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THE
QUEEN'S UNIVERSITY IN IRELAND,
AND THE
QUEEN'S COLLEGES,
&c., &c.

Houses of the Oireachtas

THE
QUEEN'S UNIVERSITY IN IRELAND,
AND THE
QUEEN'S COLLEGES;
THEIR PROGRESS AND PRESENT STATE:

An Address

DELIVERED AT THE DISTRIBUTION OF PRIZES

IN
QUEEN'S COLLEGE, CORK,

BY
SIR ROBERT KANE, V.P.R.I.A., F.R.S.,
President,

NOVEMBER 27TH, 1856.

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PREFATORY NOTICE.

SINCE the delivery of this Address some discussion has taken place as to the numbers which I had given for the proportion of Students in the University of Dublin who should be classed as Lay or Divinity Students, respectively. The result of this discussion, although not in any manner affecting the argument employed or the conclusion arrived at in the Address, has yet enabled me to render the figures given more authentically correct than the sources of information previously available to me had allowed. I have, therefore, adopted the amended numbers, and I have given, in some short notes in an Appendix, the explanations and authorities upon which the several numerical results stated have been adopted.

R. K.

PRELIMINARY NOTICE

It is a pleasure to have this Address read
discuss the various points as to the propo-
sition for the University of Dublin
to be established as a Law or Divinity
School, &c. &c. The result of this
discussion, which will in any manner
affecting the arguments employed or the
conclusion arrived at in the Address has
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R.

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MY learned and esteemed colleagues, the Council and Professors of this institution, having signified to me their desire that I should revive the annual ceremonial of publicly conferring the collegiate honours in literature and science, which had been found so useful a stimulus and reward to the generous ambition of our students, and so agreeable an opportunity of receiving and welcoming within these walls the authorities of this city, who have on all occasions afforded to the progress of education such energetic and enlightened support, I have felt great pleasure in complying with the request, which, indeed, but anticipated my own wishes; and I am sure that deep and sincere gratification is felt by my colleagues as by myself, at the cordial sympathy which this important assembly has manifested in the results of our educational labours.

The present occasion appeared to me also, in this

respect, peculiarly appropriate to our purpose, inasmuch as precisely seven years ago I had occasion, in a similar assembly, to inaugurate this institution, and, in opening its various departments for public instruction, to describe the nature of the system of united education which it was founded to carry out, and to explain the claims which it possessed to national acceptance and support. Seven years of collegiate activity having passed, it may not be unsuitable to look back upon the course we have pursued ; to estimate the work that has been done, and the difficulties that have been surmounted ; and to judge whether the results obtained have been such as, on calm review, should, under the circumstances, be considered satisfactory, even though we may not have realized all that our sanguine aspirations after educational progress and national improvement had tempted us to anticipate.

Such a reference to, and review of, the real results obtained by the seven years' working of this College, and indeed of the Queen's Colleges generally, is rendered still more expedient at the present time, from the circumstances of the serious misinterpretation, by a portion of the public press, of some remarks which fell from the Right Hon. the Lord Chancellor, when, as Vice-Chancellor of the Queen's University, he presided at the meeting for conferring degrees in Dublin, in September last. Those remarks were to the effect, that the number of candidates for University degrees was small, in comparison with the number

of students in the Colleges, and the learned Chancellor suggested that, if it should be found that any large number of students were deterred from proceeding to their degrees by the extreme severity of the examination in Dublin, it might be expedient to consider whether that examination was unduly or improperly severe, and if so, to arrange more suitably in future. But those most just and proper remarks have been, by some persons, interpreted to imply that the Queen's Colleges had not made that progress in numbers and efficiency of instruction which might have been expected, and that the standard of qualification for degrees in the Queen's University should be lowered, in order to allow the badly-educated students of the Queen's Colleges to pass the examination for degrees. I feel confident that nothing could be further from the real intention or opinion of that eminent judge than such an interpretation of his remark. The minute and exact acquaintance with the circumstances and working of the Queen's Colleges, and the extensive knowledge of the condition of other Universities, which the Vice-Chancellor is so well known to possess, afford abundant guarantee that his conclusions are formed after careful observation of the facts, and render his opinions eminently deserving of that careful consideration which has since been given to them by the University Senate ; and I am glad to be able to avail myself of this opportunity to express the admiration, which in common, I am sure, with every member of the University Senate, I have felt for the unceasing

attention given to the interests of education and of these Colleges, by that eminent functionary, who, amidst the important and engrossing duties of his high legal and political offices, arranges to devote to the business of the Queen's University an amount of time and thought which alone might creditably form the labour of another man, and which serves most usefully to assist and guide the University Senate in considering the important subjects they have to discuss. All that I shall bring forward on the present occasion will, therefore, but confirm and support the views of the Lord Chancellor in their true acceptation, but I trust that I shall be able to disperse some of the distorting mists in which the subject has been, in many instances, enveloped, and under cover of which, those who are opposed to the success of united and liberal education have sought to misrepresent and underrate the real and valuable progress which the Queen's Colleges have made.

I find that in those regards, my observations will most simply fall under three heads :—

First—As to the progress of the Queen's Colleges collectively, and of the Queen's University, as compared with the progress of other similar institutions in the same time.

Second—As to the progress which this College has made as compared with the other Queen's Colleges, and the success which its students have attained in the University and elsewhere.

Third—As to the general results of the educational

arrangements of this College with reference to the state of preparation of our students at entrance, their conduct during their collegiate career, the difficulties under which their progress is effected, and the organization by which those difficulties have been overcome.

In estimating the position and progress of educational institutions such as ours, it is natural to consider, in the first instance, the number of students in attendance or upon the rolls of the institution, and the increase of those numbers which ought from year to year have taken place, as the value of the education becomes known, and public confidence in the arrangements is more established ; further, the number of students who, having completed their period of collegiate studies, proceed successfully to obtain their University degrees ; and, finally, the amount of superior excellence shown by the success of students in the competition for University honours, and at other examinations, where the attainments of students from different institutions may be contrasted. It will, therefore, be necessary to examine and illustrate the position of the Queen's University and of the Queen's Colleges in those respects.

It is, however, proper first to request attention to some circumstances which must be taken into account in comparing different educational institutions with one another, especially as regards the number of students attending them. They must be of similar scope and of somewhat similar antiquity. Thus, the old

established Universities, handed down to us from the middle ages ; entwined with the history of our country and with the traditions of our people ; hallowed by the association of those names which mark, as generations pass away, the place our country holds in intellectual history ; the places of our own early instruction, whose atmosphere and whose influence determine, to our latest life, our modes of thought and action—such institutions become in themselves the standard of educational fitness, which is adopted without question by the nation at large, and such institutions are frequented by students in great numbers, not specially for the instruction, which, in many cases, will be found far below the real requirements of the age, but because it has become a social necessity with certain classes that their young men shall have been educated at the old established Universities. Such are the Universities of Oxford and of Cambridge. Such, although in a less degree, is the University of Dublin, to which I shall again refer. Those ancient Universities have also this peculiarity, that being identified in their organization and discipline with the Established Church of England, they contain great schools of divinity, and are consequently attended by the large body of students who are destined for that profession.

It would, therefore, be improper and incorrect to make any comparison between those Universities, centuries old, and thus interwoven for ages with the interests and sentiments of the classes for whom Uni-

versity education is mainly destined, and the Queen's University, which dates its existence since only some five years, and which has had to struggle for that existence through much difficulty and misrepresentation. We have, however, fortunately the means of comparison with an institution, also of recent, although not of so recent origin, and of very nearly similar objects and organization to our own—which was exposed in its infancy to assaults, analogous to, though much less severe, than those we have sustained, and which has finally established its success, as, I trust, similarly shall we—I mean the University of London.

That University was founded in 1836, but did not hold examinations until 1838: it is placed in the chief city of the empire, and supported by a combination of some of the most powerful and wealthiest interests of Great Britain; having attached to it the two great Colleges in the metropolis of England—University College and King's College, London—both having been previously in action for many years preparing students. The London University has also affiliated to it numerous minor colleges throughout Great Britain and this country. Now what was the value of its position and of its progress during its earlier years? It will be recollected that the Queen's Colleges were opened in 1849, and the Queen's University is therefore, as regards admission of students, now seven years old. The London University was seven years old in 1845. Let us compare the two institu-

tions at the same age, first as to number of students matriculated, and next as to the number of degrees conferred.

I may remark that we have in this and in the other Colleges of the Queen's University, two classes of students. First, the matriculated students, who are the proper students of the University, and non-matriculated students, who may attend lectures in the College, but cannot hold scholarships or prizes, are not in any way recognized by the University, and are not promoted to degrees. The latter class, although forming an important element in the total benefit which the country receives from collegiate education, I exclude altogether from any comparison here. I shall take only the numbers of our matriculated students who strictly belong to the University, and may proceed to degrees. (*See Note A, in App.*)

The result is :—

In the seven years from 1838 to 1845, there matriculated in the University of London, from all its Colleges, 410 students. (*See Note B, in App.*)

In the seven years, from 1849 to 1856, there matriculated, in the Colleges of the Queen's University, 984 students. (*See Note C, in App.*)

410 to 984, that is to say, that 574 more students matriculated in the Queen's University than did in the University of London in the first seven years of its existence ; and yet, whilst the London University is recognized as having fully succeeded,

we hear it asserted that the Queen's University has failed. But let us test the numbers, not merely of students entering on their studies, but also of the degrees conferred.

And here, also, I will reduce our statement to its lowest limits. It is well known that our Medical Faculty is eminently successful; that the building originally destined for its use cannot contain the numbers who seek admission. It has been my official duty to make representations to the Government of the necessity of additional buildings, to increase the accommodation, and I trust that my application will be complied with without delay. Indeed, we have been blamed for overcrowding the profession by making too many doctors; but it is explained that the Faculty of Arts has failed. It is fully admitted that our Schools of Medicine and of Engineering are flourishing; but it is insinuated that in the Faculty of Letters and of Science, which constitutes the true University education, we have broken down. Let us see how the case stands, and I shall put aside the Medical Faculty, in which our success is acknowledged, and try conclusions with those objectors as to the Faculty of Arts, in which they assert we have failed.

In 1837 and 1838, the first years of the London University, it gave no degrees; and, similarly, in 1851, the first year of the Queen's University, no degrees were given, except seven medical degrees, by special ordi-

nance, to Belfast students. I cut off, therefore, these blank years from both Universities, and take five years following in each case.

In the London University there were given, in the five years, from 1839 to 1843, inclusive :—

| | |
|----------------------------|-----|
| Degrees of A.B., | 130 |
| Degrees of A.M., | 8 |

Total Degrees in Faculty of Arts, . . 138

In the Queen's University, there were given, in the five years, from 1852 to 1856, inclusive :—

| | |
|----------------------------|-----|
| Degrees of A.B., | 114 |
| Degrees of A.M., | 27 |

Total number of Degrees in the Faculty
of Arts, 141

Thus, in the Queen's University, founded in a country paralysed, at the time, by the most fearful visitation of famine and pestilence that had visited this portion of the globe since the middle ages ; in a country depopulated to an extent beyond aught on record ; where the very classes for the education of whose sons the Queen's Colleges were founded, were reduced, in a large proportion, to ruin, and in all, to the verge of destitution, by the financial distresses of the time—the Queen's University and the Queen's Colleges, exposed to all those dangers which, with institutions as with man, necessarily beset the path of infancy ; subject to all the various kinds of influence which could withhold or withdraw pupils from their

walls, yet, actually, matriculated more students, and conferred more degrees in the corresponding interval of time from their foundation, than did the University of London and its affiliated Colleges, supported by the wealth, the energy, and the influence that belong to the metropolis of the British Empire.

Are those figures indications of failure? Those proofs of success, beyond what was obtained under far more favourable circumstances in the sister kingdom, what do they indicate? That the Irish people do not approve of the Queen's Colleges? Far from it—they prove most unmistakeably, first, that the soundness and excellence of the instructions given by my learned colleagues in their respective departments are fully appreciated by the class from which University students are derived; and, secondly, that the principles upon which those colleges are founded, and the organization by which their practical working is carried out, has, after seven years' close observation, been found to deserve, and has received, the approval of the public.

I mentioned some short time since that we could not fairly compare the Queen's University with the University of Dublin, because the latter institution is of such ancient foundation, that like Oxford and Cambridge, by the mere momentum of its long established connexions throughout the country, by the prestige of its historical and well-supported fame, and by the enormous patronage of which it disposes, it attaches to itself a large body of students, totally

irrespective of its intrinsic merits as a place of education—great as they may really be. Its position as the Seminary of the Established Church provides also for it a very large body of students. But we may practically ascertain the proportion of this latter class to the whole body of students, and let us then see how the numbers will stand.

I find from returns which have been kindly furnished to me by the Junior Bursar of Trinity College, Dublin, that the total number of students who have entered the University of Dublin in the seven years since 1849, when the Queen's Colleges were opened, have been as follows:—

| Year. | No. of Students. |
|-------------------|------------------|
| 1849-50 | 310 |
| 1850-51 | 285 |
| 1851-52 | 252 |
| 1852-53 | 269 |
| 1853-54 | 303 |
| 1854-55 | 266 |
| 1855-56 | 219 |

giving a total number for the seven years of 1,904, and an annual average of 272.

From the returns furnished to the Commissioners of Inquiry into the University of Dublin, and from a very interesting discussion which has taken place between the Reverend Dr. Carson and Dr. Shaw, both gentlemen being Fellows and Tutors of Trinity College, and having access to the best information, it has been well established that the divinity students

in the University of Dublin form at least 55 per cent. of the entire, and that the proportion of lay students cannot be more than 45 per cent. of the number of annual entrances. Adopting this principle of calculation, therefore, we find, that of the 272 students who, as above found, annually enter the University of Dublin, there are but 122 who can be considered as being educated with a view to lay professions, or careers, such as are the students who enter the Queen's Colleges. (*See Note D, in App.*)

The number of lay students who annually enter the University of Dublin is thus found to be not more than 122, whilst there enter as students of the Queen's University annually, as we have above shown, the average number of 141. This is on an average of the last seven years ; but if we are to take the academic year now past, 1855-56, what do we find ? That there entered the University of Dublin, by the Junior Bursar's return, but 219 students, of whom there were of lay students only 98, whilst there entered the Queen's University, in the same year, 135, and actually in this (Cork) College alone no less than 69, being within 29 of the whole number of entrances of lay students into the University of Dublin.

That is truly a surprising result. I was myself astonished when I found such to be the fact. I was not prepared to expect that the Queen's University should, in so short a time, not merely have surpassed in numbers of students what the University of London had

achieved in the same time; but that we should, in all our difficulties, have seeking for entrance to the walls of our Colleges a greater number of lay students than the University of Dublin, with all the prestige of its antiquity, with all the influence of its patronage, with all the power which its wide-spread ramifications through society and its important position in the legislature must confer upon it. (*See Note D, in App.*)

And to this last source of power I must refer, as it affects that point of comparison as to number of degrees conferred, which I have just now discussed with regard to the University of London. The number of degrees conferred annually by the University of Dublin is far greater in comparison with the number of students, than in the Queen's University. Thus, in the five years since the Queen's University opened, we have given 222 degrees, or 44 degrees per year, whilst the number of students that have annually matriculated in the Queen's Colleges have been 141 per year, that is to say, about one degree to every three students. But, in the University of Dublin in the same five years, I find there were conferred altogether, 1,136 degrees, or in average annually 227—a number not much short of the average number of students entering each year. How is this to be accounted for? Very simply. Yet it brings us to a very important step in these explanations. What is the value of a University degree? It is accepted as evidence of superior education. But there is more—the great Divinity Class in Trinity College, Dublin, upwards of one hundred

in number, must be of senior sophister standing before they receive the testimonial for Holy Orders. They graduate as A.B. immediately afterwards, and hence they form the great mass of the recipients of the degrees that are annually conferred. But the University Degree in Dublin leads to still more practical use, it confers political power. The University of Dublin returns two members to the House of Commons; it has, therefore, as large a representation in the Legislature as the cities of Cork or Dublin. The qualification of an elector is the having attained the degree of M.A. or some higher degree. Therefore every person who enters the Dublin University may look forward, in taking his degree, not merely to the ministry of his Church, the practice of a lay profession, or the advantage in life of a well-furnished and well-trained mind, but also to the influence which the possession of a vote in an important constituency may confer on him, and upon the practical value of which I need not dilate. It is thus that the number of degrees annually given in the University of Dublin comes to nearly equal the number of entrances, as, in order to obtain the franchise, the individual must take not only the A.B., but also one of the higher degrees.

We have not the same inducement to our students to proceed to take out their University degrees. In this respect we are like the University of London; but the University of London having now established itself, it is admitted by those who are authorities in such matters, that at the next revision of Parliamentary repre-

sentation, the University of London ought to be placed on the same footing with Oxford, Cambridge, and Dublin, and be privileged to return members to Parliament; and I do anticipate, and I am sure that this important assemblage will sympathise with me in the hope, that the Queen's University, having made still further progress, and having achieved still greater success, the time will come when its place in the Legislature will be conceded, and that, perhaps, some of those whose young ambition has been aroused, and whose exertions have been rewarded by the collegiate honours this day conferred, may render to their country valuable return for the blessings of education which they have received, and may eloquently advocate in the Senate, as members for the Queen's University, the great principles of enlightened progress and of constitutional freedom, which in their students' years in this College they will have imbibed.

This, however, is rather a digression from the matter of the Dublin University, to which I shall therefore, for a moment, return, as I am anxious to do full justice to that noble institution of which I am myself a graduate, and for which and for many of its members I entertain sincere respect. The numbers I have given above as to the amount of the annual entrance, are not large. They are the numbers of the last seven years. But they are far below, perhaps, not much more than two-thirds the amount of what the entrances formerly were used to be. This has arisen from the excessive financial pressure of those terrible

years of famine, which almost pauperized the class from which University students are derived in this country. I have heard with pleasure, that in this session, the entrances in Trinity College, Dublin, promise to be more numerous. It shows that the country is recovering from its prostration. But the same period which imprinted its character of depression so strongly on the muster-rolls of Dublin University, is that precisely during which the Queen's University has been in operation. If that social calamity was able to affect, to such a degree, an old established University, possessing all those sources of influence and vitality which I have already described, imagine what must have been its action upon new institutions—upstart colleges, as we have been termed—misunderstood, and, I am sorry to say, misrepresented, in many respects, as to their objects and tendencies. What should you expect? Utter and total failure. What do we find? Success! Success beyond what was attained by the London University in the same time. Success beyond what was retained by the Dublin University as to its lay students.

One other point of this comparison remains to be discussed, viz. :—that of the proportion of rejections at the examination for degrees. I shall very briefly dispose of this.

In the Universities of Oxford and Cambridge, the general system of education, and the arrangements for obtaining degrees, are so essentially different from those adopted in the Queen's University that we need

not contrast them here. In the University of Dublin, there is nothing that can properly be called a Degree Examination, in the Arts Faculty, except by some recent reforms in which the arrangements of the course of study for degrees in arts have been in some degree assimilated to the plan of the Queen's University. What is termed the Degree Examination is merely the last of the term examinations, and is important only for those who aspire to obtain the honor of being named medallist and moderator. The actual degree is obtained by performing some scholastic disputations—mere forms handed down from the middle ages, and the propriety of abolishing which has been strongly recommended by the Commissioners of Inquiry. It is only in the modern Universities, as the University of London, and the Queen's University, that the degrees of A.B. and A.M. are obtained after strict and special examination, and that the degree becomes consequently an absolute proof of the attainment of a good standard of education. We may, therefore, admit, that in Dublin University very few are rejected at the degree examination, the number being, in fact, as appears by returns, about 1 in 20 ; because the mode of obtaining the degree is a form, and anybody who can get through college so far, can scarcely fail to obtain the degree. But in the London University, and in the Queen's University, rejections do take place. Let us see how the proportions stand. (*See Note E, in App.*)

I have already referred to the number of degrees in the faculty of arts given by the University of London in its first five years. The number of Medical Degrees was very large, owing to the demand from the great Medical Schools of the London Hospitals and of University College. I shall notice, therefore, separately those two great classes of degrees.

In the five years, from 1839 to 1843, inclusive—There were 182 candidates for degrees in the Faculties of Arts and Laws, and 27 were rejected; that is to say, 15 per cent., or 1 in 7.

There were 348 candidates for degrees in Medicine, and 93 were rejected, being 27 per cent.; or more than 1 in 4.

Putting the three Faculties together, there were 530 candidates, of whom 120 were rejected, being a proportion of 22 per cent., or 1 in every $4\frac{1}{2}$.

So much for the University of London in its first five years.

Now for the Queen's University. We have, as I already stated, conferred, since the Queen's University came into operation, 222 degrees, and for these there were 259 candidates. Consequently 37 were rejected, that is to say, 15 per cent., or 1 in every 7.

It results that, of all its candidates for degrees, the University of London rejected 1 out of every $4\frac{1}{2}$, and the Queen's University has rejected only 1 out of 7. In the Faculties of the London University, in which the proportion of rejections is least, that proportion

is still equal to the average ratio of rejections of all candidates in the Queen's University.

How does this come? Is it that our degrees are more easily obtained: that our examinations are less strict: that the courses are lighter: that our candidates get off too easily? Certainly that is not what people were saying some time ago, when the failure of the Colleges, and lowering of the standard was talked about. I do not believe that there is any material difference in the severity or the extent of the degree examinations in the London University and in the Queen's University. I think they are about the same: and if our students are more successful—if we have fewer rejections, I believe it is due to the great zeal and ability with which my learned colleagues, the professors in this college, and the professors in the other Queen's Colleges, have devoted themselves to the laborious duties of instruction in their several departments.

I may, therefore, leave this subject of the progress of the Queen's University as compared with that of other Universities in the same time. I must pass to the other points of comparison; the success of this College as compared with the other Queen's Colleges. I would not, of my own accord, enter upon such a subject. I recognize no rivalry, no contest of success, between the Colleges. The immediate field of my own labours is this College, but, looking as I do, and as my honourable and esteemed colleagues the Presidents of the other Queen's Colleges do, for the success of the

Queen's University as the means of advancement to the country at large, all local rivalries, all separate triumphs vanish and are absorbed in the mass of the general good. I value and am rejoiced at the well-earned success of Belfast and Galway as I do of Cork, and if I refer now to any separate progress or individual results, for this College, as distinguished from the other Colleges of the Queen's University, it is that from some portions of the public press, I am sure from misinformation or ignorance of the real facts, statements injurious to this College, to its students, and to its professors have gone forth, which it is my duty, as its official representative, as its President, on this occasion, publicly to repel. You will, therefore, I am sure, bear with me, while I briefly state the circumstances of this College.

I have been favoured by the authorities of Belfast and Galway Colleges with some returns, illustrating the progress and present state of those institutions. The Belfast returns did not contain all the information required, but I have obtained it fully otherwise, and I have taken such numbers as that any liability to error should be extremely small, and that the correction, if any, should still more forcibly prove my case. I consider the success of the Galway College to be most creditable to the talents and zeal of its professors, and to the prudence and energy of its President, my friend Mr. Berwick, whose ability and whose eloquence have shed lustre on the system of education with which he is identified. The Galway College,

placed under circumstances of unprecedented difficulty, has succeeded in establishing itself on a firm basis, and bids fair to produce, in the western province, excellent results. But the number of its students, and the proportion of its immediate success, is naturally not equal to that of the Belfast College, or of this College ; and, therefore, in contrasting specially the success of this College with that of the others, I shall, for the most part, for brevity sake, refer to the Queen's College of Belfast, of the success of which, under the guidance of my reverend colleague, Dr. Henry, no question has been raised.

Now, as to the number of students that entered the several Queen's Colleges since 1849, what do we find ? I shall, of course, as I explained already, consider only the matriculated students, who alone are members of the University, and are admissible to honours and degrees.

There have been on the books of each College, since its foundation :—

| | |
|---------------------------|---------------|
| In Galway College, . . . | 534 students. |
| In Belfast College, . . . | 772 „ |
| In Cork College, . . . | 798 „ |

Thus the total number of matriculated students has been greater in this College, not merely than in Galway College, but even than in Belfast.

What has been the number of matriculated students that have entered each of the Colleges in the seven years since their foundation ? It is as follows :—

In Galway College, 222 students.

In Belfast College, 354 „

In Cork College, 408 „

Thus, again, Cork has had a higher number than either of the other Colleges. (*See Note F, in App.*)

What has been the proportion of increase in the number of students in each of the Queen's Colleges since their first opening? Let us compare their state in 1849 and in 1856.

In Galway, the numbers were in 1849, 64 students; and in 1856, 85 students.

In Belfast, in 1849, there were 90 students; and in 1856, there were 119 students.

In Cork, there were in 1849, 70 students; and in 1856, there were 141 students.

Those are remarkable results. For clearness' sake, let us reduce them to per centage.

In seven years, from 1849 to 1856, the number of students had increased,

In Galway, 25 per cent.

In Belfast, 32 „

In Cork, 101 „

What do these numbers indicate? Is it that Cork College has failed? Is it that its halls are deserted by students? That its professors are inefficient, or that the principles of united education, which this College represents, have become unpopular in this province, or in this city? Let us pause for a moment to appreciate the amount of success which these figures indicate. Look at Belfast. Enterprising, rich, rapidly

progressive, its population greater than that of Cork, having in full action, up to the day the Queen's College opened, an important educational institution, endowed with a staff of excellent professors, whilst Cork was left for years, by the suppression of the grant of the Royal Cork Institution, destitute of any means of public instruction which could prepare the way for the establishment of this College; yet the Belfast College started in 1849 with 90 students, and has, in 1856, 119; whilst the Cork College, having had only 70 students in 1849, closed last session with 141, having more than doubled its numbers. Yet Belfast College has not had the difficulties to surmount that we have had to deal with here, but which, I hope, will from this time out cease to exercise any important influence on our progress.

So far as to number of students. Now, as to the number of degrees, and the proportion of candidates rejected at the Degree Examination. For the five years, since the University began to give degrees, the numbers are as follows :—

From Galway College, there have proceeded 55 candidates; 44 have received their degrees, and 11 have been rejected.

From Belfast College there have proceeded 126 candidates for degrees; 109 have received their degrees, and 17 have been rejected.

From Cork College there have proceeded 77 candidates for degrees; 68 have received their degrees, and 9 have been rejected.

Now, first as to the rejections. Of the Galway candidates, 1 in 5 has been rejected. Of the Belfast candidates, 1 in $7\frac{1}{2}$. And of the Cork candidates, only 1 in $8\frac{1}{2}$ has been rejected.

Thus, not merely has this College had a greater absolute number of students than Belfast College ; not merely has this College augmented its number of students far more rapidly than Belfast College, but its students have been more successful at the Degree Examination in Dublin ; the rejections being, in proportion, not so numerous as they were of candidates from Belfast.

The honours were very nearly equally divided. It is remarkable that the proportionate numbers of honours obtained by students from each College were almost precisely the same. Of candidates from Galway College 53 per cent. obtained honours. From Belfast College 52 per cent. obtained honours. And of candidates from Cork, 51 per cent. obtained honours. (*See Note G, in App.*)

But nobody says the Belfast College has failed. Nobody complains that the Belfast College has become inefficient. It has not failed. It has established itself solidly, though slowly, as great educational institutions must do, for educational results are not to be obtained by a *coup d'etat*, or even after a few years. A generation must have been educated before they can appreciate the true value of the education they have received. But if Belfast College has not

failed, by what name shall we describe the progress which it has just been shown that this College has made?

In one respect the Belfast College manifests a superiority over this College, because a larger proportion of Belfast students proceeded to take out their degrees. Thus although a larger proportion of their students fail to pass the examinations, yet a larger number actually obtain their degrees than do from Cork College. This was peculiarly shown by the numbers in the present year. In the five years since 1851, from Belfast College 110 students obtained degrees, whilst only 68 degrees were conferred on students from Cork College. The cause of this two-fold. I shall proceed to explain it briefly.

You will recollect how we found that, in Trinity College, Dublin, the great mass of the graduates in arts was formed by the Divinity students of the Established Church. Now, something similar occurs, although on a much smaller scale, in Belfast. Some students, although still only a few, who are candidates for the ministry of the Presbyterian Church, avail themselves of the admirable education which the Queen's College affords, and take out the degree of A.B., before entering upon their ecclesiastical studies. (*See Note H, in App.*) This practical use of the A.B. degree increases the number in Belfast, just as the similar use, and the Parliamentary qualification in the University of Dublin, determine the general

body of students to graduate. In this College no such inducement exists ; and, consequently, a large number of our students, having enjoyed the benefits of our professorial teaching, having gone through the course of education, and being well prepared for taking their degrees, yet, not seeing any direct or positive advantage in its possession, dispense, injudiciously, as I believe, with the mere titular honour, and do not proceed to the Examinations in Dublin, by which the degree is obtained. Another, and a still more remarkable cause, has co-operated in diminishing the number of candidates from this College who proceeded to obtain degrees.

The most important feature in the history of education in this country, since the foundation of the Queen's Colleges, has been the opening of the public service by competitive examinations. In this great measure of educational and administrative progress, what part have the Queen's Colleges taken ? There are two great departments for which these examinations are principally held : the Indian civil service, and the scientific military service, engineers and artillery. Now, as to the Indian civil service ; what have the Queen's Colleges, and this College especially, done ? We have sent to India from Cork three gentlemen, all of great ability. The Galway College has sent to India one gentleman, Mr. West, whose eminent talents were well proved at his Degree Examination also. From Belfast no candidate for

India has been as yet successful. Now, of the three gentlemen who have passed from this College into the Indian civil service, only one took out his University degrees. That one was Mr. Wall, to whom, this day, the College Medal was awarded, and who, at his Degree Examinations, had taken the highest honours, the first gold medal in both ancient and modern languages. If either of the other gentlemen, if Mr. Daly or Mr. Moriarty, had remained to the time of graduation, they certainly would have distinguished themselves in a similar way. So much for our loss by India.

The other class of competitive examinations is that conducted at Woolwich for admission to the Military Engineers and Artillery. Now, in regard to this also, Cork College has been more successful than either Belfast or Galway. From Galway no student has yet passed to Woolwich; and from Belfast as yet only one gentleman, Mr. Allan Millar, whose name was so honourably and so justly mentioned by the Lord Chancellor, at the conferring of degrees in September last. Mr. Allan Millar had not merely passed, but actually was the best of the entire body of candidates. Those candidates were from various Colleges and Universities. They came from all parts of this great Empire. Yet this Queen's College student from Belfast took the first place. He was not old enough to get a commission at once. He was, therefore, placed in what is termed the practical class for a time;

but his place at examination was first of all. They are justly proud of Mr. Allan Millar, in Belfast, and we may justly be proud also—for, at the Degree Examination last year, Mr. Allan Millar competed for honours with Mr. Palmer, of this College, and the first honour and gold medal was awarded to Mr. Palmer, whilst Mr. Allan Millar took the second place. But let us not speak of first or second in reference to such contests. Such honourable competition breeds no rivalry—leaves no feeling but that of mutual respect and esteem. Both are results of the admirable arrangements of the Queen's Colleges, and when producing annually such men, can it be said that the Queen's Colleges, or the Queen's University, have failed?

In regard to the Woolwich examinations generally, I freely admit that this College has not devoted itself so specially to the preparation of candidates for that particular examination, as some other Colleges, Trinity College, Dublin, for example, have done. We have sent some students over who have been successful; we have entered at Woolwich more students from this College than the other two Queen's Colleges together have entered, but still we have done so without any special means being taken to prepare them. It is an important question, how far such modes of special instruction may complicate and interfere with that general education which is the true function of a College like ours. In Trinity College, Dublin, it is

already felt that the general interests of education are too much sacrificed to high pressure cramming for Woolwich, and I have heard the right honourable and learned member for the University of Dublin, Mr. Napier, in his Address at the Anniversary Meeting of the Trinity College Historical Society a fortnight ago, express his regret that other objects of educational training were so much neglected for the race after official prizes, to which that College appears now to devote itself. (*See Note I, in App.*) My own feeling is, that a middle course may be found to be practically most successful ; that, by a due amount of special instruction, such of our students as wish may be prepared for those competitive examinations, without their proper education being interfered with. We have appointed a committee to discuss the subject, but I cannot refer to their report, more than to say, that the College Council will give effect to every means for rendering our system still more efficient in those respects. One very important matter has been already done, which I shall mention. In order to assist the studies of those gentlemen who look to a military career, we have had a new department formed in the College library, for books on the military sciences. Through the kind assistance and valuable suggestions of Colonel Portlock, of Woolwich, and of Colonel Beamish, of this city, this military branch of our library already contains the best works published, regarding not merely the British, but also the French and German

services ; and I am sure that the College Council would willingly render it available, under proper regulations, not only to our students, but to the military officers staying in Cork, who might wish to prosecute the literary and scientific study of their important profession.

But the examples of our students who have been thus successful in obtaining careers, need not terminate even with the Indian Civil Service, or with Woolwich. Appointments in the Indian Medical Service have also been awarded by competitive examination, and from this college four gentlemen have been selected for that position ; and we have also sent to the Civil Service in China, Mr. Mongan, who distinguished himself in this College. Mr. Bagley, also a student of this College, after obtaining the highest literary honours here and at the University, completed his distinguished career by being selected to fill the Professorship of Latin in Galway College. Mr. O'Keefe, also, our excellent Librarian, after having obtained the highest honours in the mathematical and physical sciences in this College, and at the University Examinations, was selected for his present office, as his Excellency Lord Carlisle declared, on occasion of his visit to this Institution, expressly on account of his very superior merit. I may mention, also, Mr. Barrett, whose appointment as Inspector of Schools by the National Board of Education I consider very important, as forming a link

in that connexion between the operations of the National Board and the Queen's Colleges, which I hope will every year become more intimate and more useful, especially as by the organization of the Model Farm and the Model Schools of the National Board in the immediate vicinity of this College, we shall be enabled to co-operate in the diffusion of sound agricultural education in a manner which, with the assistance of my friend Professor Murphy, cannot fail to be advantageous to both systems of public instruction.

I shall mention only one example more. Through the liberality of the Right Honourable the Vice-Chancellor of the Queen's University, a prize was founded, to be competed for in a written essay by the students and graduates of all the three Queen's Colleges. This prize was obtained by Mr. Andrew Commins, A.M., a student of this College, and was conferred upon that gentleman by the Vice-Chancellor at the public meeting of the University in 1854.

It can now be seen why so many of our students abstain from going to Dublin for degrees. They have gone to India ; to Woolwich ; they have passed into business life, believing that as they had obtained the education they did not require the degree. Even in our Medical School, admittedly so successful, a large proportion of our students graduate elsewhere than in Dublin. The case is, however, still more remarkably illustrated by the facts of the School of Engineering,

which have been described by my friend Professor Jack, in an excellent letter already published. We began in 1849 with ten engineering students. We closed last session with twenty-five engineering students. Altogether, in the seven years now past, there have gone through that school eighty students. But of that number not a single individual has ever taken out his diploma as engineer in the Queen's University. What is the reason? It is very simple. The Senate of the Queen's University, properly anxious to render its diploma of greater value, requires the candidate, after completing his studies here, to spend two years in practical business with an engineer, before he can be examined. What is the result? Our engineering students are found to be so well qualified, their scientific studies render their services so valuable, that they obtain at once professional employment, such as renders their diploma quite unnecessary. I regret, however, very much that the diploma is not taken out, and I propose submitting to the Senate the propriety of abolishing that long term of practice, and of giving the diploma of engineer at the end of the College studies, as is done by Trinity College, Dublin.

Such are the facts which show the progress made by the Queen's University, and by this College especially, in the seven years which have passed since their foundation. The facts and figures now laid before you establish, as I believe, that the Queen's University has made, in the time, at least as much

progress as, under far more favourable circumstances, had been effected by the similar institution in the sister kingdom, and that it may even be favourably contrasted with the condition of the University of Dublin, considered in respect to the lay element of that institution. Further, that this College, the condition and working of which have been so much misunderstood and so much misrepresented,—in numbers of matriculated students, in proportion of University failures and successes, in the results of the competitive examinations, stands, not merely above Galway College, which might have been expected from the larger population, superior wealth, and greater intellectual preparation of this locality; but, also, actually above Belfast College, which in a greater city and a richer people, although having by no means failed, but, on the contrary, been solidly and soundly successful, has yet not been so successful, nor have its students attained such distinctions as have been the results of the working of this College.

Amongst so many proofs of success, it is, however, proper that I should notice one matter, which is found to be a serious impediment to the still greater progress of our system of education. I mean the low condition of the preparatory schools generally throughout the country. That subject was brought forward in this place by me, in 1854, and I endeavoured to call attention to the necessity for reforms in that particular. Since that time the Presidents of the three Queen's Col-

leges have, along with other gentlemen who felt strongly on the subject, formally brought the subject before the Government, and an address having been moved in Parliament, a commission was appointed, and is now in action, to inquire into the condition of endowed schools, with a view to improvement in the state of secondary education. Our labours have, therefore, been not without fruit. We shall look with anxiety for the Report, as we shall expect that upon it may be based arrangements which shall justify us in requiring from students entering this College a higher amount of preliminary education than hitherto the ordinary provincial schools have been competent to supply. Then, our professors being thereby enabled to commence their instructions from a higher level, shall have time, as they have certainly every inclination, to carry to still greater eminence, and develope to still greater extent, the important literary and scientific courses of which they have charge.

Finally, I have to express to the students of this College, whom I have now the pleasure to address, my acknowledgments, and the acknowledgments of the other authorities of this College, for the constant attention to their studies, and the uniform good conduct, which have so powerfully conduced to the distinguished position in the Queen's University, and in the country, which this College has assumed. Yes, Gentlemen, had not the teaching of our Professors fallen on so good a soil; had not the pro-

visions of our statutes and rules for order and discipline been so considerably observed by you, the intellectual triumphs or the professional success, which so many of you have achieved, would go but little way in extricating this College from the load of misrepresentation to which, in its progress, it has been subjected. You have shown that the students of this College may be not only devoted to literature and science, but also firm and faithful adherents to the far more vitally important cause of virtue, honour, and morality. Gentlemen, I thank you thus publicly, that in the seven years which have elapsed, those estimable persons who then so loudly expressed their apprehensions as to your probable conduct, have not been able to point out a single case in which those fears of danger to faith or morals have had practical grounds to rest on. Gentlemen, I understand such conscientious fears. I respect and reverence that scrupulous sense of duty, which caused those apprehensions at the time to be so loudly and strongly manifested. Your conduct, gentlemen, has been the best evidence of the total groundlessness of those fears, and again, on the part of the College, I thank you for your good conduct.

At last, I am enabled to bring these observations to a close. Nothing but the great importance, as well of the time as of the subject, could have justified me in trespassing on your attention at such a length. I trust you will excuse me, and that you will join with

me in the hope, that after another Septennial period of educational activity shall have elapsed, it may be in the power of the authorities of this College to report similar progress and equal success, and that such report may be as favourably received by an assembly, representing, as this assembly so fully represents, the intelligence, rank, and property of this city, and of this province, in which and for which this College was established by our most gracious Sovereign.

APPENDIX.

THE distribution of prizes, awarded at the last examinations to the successful students of the Queen's College, Cork, took place yesterday in the splendid Hall in which the examinations are conducted. The Hall was crowded to its utmost capacity, and a large proportion of those in attendance were ladies. The students, in their academical costumes, occupied the seats in front of the Dais; and places, immediately opposite the seats arranged for the College authorities, were reserved for the Corporation. When the President and College authorities, in their various collegiate robes, and the members of the Corporation in their official costumes, and the public generally had all assembled, the effect was certainly very imposing. Shortly after one o'clock, his Worship the Mayor, accompanied by his Secretary, and attended by the other corporation officials, entered the Hall, and was followed by the members of the Town Council. Amongst the members of the Corporation were—Alderman M'Namara, Sir John Gordon, T.C.; John Shea, T.C.; Dr. Wycherley, T.C.; C. Moynahan, T.C.; Alderman Scott, G. O'Neill, T.C.; D. O'Flynn, T.C.; P. O'Connell, T.C., and Mr. Daniel Meagher, the City Treasurer. On the entrance of the President, the great body of the students stood up and cheered enthusiastically. The President, Sir Robert Kane, and the Vice-President, Dr. Ryall, were accompanied by the Right Reverend Bishop of Cork, Cloyne, and Ross; the Right Hon. Lord Fermoy, Lord Lieutenant of the County; Archdeacon Kyle, Sir William Lyons, City High Sheriff, and William Fagan, M.P. Those gentlemen, together with the Mayor, occupied seats on the platform, on the right of which the

several Deans of Faculty and Professors were accommodated, and among whom were—Professors O'Connor, Bullen, De Vericour, Boole, Murphy, Lewis, Corbett, Smith, Fleming, Harkness, Connellan, Jack, and Reid. In other portions of the building we noticed—Sir Thomas Tobin, Sir John Benson, Francis Jennings, James Cleary, Dr. Barry Delany, Dr. Shinkwin, Dr. Cremin, R. Victor Roche, Kiluntan; Dr. Wall, Dr. Armstrong, Colonel Hadden, Engineers; Dr. Jackson, Medical Staff; C. J. Fox, County Inspector, East Riding; J. M'Mullen, Dr. M'Carthy, Nichs. Peterson, Dr. Power, Lunatic Asylum; Dr. N. Hobart, Major Hobart, Dr. Beamish, William Drew, J.P.; William Barry, Rev. Dr. Neligan, Rev. W. Jones, Rev. Mr. Reeves, H. Orpen, Blackrock; Stephen Barry, Henry Unkles, E. M'Carthy, Dr. Finn, Counsellor Scannell, Barcroft Carroll, &c.

The prizes were then conferred given by the President on the different students, as set forth in the following return, each student, on receiving his prize, being loudly cheered by his fellow-students:—

FACULTY OF ARTS.

THIRD YEAR'S ARTS.

English Literature and History.—Bernard C. Davidson, A.B., 1st; Thomas Wall, A.B., 2nd.

Metaphysics.—Bernard C. Davidson, A.B., 1st.

Political Economy.—William O'Connor, Thomas Wall, A.B., equal, 2nd.

Natural Philosophy.—William O'Connor, 1st.

Physical Geography.—William O'Connor, 1st.

Mathematical Physics.—William O'Connor, 1st.

SECOND YEAR'S ARTS.

Greek.—John T. Clarke, Wm. Starkie, equal, 2nd.

Latin.—William Starkie.

Logic.—Michael Gould, 1st.

Mathematics.—Michael Gould, 1st; Charles W. Townsend, 2nd.

Chemistry.—Michael Gould, 1st; Bernard Mason, 2nd; Michael Breen, 3rd; Thomas Heazle, 4th.

Zoology and Botany.—Michael Gould, 1st; William Lombard, 2nd; Wm. Starkie and Michael Breen, 3rd.

FIRST YEAR'S ARTS.

Greek.—Robert Fuller, 1st (Senior Division); James Egan, 1st (Junior Division).

English.—Thomas Allen, 1st; James Goold, 2nd; Thomas Moriarty, 3rd.

Mathematics.—James Goold, 1st; John T. Lacy, 2nd.

DEPARTMENT OF ENGINEERING.

SECOND YEAR.

Engineering.—Richard H. Donnelly, 1st, India Railway.

FIRST YEAR.

Geology and Mineralogy.—F. B. Walker, 2nd.

Engineering.—William Cox, 1st; F. B. Walker, 2nd.

DEPARTMENT OF AGRICULTURE.

Agriculture.—Ferdinand Beamish, 1st.

FACULTY OF MEDICINE.

Practice of Medicine.—William Roche, 1st, situation in Navy; William R. Rice, 2nd do., do. India.

Surgery.—Denis B. O'Flynn, 1st; Arthur H. Orpen, 2nd.

Midwifery.—Arthur H. Orpen, 1st; Denis B. O'Flynn, 2nd;

Anatomy and Physiology.—William Busteed, 1st; Francis Luther, 2nd.

Practical Anatomy.—Edmond M'Carthy, 1st, Surgeon in Navy; William Busteed, 2nd; Denis B. O'Flynn, 3rd.

Materia Medica.—William Busteed, 1st; Edward J. Palmer, 2nd.

Anatomy and Physiology.—Jeremiah Dowling, 1st; Bernard Mason, 2nd; Michael Breen, 3rd.

Practical Anatomy.—William Roche, 1st.

Practical Chemistry.—James Land, 1st; William Busteed, 2nd.

Medical Jurisprudence.—William R. Rice, 1st.

Natural Philosophy.—Michael Breen, 1st; Bernard Mason, 2nd.

French.—Michael Rahilly; Richard Read.

When this ceremony had concluded, the President said :—

“ Having distributed the prizes awarded by the Council of the College at the termination of the recent examination, the agreeable duty devolves upon me now of thus publicly noticing the successful results of the educational system carried out in this College, as exhibited in the instance of one of the students who, within some weeks past, left this country for his official destination in India: I allude to Mr. Richard Wall, who formerly, up to last year, was a student of this College, at which period his collegiate studies, properly speaking, closed. Mr. Wall, by his good conduct, by his close attention to his studies, by his almost uninterrupted success in obtaining collegiate honours and prizes, distinguished himself in the highest manner amongst his fellow-students. When Mr. Wall proceeded to Dublin to be examined for his degree of Bachelor of Arts, he took at that examination the highest possible place; he obtained the first place and the gold medal in the department of ancient languages and literature; he obtained, also, the first place and gold medal in the department of modern languages. Subsequently, when Mr. Wall proceeded to Dublin to be examined for his degree of Master of Arts, he preserved the prominent position he had previously taken, and he received a first class place and gold medal, in languages and literature, on the conferring of his Master's degree. Mr. Wall subsequently proceeded, as a candidate for the Indian Civil Service, to the examination which in the middle of this year was held in London; and Mr. Wall not only efficiently represented this College by passing that examination, but he was selected by the President of the Board of Control to be mentioned, along with two others, in the House of Commons, as the three gentlemen, one of whom was from Ireland, who especially deserved mentioning, for their distinguished

answering. The College Council, moved by those considerations, and wishing to show to the students of this College, and to the public generally, the appreciation which they give to the efforts of students, have resolved to empower me to confer on Mr. Wall—who, although absent from us in body, is in spirit a participator of the ceremonial of to-day—to confer on him the College Gold Medal, the first time it has been presented to any student, as a testimonial of how much they value the credit he has conferred upon the College. Mr. Wall is absent, having left for India; but I believe we are favoured to day with the presence of one eminently able to represent him, Dr. Wall.”

Doctor Wall, amid loud applause, came forward, and said:—
 “My Lords, Mr. President, Mr. Mayor, and Gentlemen, I am overpowered at the manner in which the name of my son has been received in this most respectable assemblage, and the mode in which this medal has been conferred by the President. I am almost sorry that my son is not here to witness it—I am sure he could never forget it—at least, I never will; and I hope that his conduct, in the honourable discharge of his official duties, will yet be calculated to reflect credit on his Alma Mater.”

After a short pause,

The President, amid loud applause, rose and read the Address, which was heard with frequent interruptions from loud and long-continued applause, amid which the learned President resumed his seat.

The interesting proceedings then terminated, and the vast assemblage dispersed.

NOTE A.—*Page 14.*

The Rev. Dr. Henry, in an address to the students of Queen's College, Belfast, has expressed his opinion, that in calculations such as those in the Address, the non-matriculated students ought not to be omitted. It is, however, evident that such students cannot, with propriety, be counted as students of the Queen's University, although there may be valid grounds for taking them into account in comparing the several Queen's Colleges amongst themselves. In this point of view I shall refer to them in Note F.

NOTE B.—*Page 14.*

All the statistics regarding the University of London, used in this Address, are taken from the very elaborate and able statement of the condition and progress of that University, prepared by the Committee of Graduates, and submitted to the Government and to the Senate in 1853. The principal members of the committee were—Dr. Wood and Dr. Stonar, Chairmen, Dr. Forster, Honorary Secretary, Dr. Barnes, Medical Secretary, and Dr. Shaen, Secretary. The statement, printed as a circular, is dated from Graduates' Committee-rooms, 8, Bedford-row, 5th September, 1853.

NOTE C.—*Page 14.*

In the Address, as delivered, the total number of matriculated students was given as being 1,015, being 222 in Galway College, 385 in Belfast College, and 408 in Cork College. The number for Belfast entrances has proved to be too high. I had frequently applied to the official authorities of Belfast College to be informed of the number of entrances there, but owing, as I suppose, to press of business upon those gentlemen, the information was never supplied, and I was obliged to obtain the numbers by private inquiries from other persons who were supposed to be well acquainted with the state of that College, and also from the newspaper references to the entrances in each year. As I was anxious not to understate, in any way, the position of Belfast College, I assumed in the Address the highest return that had been made to me, viz.,

385 for the seven years. But from further and more precise information since obtained, I find that number to be too high, and that the correct number appears to be 354. I have, therefore, substituted this smaller figure, and the total entrances of the three Colleges becomes, therefore, 984 instead of 1,015, and the annual average for the seven years 141 instead of 145. See further on this point in Note F.

NOTE D.—*Pages 19 and 20.*

In preparing this Address I had deduced the number of students entering Trinity College, Dublin, from the list of first year's students given in the official rolls of the University Calendar; but the Rev. Dr. Carson has explained that those rolls are incorrect, inasmuch as students may enter towards the end of a year, and provided they keep one term, and pay for the whole year, their names are placed on the list of second year's students without having ever appeared in the list of the first year's class. Consequently the real number of entrances is greater than is shown by the Calendar, and the Rev. Dr. Carson stated the gross number of five years to be 1,407, giving, as he calculates, an average of 289, but correctly 281; and as he considered the number of divinity students to be annually 110, the number of lay students was alleged by him to be at least 172. But Dr. George Shaw, also a Fellow and Tutor of Trinity College, Dublin, has very satisfactorily proved that Dr. Carson's mode of calculating the numbers of the divinity students is entirely wrong, and has shown that of the 289 given by Dr. Carson as total entrances, 161 must be considered as divinity students, and only 128 as lay students. Further, Dr. Shaw assumed Dr. Carson's total of 289 as correct, but it is really not the number to be compared with that of the Queen's University students, as it is not the number of entrances in the years since the opening of the Queen's Colleges. In order to obtain materials for his process of calculating the number of divinity students, Dr. Carson took a period of time partly before the opening of the Queen's Colleges, and when the entrances in Trinity College were larger than they have been since. On substituting the proper years and proper numbers, which are those given in page 16, the total entrances appear for seven years 1,904, and the

annual average 272; and on applying to these Dr. Shaw's mode of calculation, the correctness of which has not been questioned, the numbers stated in the Address are obtained.

For more complete information as to the discussion which took place on this point, Dr. Shaw's letter (to which no reply has been attempted) is here given:—

“SIR,—I would ask room in your columns for some observations on the question lately raised between Sir Robert Kane and the Rev. Dr. Carson, relative to the number of lay students annually entering Trinity College. Sir Robert Kane estimates this number at eighty, Dr. Carson at 204, or, by another mode of calculation, at 172.

“There is, as Dr. Carson has hinted, some obscurity in the term ‘lay students.’ In one sense, all our students are lay students, and not only enter, but remain such, for at least three years of their college course. As this cannot be the sense in which the word is used by either party to the dispute, are we to understand by it those students who enter with a fixed purpose of adopting some secular profession, and of *not* taking holy orders? In that case, seeing that the great majority of our students have not at entrance made up their minds as to their future profession, I am afraid we should reckon our lay students at even a lower figure than the low one adopted by Sir Robert Kane. Such a definition would be of course a most unfair one to employ for the purpose of calculating the proportion of the lay to the divinity students in Trinity College; but for Sir Robert Kane's purpose, which was to compare the lay students of Trinity College with the lay students of the Queen's University, the definition would not be at all unfair, for all the students of the latter University are precisely in this case; they purpose taking, or their parents purpose to give them, a lay profession. If a Cork parent thinks of his son taking holy orders, *even as a mere contingency*, he sends him as a matter of course to a college which has a Divinity School, whatever may be the merits of the lay college at his door, and whatever may be his objection to send his son away from home. Such a student, and surely there are many such, would be regarded fairly by Sir Robert Kane as attracted to Trinity College by its Divinity School, and as being, therefore, fairly excluded from the comparison he wishes to institute. And, I repeat, if such be Sir Robert Kane's definition of the term lay student, I, as a member of the College

and one mainly depending on the state of its muster roll, would rather not be called on to form a precise idea of the number to which our lay students would dwindle. I only know that while a college education is not necessary for the bar, not necessary for medicine, not necessary for engineers, but only highly useful for all these pursuits, it is necessary, or all but necessary, as a vestibule to the clerical profession.

“If, however, this interpretation of the term be rejected, are we to run into the other extreme, and reckon all as lay students save those who, some years afterwards, actually become divinity students?”

“This is Dr. Carson’s method, who counts as lay students all who die, all who emigrate, all who are too poor to pay their fees, or too dull to pass their examinations, or too indolent to keep their terms; all who, frustrated of a career, subside into school ushers, or private tutors, or college grinders; all who pass to other divinity schools, or who wriggle into the Church by episcopal favour; nay, Dr. Carson insists that ‘obviously’ the ‘only fair method of procedure’ in this question is to reckon as lay students all those divinity students of Trinity College itself who, whether from accident, or choice, or sickness, or engagements elsewhere, fail to join the Divinity Class at the very first moment allowed them by the regulations of the college. With such a definition of lay students, and with such a mode of reasoning, Dr. Carson has no difficulty in proving that the number of our lay students is 204, or at the least 172, and that they bear, to the whole body, the proportion not of forty per cent., as Sir Robert Kane has it, but of seventy-two, or at least sixty-one per cent.

“But Sir Robert Kane would evidently protest against this definition of lay students as strongly as Dr. Carson would against the preceding one. What, then, are we to make of this unfortunate term? It is a perfect nebula—the more you contemplate it the less you make it out. Instead of pretending to define it, I shall give what I consider to be a fair statement of the question at issue, as bearing on the comparison between the entrance rolls of the two Universities. It is to this effect—supposing that the whole of each class that enters Trinity College were divided into two parts, proportional to the parts, lay and clerical, into which that class eventually divides itself, what would be the numerical strength of the lay contingent? If the ques-

tion be put thus, the solution is plain. The total number of entrances being, as Dr. Carson has stated it, 289, and the numerical decrease in each class between entrance and the senior sophister year being, as is generally estimated, somewhat more than one-third of the whole, the number of students remaining in the class when it reaches its senior sophister year is 190. Of these, seventy-eight go into the Divinity Class forthwith; thirty-two more drop in the next year or the year after. The sum of these two numbers is 110, from which, however, I deduct five, to allow for that number of lay scholars whose names appear on the divinity roll. The number of divinity students is therefore 105, which bears to 190 a rate of somewhat more than 55 per cent. The remaining 85 are, of course, the lay students of the senior sophister class, and represent the larger number, 128, for the lay element in the entrance roll. This is the number, to the best of my judgment, and not Sir Robert Kane's 80, nor yet Dr. Carson's 204 or 172, which ought to be compared with the matriculations in the Queen's University, during the same period of time. That Dr. Carson has taken the same period as the subject of his calculations, I presume; as to take any other and more prosperous period would be entirely inconsistent with that gentleman's character for fairness. His language, however, on the subject is ambiguous, as he uses the term 'corresponding years' where one would expect 'identical.'

"Sir Robert Kane's estimate was too low, chiefly because he took his data from the College Calendar, the only source which he could consider open to him, and which is incorrect for this one class, and for no other. Dr. Carson's method, on the other hand, errs, as I conceive, by leaving out of sight the progressive diminution each class undergoes from year to year of its college course, and by comparing the divinity entrances in their fourth year, with the lay entrances in the first, the former in their faded *esse*, with the latter in their blooming *posse*, instead of comparing both under the same circumstances, and measuring both by the same standard. By following the latter course I have arrived, as any one can do for himself, at the number 128, a number which is to 289 in the proportion of 45 per cent., Sir Robert Kane's estimated percentage being 40, and Dr. Carson's 72 and 61 respectively.

"Much stress has been laid on the fact that some Presbyterian students attend Belfast College for the purpose of receiving instruc-

tion in certain branches bearing on their future calling as ministers. There is, I submit, no value whatever in this point. Belfast College stands to such students precisely in the same relation as Trinity College does. They could get the same instructions here, and the knowledge acquired would be as fully recognized by the heads of the Presbyterian body. Such, at least, is my information, and certainly nothing has been alleged to the contrary. If the students pursue these studies at the college, which is at their door, instead of coming to Dublin for it, this is merely one of the advantages which the Queen's University was founded to confer on the population at large, and implies no special connexion between that University and the Presbyterian Church.—I am, Sir, yours, &c.

“GEORGE F. SHAW,

“Fellow and Tutor of Trinity College, Dublin.”

NOTE E.—Page 24.

The statement made in the Address, viz., that the degrees of A.B. and A.M. are obtained in the University of Dublin by means of some scholastic forms, and also that in some recent reforms in the arts courses, the plan of the Queen's Colleges has been mainly adopted, having been controverted by Rev. Dr. Carson, some remarks in explanation may not be out of place:—

1st. As to the scholastic forms, it is enough to quote the following paragraph from the Dublin University Calendar for 1856, page 7, in order to satisfy curiosity on that point:—

“The scholastic exercises necessary for the degree of Bachelor of Arts are two *declamations*, one in Greek and one in Latin, and a thesis, also in Latin, *in laudem philosophiæ*; these must be read by every candidate, whether he be a moderator or not. At a convenient time before the day fixed for performing the exercises, the Junior Proctor delivers to the Moderator three papers, each containing four questions in Logics, Natural Philosophy, and Morality. The Moderator, having selected a set of three candidate bachelors, appoints them each to defend one of the three papers of questions, and to oppose the two others. Thus each disputant is in his turn *opponent* and *respondent*; he *opposes* the papers which the other two disputants respectively have undertaken to defend, by bring-

ing an argument, consisting of three syllogisms, against each of the eight questions contained in those papers; he defends his own paper by briefly pointing out the errors contained in the syllogisms of his opponents, and also *responds* in two brief Latin theses on any two questions, not consecutive, of the paper he has undertaken to defend."

2nd. As to the recent reforms, I would indicate the very complete change in the studies of the fourth year in arts, announced by the Board of Trinity College in July, 1849, very shortly after the plan of studies in the Queen's Colleges was made known, and embodying the division of subjects, and optional courses, and other points of the Queen's College course: also the foundation of the prizes in experimental physics, and the introduction of chemistry into the arts course; also the introduction of the mode of examination by printed papers; also the specializing of the subjects allotted to examiners; also the abandonment, in great part of the old tutorial system, and the introduction of the professorial system of teaching after the plan of the Queen's Colleges; also the foundation of science scholarships; and finally, the greater importance lately given to the last term examination, so as to bring it in some degree to the nature of a degree examination. It cannot be denied that these reforms were made after the plans of the Queen's Colleges, in which every one of them is embraced, had been announced or in action; and I feel pretty confident that the further reforms of Trinity College will be in nearly the same direction, and that we shall see a farther development of professorial instruction, and a change from the old plan of keeping terms to the system of sessional and proper degree examinations, such as are held by the Queen's Colleges and the Queen's University, as well as the abandonment of the antiquated scholastic forms by which degrees in the University of Dublin continue still to be obtained.

NOTE F.—Page 29.

The figure originally given for the number of entrances in Belfast College was 385. The reasons for reducing this number have been already explained in Note C. But as this part of the Address refers to the relative progress of Belfast and Cork Colleges, it is

necessary to mention the non-matriculated students, as I have observed that the Rev. Dr. Henry, President of the Belfast College, in an address delivered to the students of that College, has expressed a wish that the non-matriculated students should not be omitted from our calculations.

In the Queen's Colleges generally the numbers of non-matriculated students has diminished since the earlier years, owing to that class being gradually absorbed into the body of regularly matriculated students in proportion as the advantages of the systematic University education has become understood. In Belfast College, where the number of non-matriculated students is greatest, their falling off, however, has not been counter-balanced by any corresponding increase in the number of matriculations, and hence, if the non-matriculated students be counted, Belfast College will appear to have progressed even less than Galway College. Thus, taking Rev. Dr. Henry's own numbers, Belfast College had

| | In 1849. | In 1856. |
|----------------------------------|----------|----------|
| Matriculated Students, . . . | 90 | 119 |
| Non-matriculated Students, . . . | 105 | 74 |
| Total students, — | 195 | 193 |

So that the total number of students in Belfast College was actually less in 1856 than in 1849, when it first opened. But in Galway College the numbers were—

| | 1849. | 1856. |
|----------------------------------|-------|-------|
| Matriculated Students, . . . | 64 | 78 |
| Non-matriculated Students, . . . | 4 | 7 |
| — | 68 | 85 |

Giving an increase of 25 per cent. And in Cork College the numbers are—

| | 1849. | 1856. |
|----------------------------------|-------|-------|
| Matriculated Students, . . . | 70 | 144 |
| Non-matriculated Students, . . . | 43 | 13 |
| — | 113 | 157 |

Giving an increase on the total number of 39 per cent.

It is hence evident that in omitting any special notice of the non-matriculated students, or of the numbers and rate of progress of the total body of students of all classes, I did not act unfairly to Belfast College, but, on the contrary, represented its progress in the best light the facts allowed.

NOTE G.—Page 31.

The Rev. Dr. Henry, in his address to the Belfast students, has preferred stating the number of honours obtained by the several Colleges, without reducing them to a common percentage, as I had done for simplicity of comparison. In thus referring to the unreduced numbers, the Rev. Dr. Henry has unintentionally separated the medals and exhibitions, so that they appear as if they were to be considered separate prizes, and thereby the total number of prizes obtained looks considerably greater than was really the case. For in fact, the *honour* consists in almost every case of a medal and exhibition (a small sum of money), and the two things must be taken together as *one* honour. With this correction the numbers, as given by the Rev. Dr. Henry and by me, practically agree; being, that

Belfast College, with 126 candidates, obtained sixty-five honours, or 52 per cent., and 109 degrees; seventeen candidates having been rejected, or 1 in $7\frac{1}{2}$.

Cork College, with seventy-seven candidates, obtained thirty-nine honours, or 51 per cent., and 68 degrees; nine candidates having been rejected, or 1 in $8\frac{1}{2}$.

Galway College, with fifty-five candidates, obtained twenty-nine honours, or 53 per cent., and 44 degrees; eleven candidates having been rejected, or 1 in 5.

NOTE H.—Page 32.

The Rev. Dr. Carson, of Trinity College, has attempted to ground on this passage a claim to consider that a class of Presbyterian Divinity students exists in Belfast College, whose number should be deducted from the Queen's University entrances. Such claim is, however, totally groundless. There are no Divinity lectures, and no Divinity class in Belfast College, and no students enter it to pursue a Divinity course. Those, and they happen to be very few, who may afterwards become Presbyterian ministers, have been in the College merely as lay-students; and, in fact, there might be as justly asserted, that there is a class of Presbyterian Divinity students in Trinity College, Dublin, because some Presbyterians who graduate there may afterwards become ministers of their Church.

The futility of Rev. Dr. Carson's argument has been also exposed in Dr. Shaw's letter, already given in Note D, page 50.

NOTE I.—Page 36.

The following were the observations of the Right Hon. Mr. Napier, at the annual meeting of the Trinity College Historical Society, on the 12th November, 1856 :—

“The President, addressing the meeting, observed—You are aware that I have been in the habit each year of presenting a prize for the best English essay, and the rule has been that the essay should be sent in by a given day. This year no essay appeared up to the proper day; but, however, after the time an essay did come in. I have been very anxious to encourage good English composition in the Society; I think it a most material part of good education, and I rather regretted to find this time that there was only one essay, and that out of due course; but when I came to inquire about it, I found that everything had been absorbed by competitive examination, and that the men are all looking for places in India.

“Mr. Whiteside.—Not all, I hope.

“The President.—I am not in the abstract against competitive examination, and particularly in so far as it involves the recognition of merit as a title to preferment; but my friends here about me have taken advantage of this occasion very properly and fairly to flatter you a little about your success. But in my position, I feel it my duty to warn you with regard to competitive examination, and to call your attention to the story of the golden apples. Now, as far as these competitive examinations stimulate and encourage good education in this University and elsewhere, we should all rejoice, and so far from wishing to limit it in India, I should wish to see it carried out in Ireland. But when I find that the young men are all thinking of getting places in India, it reminds me of what occurred upon a trial where it was remarked that able counsel were concerned for the prisoner, and that those of the Crown seemed not of so good a quality; a countryman said, ‘It is all the goodness of the Queen; she gives the rale counsel to the people, and keeps the bad ones for herself.’ Now I am afraid of this policy, and I want some of you young men, who are

thinking about getting places in India, to remember that there are professions in Ireland; and, as has been well remarked by Mr. Butt, that sound, good, wholesome education, though it may not realize an immediate prize in political life, is the only sure mode of success in professional life; and if I were an examiner appointed to test the education of a man, I would put pen, ink, and paper before him, and I would give him a suitable subject and say, 'Draw upon your brains and education, and give me your thoughts upon the subject.' Perhaps that might not test whether he was well examined, but it certainly would test whether he had been well trained. The subject I gave this year was 'Political Science, how far it may be made available to the Welfare and Progress of Society;' and I had thought from the interest which the works of Dugald Stewart, Dr. Chalmers, and Archbishop Whately attached to the subject, that I might have expected competition. The only essay, however, which had come in was evidently written in a hurry; it is good, but rather short, and the excellent observation of the late Charles Fox, who said of a speaker that he spoke to the tune of a good speech, applies to it, for it is written to the tune of a good essay. I dare say it is *multum in parvo*, and therefore the best thing I can do is to give it a good book—Bacon's Essays, edited by the Archbishop of Dublin, which in itself is *multum in parvo*. The signature to the essay is 'Codrus,' and lest it might be said, '*nil habuit Codrus*,' I will direct that the essay shall go to the archives of the Society."

THE END.

