County, 23rd May, 1891.

That this meeting is of the opinion that the whole Budget surplus available for Irish education should be paid to National teachers, if practicable, to increase their class salaries.

Mountrath, 18th July, 1891.

That, considering the numerous fluctuations to which our annual incomes are already subject, we respectfully request the Chief Secretary for Ireland to devote the surplus to the increasing of our class salaries, as such a distribution would be most equitable, and would give the greatest satisfaction to the vast majority of the teachers.

Stradbally, Queen's Co., 25th July, 1891.

That as Ireland's share of the Budget surplus is not sufficient to make education free, we are of opinion that the amount now available should be added to the class salaries pending the final settlement of the Irish education question.

Bantry, July 18th, 1891.

That we call on our Parliamentary representatives to use their influence in appropriating that portion of the Budget surplus now about to be applied to educational purposes to increase our admittedly inadequate salaries.

Clonmel, 18th July, 1891.

That we are of opinion that the National teachers are entitled to a substantial addition to their class salaries out of the sums available for freeing education in Ireland.

Schull, 25th July, 1891.

That as too large a portion of the teachers' slender incomes already depends on contingencies, no further additions should be made to the results or capitation grants, but whatever is to be given in lieu of school fees should be added to the fixed or class salaries.

Cashel, 13th June, 1891.

That in the allocation of the Budget surplus we call upon our representatives in Parliament, and all interested in the education question, to use their influence to have the amount added to our class salaries.

Limerick, 18th July, 1891.

That in the opinion of this meeting the most satisfactory method of distributing the £200,000 about to be applied towards relieving Irish parents of the burden of school fees, would be to increase our class salaries; but as this will not increase our total incomes, we are determined to agitate till we have secured incomes equal to those of English and Scotch teachers.

Thurles, 18th July, 1891.

That we hope the long-standing grievances of the assistants will be at once removed by paying them their class salaries out of the Budget surplus.

Reunion at Tramore, 5th September, 1891.

That the proposed allocation of £200,000 in its entirety could not be disposed of in any better form than by giving it solely in aid of the class salaries of the National teachers of Ireland, and would be calculated to finally alleviate the grievances of that body to which they have for many years been subject, and thus give that popular help to the primary education of the country so necessary for its national welfare.

Kilmovee and Ballaghaderin, 16th May, 1891.

That as there is a surplus of £200,000 on hands, we respectfully call upon the Government to have this sum distributed amongst the National teachers, in addition to their class salaries; and that copies of this resolution be forwarded to Right Hon. A. J. Balfour, Mr. Parnell, and Mr. Sexton, M.P.s

Tireragh, Co. Sligo, 25th July, 1891.

That as it appears from the last Report of the Commissioners of National Education, dated 30th June, 1891, that the average class salary or fixed income of the principal teachers of Irish National Schools is only £44 7s. 6d. for males, and £35 7s. 4d. for females, we earnestly call upon our Irish Parliamentary representatives to urge upon the Government the simple justice of substantially increasing our class salaries either from the Budget surplus fund or some other source.

Achill, 11th July, 1891.

That the Irish M.P.s be called upon to impress upon the Government the necessity of adding Ireland's share of the Budget surplus to increase the class salaries of the Irish National teachers.

Caltra, 18th July, 1891.

That the share of the surplus accruing to Ireland be added to our class salaries.

South Sligo, 18th July, 1891.

That a large portion of our incomes is at present dependent on circumstances over which we have no control. We earnestly appeal to Her Majesty's Government, and to the Commissioners of National Education, to have any further addition to our incomes given as an increase to our class salaries. We believe that this is the only method of distributing any future grants likely to give general satisfaction to the teachers, and to allay the discontent which at present pervades their ranks.

III.—RESOLUTIONS IN FAVOUR OF FULL CLASS SALARIES FOR ASSISTANTS.

Lurgan and Portadown, June 20th, 1891.

That with the view of encouraging young teachers to improve their minds, and thus equip themselves the better for the profession which they have adopted, they should be paid in full the salary attaching to their class.

Donegal, 29th July, 1891.

That a portion of the earliest grant available for educational purposes should be given to clear off the long-standing and justifiable grievance of withholding class salary from such a deserving body as the assistant teachers of Ireland.

Moville, May, 1891.

That assistant teachers should, in the interests of education, be paid the salary to which their classification entitles them.

Dromahair, 23rd May, 1891.

That we consider the first charge on the amount available for education from the Budget surplus should be a sum sufficient to give assistant teachers their class salaries.

North Dublin County and City, 11th July, 1891.

That in the interests of education, assistants should be paid their class salaries.

Loughrea, 18th July, 1891.

That, as a matter of justice, assistants should be paid their class salary.

Wexford, 18th July, 1891.

That we consider it very unfair and detrimental to the cause of Irish education that assistant teachers are not paid the salaries to which their classification entitles them ; we believe it would be expedient if steps were taken in the proposed scheme to remedy this grievance.

Castlecomer, 2nd May, 1891.

That assistant teachers are entitled to their full class salaries.

Re-Union at Tramore, 5th September, 1891.

That assistant teachers be paid the full salary they are entitled to by their classification.

Bandon, 6th June, 1891.

That assistant teachers should get their class salaries, and that a sum sufficient to increase the salaries at present granted to them, to what their classification entitles them to, should be granted out of the £200,000.

Cappawhite, 25th April, 1891.

That we reiterate our demand for full class salary to assistant teachers, as well a matter of justice to that body as an inducement to them to study at a time of life when they can best do so.

Clonakilty Union, 30th May, 1891.

That in reference to assistant teachers we strongly recommend that the full payment of their class salary should form the first deduction from the £200,000.

Ballyhaunis and Aghamore, 25th May, 1891.

That, in the interests of justice, assistants should be paid the salary to which their classification entitles them.

Achill, 11th July, 1891.

That the assistant teachers be paid their full class salaries.

IV.—RESOLUTIONS IN FAVOUR OF CLASS SALARIES FOR TEACHERS OF CAPITATION SCHOOLS.

Congress, 1891.

That we are of opinion that when the Commissioners deem it necessary to maintain a school in any locality, the teachers should be paid their class salaries, irrespective of the average attendance.

Portrush, 20th June, 1891.

We are of opinion that the teachers of all schools considered necessary by the Board should be paid their full class salaries.

Tyrone Central Teachers' Association, July 18th, 1891.

That as the special circumstances of Ireland, and especially of Ulster, require small schools, and as it takes the highest type of educational ability to successfully work such schools, we believe no scheme can be devised which will benefit education so much as that of increasing the class salaries to a respectable standard, and removing all restrictions on promotion to any class, so that our young teachers may become not alone good scholars, but good schoolmasters.

North Dublin County and City, 11th July, 1891.

That in all schools in connection with the Board the teachers should be paid their class salaries, no matter what the attendance may be.

Mountrath, 18th July, 1891.

That where the Commissioners consider the existence of a school at all necessary, the teacher should be paid full class salary, irrespective of attendance.

Tireragh, Co. Sligo, 25th July, 1891.

That wherever, in the judgment of the Commissioners of National Education, a necessity exists either for the continuance of existing schools or for the erection of new schools, the teachers of such schools should be paid their class salaries.

Lisnaskea, 25th April, 1891.

That we are of opinion that when the Commissioners deem it necessary to maintain a school in any locality, the teachers should be paid their class salaries, irrespective of the average attendance, particularly teachers of island schools.

Since the compilation of the above list many other Resolutions of a similar kind have been passed.

But the full significance of this remarkable testimony to the feelings of the teachers will be best understood, when it is stated that, on the other hand, ONLY TWO ASSOCIATIONS have passed resolutions in favour of Capitation Grants.

APPENDIX C.

RESOLUTION PASSED BY THE METHODIST CONFERENCE, 1891.

Grant to Ireland under the Free Education Bill.

In the event of a grant being allocated in connection with this measure to Ireland, it is, in the opinion of the Conference, desirable that the principle of proportionate increase to class salaries, and the giving of full class salaries to assistant teachers, should be observed in the distribution of the amount.

APPENDIX D.

HOW SMALL SCHOOLS WOULD BE AFFECTED BY THE DIFFERENT PROPOSALS.

TABLE OF SALARIES available in small Schools under present system of Capitation Payments.

AVERAGE.	MALE.	FEMALE.
10	£11 13 4	£9 3 4
15	17 10 0	14 15 0
20	23 6 8	18 6 8
25	29 3 4	23 18 4
29	33 16 8	26 11 8
30	£44 0 0	£34 10 0

TABLE showing the Salaries which would be available were the present Capitation Schools to receive an increased grant of 7s. 6d. per pupil in lieu of School Fees.

AVERAGE.	MALE.	FEMALE.
10	£15 8 4	£12 18 4
15	23 2 6	20 7 6
20	30 16 8	25 16 8
25	38 10 10	33 5 10
29	44 14 2	37 9 2
30	£55 5 0	£45 15 0

NOTE.—It should be borne in mind that the increased grant in this case would be substantially diminished by loss of School Fees and Subscriptions.

TABLE showing the Salaries which would be available under present Capitation arrangements were the Class Salaries, and consequently the Capitation Grants, increased 40 %.

AVERAGE.	MALE.	FEMALE.
10	£16 6 8	£12 16 8
15	24 10 0	19 5 0
20	32 13 4	25 13 4
25	41 16 8	32 1 8
29	48 7 4	37 4 4
30	£61 12 0	£49 0 0

TABLE showing the Salaries which would be available for II. Class Teachers were they paid $\frac{1}{30}$ th of present Salary for every pupil in attendance.

AVERAGE.	MALE.	FEMALE.
10	£14 13 4	£11 10 0
15	22 0 0	17 5 0
20	29 6 8	23 0 0
25	36 13 4	28 15 0
29	42 10 8	33 7 0
30	£44 0 0	£34 10 0

TABLE showing the Salaries which would be available for II. Class Teachers were they paid $\frac{1}{30}$ th of present Class Salary for each pupil, plus a Capitation Payment of 7s. 6d. per pupil.

AVERAGE.	MALE.	FEMALE.
10	£18 8 4	£15 5 0
15	27 12 6	22 17 6
20	36 16 8	30 10 0
25	46 0 10	38 2 6
29	53 8 2	44 4 6
30	£55 5 0	£45 15 0

TABLE showing the Salaries which would be available for II. Class Teachers were they paid $\frac{1}{30}$ th of Class Salary for each pupil in attendance, and the Class Salaries increased by 40 %.

AVERAGE.	MALE.	FEMALE.
10	£20 10 10	£16 1 8
15	30 16 3	24 2 6
20	41 1 8	32 3 4
25	51 7 1	40 4 2
29	59 11 5	46 12 10
30	£61 12 0	£48 6 0

APPENDIX E.

CAPITATION *v.* CLASS SALARY.

TYPICAL CASES OF SCHOOLS, WITH THE ADDITIONAL AMOUNTS THEY
WOULD RECEIVE UNDER EITHER SYSTEM.

I. A School of 30 pupils. Teacher, Class II.

Capitation payment at 7/6	...	...	£11	5	0
40 <i>per cent.</i> on class salary, Male	...	...	17	12	0
„ „ Female	...	...	13	16	0

All Church Teachers, Class II. at least, and therefore case of Class
III. need not be considered.

II. A School of 40 in average attendance.

Capitation payment at 7/6	...	...	£15	0	0
40 <i>per cent.</i> on II. Class salary	...	...	17	12	0
„ I. ² „	...	...	21	4	0

III. A School of 50 in average attendance.

Capitation payment at 7/6	...	...	£19	15	0
40 <i>per cent.</i> on II. Class salary	...	...	17	12	0
„ I. ² „	...	...	21	4	0
„ I. ¹ „	...	...	28	0	0

In this School the Capitation payment best for low-classed teacher :
the increase of class salary best for the highly qualified teacher.

IV. A School of 70 in average attendance : Staff, a Principal and
Assistant.

Capitation payment at 7/6	...	...	£26	5	0
40 <i>per cent.</i> on Principal and Assistant's Class salaries :—					

(1.)	Principal, I. ¹	...	}	42	0	0
	Assistant, III.	...				
(2.)	Principal, I. ²	...	}	35	4	0
	Assistant, III.	...				
(3.)	Principal, II.	...	}	31	12	0
	Assistant, III.	...				
(4.)	Principal, III.	...	}	28	0	0
	Assistant, III.	...				

V. A School of 100 pupils : Staff, Principal and Assistant.

Capitation payment at 7/6 £37 10 0
 40 *per cent.* on Class salaries of Principal
 and Assistant.

(1.)	Principal, I. ¹	...	}	42	0	0
	Assistant, III.	...				
(2.)	Principal, I. ²	...	}	35	4	0
	Assistant, III.	...				
(3.)	Principal, II.	...	}	31	12	0
	Assistant, III.	...				
(4.)	Principal, III.	...	}	28	0	0
	Assistant, III.	...				

VI. Case of a School of 120 pupils : Staff, Principal and two Assistants.

Capitation payment at 7/6 £45 0 0
 40 *per cent.* on Class salaries of Principal
 and two Assistants.

(1.)	Principal, I. ¹	...	}	56	0	0
	2 Assistants, III.	...				
(2.)	Principal, I. ²	...	}	49	4	0
	2 Assistants, III.	...				
(3.)	Principal, II.	...	}	45	12	0
	2 Assistants, III.	...				
(4.)	Principal, III.	...	}	42	0	0
	2 Assistants, III.	...				

VII. A School of 180 pupils : Staff, Principal and four Assistants.

Capitation payment at 7/6 £67 10 0
 40 *per cent.* on Class salaries of Principal
 and three Assistants.

(1.)	Principal, I. ¹	...	}	84	0	0
	4 Assistants, III.	...				
(2.)	Principal, I. ²	...	}	76	4	0
	4 Assistants, III.	...				
(3.)	Principal, II.	...	}	73	12	0
	4 Assistants, III.	...				
(4.)	Principal, III.	...	}	70	0	0
	4 Assistants, III.	...				

VIII. A School of 450 pupils : Staff, Principal, eleven Assistants.

Capitation payment at 7/6 £169 5 0
 40 *per cent.* on Class salaries of Principal
 and eleven Assistants.

(1.)	Principal, I. ¹	...	}	182	0	0
	11 Assistants, III.	...				
(2.)	Principal, I. ²	...	}	175	4	0
	11 Assistants, III.	...				
(3.)	Principal, II.	...	}	171	12	0
	11 Assistants, III.	...				
(4.)	Principal, III.	...	}	168	0	0
	11 Assistants, III.	...				