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MILITARY INDUSTRIAL

TRAINING SCHOOLS.

BY

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“SI VIS PACEM, PARA BELLUM.”

CLONMEL :

THE “CHRONICLE” STEAM-PRINTING WORKS.

1874.

P R E F A C E .

At the time I wrote a Paper on the subject of Military Industrial Training Schools, of which the following is an epitome, improved by help, for which I am greatly obliged, I was not aware that the Royal Commissioners appointed to consider and report upon the best means of recruiting the Army had, in their Report of October 31, 1866, referred to the subject.

They state as follows:—

“ In the course of our inquiries as to the various modes of recruiting the Army, we turned our attention to the practice of manning the Navy by means of boys educated in training ships, for the details of which we would refer to the evidence of Vice-Admiral Eden. It would appear that this has proved a most successful experiment in regard to the Navy, and that it is not only popular, but secures to that Service a class of Sailors who would not otherwise enter it.

“ There exist at present two Military Schools—viz., the Duke of York’s School at the Royal Military Asylum, Chelsea, and the Royal Hibernian School in Dublin; but neither of these, according

to their present constitution, could be made available to carry out the Naval system.

“If the experiment is to be tried in the Army, some new Establishments would be necessary, which would be attended with considerable expense in the first instance; but we think that the success which has resulted in the Navy should induce your Majesty’s Government to give full consideration to the subject.”

This, together with the assistance and encouragement I have received from different quarters, has determined me to submit for consideration whether some such scheme might not be tried, on a small scale in the first instance, as an experiment at one or more well-established Depôt Centres, where some Commandant might be found who would take real interest in its success.

The cost of each school would be about £20,000, and the annual charge about £13,000.

“Recent events have proved that a State is strong, not by numbers, but by the moral and intellectual education of its troops.”

W. J. HAMILTON.

FIDDOWN, PILTOWN, IRELAND,
FEBRUARY, 1874.

Military Industrial Training Schools.

In the year 1876 one of the effects of the system of enlistment for certain branches of the Army will be a steady flow from the Regulars into the Reserves.

Under existing circumstances, about 23,000 Recruits are required to fill the ordinary annual casualties. In 1876 about 15 per cent. of the strength of the Army, whatever it may then be, will be required for this purpose.

From the Report of the Inspector-General of Recruiting, for 1872, it may be inferred that the supply of Recruits for that year had fallen short of the numbers required to complete the Army by 1,408—this, too, at a time when nearly one-half of the number of men added to the Army in 1870 had been struck off in various ways. It is stated in the Report “contemplating the greatly increased number of men which will be required in the year 1876 and subsequent years, when the discharge of men enlisted for short service will affect materially the number of men required to be raised to replace them, and knowing that all these men must be taken by a system of purely voluntary enlistment, the increased inducements to enlist are for the consideration of statesmen; and without such increased inducements, it is more than probable that the present system of the recruiting service will fail to supply the necessary demand.”

Ireland, which at one time furnished a large proportion of excellent Recruits, is becoming year by year less fruitful. The increased rate of wages—the demand for labour, with the lessened number of working hours—the increasing dislike to restraint, discipline, and minute regulations—long foreign service—close contact with objectionable characters—the establishment of Brigades—the liability to transfers, and the uncertainty of their effect, with the chance of being turned adrift without either a pension or a trade—keen sense of injustice—want of sufficient stimulus in the way of rewards for good service—the facilities for emigration, &c., &c.—all tend more or less to diminish the supply of recruits; and many

have been deterred from enlisting by seeing the actual condition of a large proportion of discharged soldiers.

Few persons who have not mixed much amongst the poor have any idea of the number of discharged soldiers and pensioners (more especially those with limited pensions, either as regards amount or time), who became chargeable on local rates. The saving to the country in discharging soldiers with limited and inadequate pensions, such as 6d. per diem for two or three years, was more apparent than real; it merely had the effect, in many instances, of transferring a charge from the general to the local rates. It was not uncommon to see discharged soldiers, with medals, in various stages of want and destitution.

The many distressed, delicate, or worn out objects, who have once served in the Army, and who from want of early training, and subsequent absence of ordinary industrial occupation, have become unfitted to earn their bread in the ordinary ways which have hitherto been, as a rule, open to them, have been a powerful and standing advertisement against recruiting. Many of these men came from amongst the poorest classes, and when discharged, unsuited or unfitted for any ordinary kind of skilled or unskilled labour, had neither friends to assist them, nor the resources they might have had if they had not enlisted.

Everybody who knows the Army must know that its ranks contain amongst each grade men fit to take their places anywhere, but the exceptions are too numerous to be overlooked; in 1872 there were 5,861 deserters, and 1,746 men were discharged as incorrigible bad characters, on conviction for felony, and for other reasons.

Fraudulent enlistments have increased; the physical development of some of the recruits indicates deterioration. A regiment can hardly be judged in this respect when seen on parade; it is when the men are seen individually that their fitness to undergo the hardships of service can be estimated, and the fact ascertained whether they will prove a source of strength or of weakness when called upon, and whether, in the meantime, they merely keep up a paper strength.

A Surgeon-Major, reporting on this subject recently, states—"There are large numbers of men, or rather lads,

now in the service who must break down if put to hard work, and the heavy exertion inseparable from war.

“Many of those who have been under confinement during the past 12 months have been weakly and ill-framed, without muscle, bone, or courage, crying in their cells.”

In 1871 there were 22,816 men in the Army who could not write, and even this large number was less than in previous years. Of 36,212 men medically examined, more than one out of every three was rejected. “Many enlist merely to get over hard times, never intending to become soldiers, but to desert when they can obtain good wages.”

As has been truly observed, “such men are not predisposed to habits of discipline, either by education, general association, or mode of life, and they do not belong to a class with which it would be wise to flood the country after they have attained a smattering of military knowledge, nor do they afford any guarantee for a trustworthy reserve, whether by their local connexions, or from our knowledge of their antecedents.”

Would it be possible to fit some plan into the scheme of general education, now being introduced for the country at large, depending partly on rating, and partly on the general fund of the country?—ought not the country to have a first claim on the services of boys who have been trained in an Industrial School?—and might not a meritorious service of ten years, either in the Army or Navy, be made a condition of civil employment by the State?

If, by the establishment of Military Industrial Training Schools, the State should establish a lien on the vagrant and agricultural boyhood of the country, with a view to its education primarily to arts and trades, and, secondly, to its Military, Naval, and Police Service, would not there be a reduction of pauperism, vagrancy, and juvenile crime, and would not this operate in a reduction of local rates in one direction, and expenditure, on account of criminals, &c., in another?

If it has been found in one place that the education of boys from 13 to 14 years of age—not convicted of any offence, too old to enter a certified Industrial School, and “having no home except the streets, or possibly such a home as is worse than none”—can transform with astonishing rapidity and

completeness even their facial and bodily characteristics—that dull eyes brighten, narrow chests expand, stunted figures erect themselves, and the mental and moral nature partakes of the healthy change, does it not raise the question whether some comprehensive plan which would feed and convert these wandering waifs into trained, industrious, orderly, God-fearing men, might not be hit upon, “without encouraging recklessness, or multiplying facilities for the nurture of a pauper nation?”

If the answer be that such a scheme is impossible, it will be needless to go on with this paper; but if there be those who are prepared to assist, or originate and organize such an enterprise, it is hoped that the simple proposal to apply to the Army the system which has done so much for her Majesty's Navy, may not be dismissed as inapplicable or inexpedient, without at least some discussion.

It is not many years since the manning of her Majesty's Navy was a subject of difficulty and anxiety; ships were frequently detained for long periods, owing to incomplete complements, notwithstanding the circulation of placards setting forth the inducements to serve, the advantages of such service, and frequently the most high-coloured advertisements; it was not until training ships were established that the requisite supply of seamen was easily and satisfactorily obtained; ample testimony has been borne to the success of this movement in supplying a class of men whose training elevates them in every respect, and renders them a credit to themselves and to their country.

The regulations for the entry of boys in the Navy are to be found in the Quarterly Navy Lists, and the forms used are appended to this paper. *See Appendix (a).*

7,500 of these boys are entirely supported by the State, of whom 3,000 are still in training. They replace the casualties amongst the blue jackets with lads brought up in habits of industry and honesty instead of idleness and vice, amongst whom courage, truthfulness, and honour are the rule rather than the exception.

The country has been recently divided into 66 military centres. It is suggested that in each military centre there should be a military industrial training school for boys, to be

admitted, say from 13 to 16½ years, and to remain until 17 or 18; to be required on admission to pass a qualifying examination, according to age—such as reading, writing, and arithmetic, and in all other respects on conditions and requirements similar to those which are contained in the regulations under which boys are entered in her Majesty's Navy, with this exception—that boys who may have been branded (figuratively) shall be eligible, on satisfactory proof that such brand ought to be obliterated and forgotten. Admission to such schools to be open to all classes.

The boys so placed should be trained to military habits, and be instructed, according to their respective tastes and fitness, in different species of handicrafts, such as tailoring, shoemaking, carpentry, painting and glazing, building and stone-cutting, cabinet-making, wood-carving, turning, mining, blasting rocks, gas-making, smith-work, &c.; likewise in all kinds of agricultural training, household and out-door service, including cooking, nursing, washing, baking, grooming, &c.; and for the more intelligent and promising, might be added a course of telegraphy, photography, printing, music, &c.

Military instruction should include instruction for the Staff, the Intendance Department, for pay, supply, and clothing; Army Medical Department, Education Department, Engineer Department, the Artillery Department; and it would be a question for consideration, after suitable experience of the working of the plan, how education of a higher type should be introduced for such as might show an aptitude for it.

The curriculum of the scheme should be comprehensive and ambitious; one set of subjects embraced in it might be pursued in one school, another set in another school, and so on. The schools of different centres might thus have their characteristics—that at Clonmel, *e. g.*, might go in for agriculture, gardening, domestic pursuits, ordinary trades, &c.; whilst that at a centre where (suppose) artillery prevailed, might take up a scientific course; and the variety would in numerous respects be serviceable.

As regards religious training, the most important of all training, it must be duly provided for, in accordance with the provision which has been made in the Industrial Schools Act, 31 Vic., c. 25.

“Education is not instruction.” “The best instructed man in the world might be the worst educated.”

“Education is the bringing up. Education is the training for life. Education is the calling out of powers, the strengthening of faculties, the counteraction of faults, the controlling and coercing of vices, the preparation of the whole man for the whole of being, the presentation of body, soul, and spirit, equipped for the work of time, and for the enjoyment of eternity.”

Thus, as intelligent and orderly a class of young soldiers as can be found in any other country could be obtained from classes who are now too often a source of weakness, and of useless expenditure, but who, by religious training, and seeking for, and drawing out such qualities as industry, skill, foresight, perseverance, frugality, order, prompt obedience, courage, watchfulness, self-sacrifice, sense of duty, public spirit, respect for law, and compassion and protection for the weak, might be turned into a source of strength, and “as trained and skilled workers increase the public wealth, instead of living upon it all their days as paupers, vagrants, beggars, or possibly worse.”

“Youths should be drafted from the training schools to the regular forces according as they might be required, at the age of 18, generally speaking. They might be drafted at 17 in selected cases, for home service, or even younger if found fit for special duties, such as those of musicians,” &c. Care should be taken to send some of the most intelligent and highly educated to each branch of the service, so as to obviate the necessity for special instructors, and facilitate intelligent action on emergencies; thus a well-trained recruit, fit in every respect for his work, would take to soldiering, not in a freak, but deliberately, after being trained to it. He would be immeasurably less likely to desert than a recruit obtained as at present; and when at the expiration of his ten years' service he either remained in the Army, *and he should have full power to remain so long as efficient*, or became a civilian at the age of 27 or 28, and a member of the Reserves, he would in all probability fill his place with advantage to himself and to his country.

The new Army Regulations open to the public generally

the opportunity of obtaining commissions in the Army; one per cent. of those at present in the Army, who have been pupils of the Royal Hibernian Military School, are commissioned officers; if there were a Woolwich or a Sandhurst for the poorer classes at every military centre, what an unprecedented opportunity there would be for the *creme de la creme* to rise to the surface; and there need be no fear of a social disturbance consequent upon a superabundance of such a rising of the cream.—In the best forms of society, as in the best samples of the dairy, the cream is a small proportion of the milk.

Every day the difficulty of finding good candidates for non-commissioned officerships is increasing; the existing system of the Army is not producing them; new means and appliances are therefore necessary. Men trained to arms from their boyhood, and taught to look to the Army as their profession, would furnish excellent material for good non-commissioned officers.

District schools for 500 boys could be easily managed by the most efficient of the discharged army schoolmasters, non-commissioned officers, and army tradesmen. Each school, with site of about fifty statute acres, would on an average cost about £20,000, and the average cost of maintenance per annum ought not to exceed £26 per head, inclusive of all charges.

Assuming that there are no public buildings which might be made available for district schools, the entire cost of suitable plain cottage buildings for 30,000 boys would be somewhere about £1,320,000, and the annual cost of maintenance about £858,000.

If the comprehensiveness of the scheme, or the apparent expense it would involve, is such as to frighten economists, a limited number of schools might first be tried, to be increased, if successful, year by year, so as to provide ultimately one school in each centre.

Plain cottage buildings may involve a larger staff for superintendence than if the boys were located in one large building, but in every other respect it is believed they are preferable to the class of buildings generally erected for such purposes.—On this point a set of queries has been prepared,

with a view to elicit discussion and suggestions, and the queries are annexed to this paper. *See Appendix (b).*

Society at present does not place as much value as is desirable on discharged soldiers. How can it be otherwise, when the proportion of discharges for incorrigible bad character, &c., is so large, and when there is such a standing advertisement as has been referred to? If, when he returned to civil life, the discharged soldier were, as he ought to be, either skilled in a trade or more intelligent and industrious than a common labourer, the public would be on the look out for him as a treasure.

It appears worthy of consideration whether the large number of civil employments in the gift of the Government might not be made, in some further degree, contributory to the objects of attracting Recruits to the Army and of affording a stimulus to faithful service—whether, for instance, in a certain proportion of situations in the Post Office, Customs, Inland Revenue, Constabulary, &c., it might not be made a condition that the candidate, in addition to passing the present competitive examination, should have devoted some period of his life to the Military or Naval service of his country.

But little reference has been made to the saving which would result to the country from cutting off one of the chief sources of crime and poverty. The entire cost of the scheme has been stated; it is believed, on the other hand, that there will not only be no increased expenditure in the long run, but that by going to the roots of various sources of unprofitable expenditure which result from the “great, crying, terrible evil of England—viz., the pauperism, the enormous difference which separates classes, the practical heathenism and physical misery of the masses”—there will be an ultimate saving of expenditure.

“Swiss education has emptied Swiss gaols;” “while in England we spent seven times more upon paupers and criminals than we did upon education, in Switzerland they spent five times more upon education than they did upon paupers and criminals.”

Of late years the establishment of Reformatories has done noble work, and now the establishment of Industrial Schools is calculated to take from the Reformatories what the Refor-

matories have snatched from the jails ; nevertheless, there are still an enormous number of persons who “ know our civilization only by the restraints it imposes, and not by the benefits which it confers ; these persons are among us, but not of us—they are idle in the midst of industry—they are penniless in the centre of wealth.”

Of course, it is not proposed to limit admission to the Army to this mode, or to interfere in any way where the existing arrangements are sufficient to obtain all that is requisite ; and, as has been already observed, everybody who knows the Army must know that its ranks contain amongst each grade men fit to take their places anywhere ; but with such a supply of well-trained young men as these schools would regularly insure, it would not be necessary to admit to her Majesty's service any other than desirable Recruits, and thus, by both modes of recruiting, secure for the Army a class of men religiously, morally, socially, intellectually, and physically equal to the best set of men that we now get, and superior to those whom we can, as a rule, expect to get, if we trust altogether to the existing system in connexion with short service, when we consider the increasing demand for men, and the present conditions and prospects of the labour market at home and abroad ; and as to the Reserves, it is submitted that men trained on such a system as I advocate, living in well-ordered homes, with their well-trained families, would prove a blessing and source of thoroughly reliable strength to the country. Such an application of material—a large portion of which now goes to waste, or worse than waste—would remove some weak points and lessen the evil effects of others, and would make it more dangerous than ever for any enemy to approach us, or seek to interfere with the independence which we have inherited, at immense cost from those who have gone before us, and which we must all hope to hand down unimpaired to those who may follow us.

The legislative changes which would be requisite for this scheme are as follow :—

An amendment of the Industrial Schools' Act, extending the ages of boys, &c., and providing for their admission as State apprentices freely.

An Act to authorise the expenditure for school buildings,

sites, staff, &c., and to fix the ages, period of service, terms of discharge, &c.

The points to be kept chiefly in view are :—

1st. The obtaining of a superior class of Recruits for the Army.

2nd. The formation of efficient, useful, and trustworthy Reserves, depending on their own intelligence and industry, rather than on inadequate pensions.

3rd. Cutting off one of the chief sources of pauperism and crime, by attention in the early stage of life, and before the crop of weeds has been allowed to seed.

4th. Training up youths in a natural rather than in an artificial manner, and converting centres of evil and discontent into centres of good.

W. J. HAMILTON.

September, 1873.

H. M. S. " _____ "

SIR—If your _____ comes up *strictly* to the accompanying regulations *in every particular*, he may present himself for examination, and if found qualified will be entered: he should bring a Certificate of Character from the Clergyman of his Parish, or some person of known respectability.

No Boys will be received from Reformatories or Prisons, or if they have been committed before a Magistrate.

I am, Sir, your obedient Servant,

* * * This Letter is to be produced by the Candidate on presenting himself on board the Ship.

Boys for the Navy must be over 15
 and not above $16\frac{1}{2}$ years of age,
 over 4 feet $10\frac{1}{2}$ inches high, from 15 to $15\frac{1}{2}$ years of age,
 to measure not less than 29 inches round the Chest,
 over 4 feet $11\frac{1}{2}$ inches high, from $15\frac{1}{2}$ to 16 years of age,
 to measure not less than $29\frac{1}{2}$ inches round the Chest,
 over 5 feet 1 inch high, from 16 to $16\frac{1}{2}$ years of age,
 to measure not less than 30 inches round the Chest,
 able to read and write fairly,
 strong, healthy, well-grown, active, and intelligent,
 free from all physical malformation,
 must be able to pass a strict medical examination by the Surgeons
 of the Ship,
 must never have had fits.

} without
Shoes.

They must have the written consent of parents or nearest relations, and must produce a *Certificate of Birth from the Registrar of the district in which they were born, or a declaration made by one of their parents before a Magistrate, of the day on which they were born.* They are well cared for, educated, and have certain employment until they are 28 years of age.

All Candidates must come at their own expense, and if rejected, must find their way back to their friends at their own expense.

At those Ports where there are Training Ships, viz. :—Portsmouth, Portland, Devonport, Falmouth, and also at Jersey, Boys between $14\frac{1}{2}$ and 15 will be received, but they must be entered specially by the Officers of the Training Ships—Over 4 feet $8\frac{1}{2}$ inches high, from $14\frac{1}{2}$ to 15 years of age, to measure not less than $27\frac{1}{2}$ inches round the Chest.

APPENDIX (b).

A SITE OF 50 STATUTE ACRES FOR A MILITARY INDUSTRIAL TRAINING SCHOOL FOR 500 BOYS, OF AGES FROM 13 TO $16\frac{1}{2}$ ON ADMISSION, AND TO REMAIN UNTIL 17 OR 18.

(1) What would be the most convenient shape, so as to admit of 25 double cottages, with an allotment of one acre for each cottage, inclusive of site, and of 12 single cottages, for married instructors, each with an allotment of $\frac{5}{12}$ th of a statute acre, inclusive of site?

Workshops, sheds, reading-rooms, &c., 5 acres.

School-rooms, chapel, 5 acres.

Drill-field and recreation ground, 10 acres.

(2) The cottages, &c., to have either an Eastern or a Southern aspect, as far as possible, and to be on the plans of the most approved model cottages for labourers.

(3) The 25 double cottages to be arranged for the accommodation of 12 smaller boys in each of 25 single cottages, and eight larger boys in each of the remaining 25.

(4) Each cottage to have a kitchen large enough to allow of its occupants having their meals together, four bed-rooms, and the ordinary appurtenances of an approved cottage for a labourer.

(5) Will you give a ground plan, on a scale of 16 perches to an inch in yards, showing what you would propose as to the placing of the buildings, roads, &c., &c.—viz. :—

25 Double Cottages.
12 Single Cottages.
1 Chapel.
1 Reading-room and General Shop, &c.
5 Work-rooms.
5 School-rooms.
5 Large Sheds.

(6) Will you state what you consider to be the advantages or disadvantages of such detached, plain, ordinary cottage buildings, with allotments, for the accommodation and training of large numbers of boys, as compared with the class of buildings generally erected for such purposes, especially as regards facilities for individual, religious, moral and general training, sanitary purposes, economy, development of the half-time system, tendency to make boys more self-dependent, facility for study according to peculiar tastes, privacy, less bullying, noise, and distraction? whether the advantages of competition would be increased or diminished? As to facilities for games and occupations? whether you are in favor of trusting boys or watching them? and, generally, whether you think it likely that training up boys in a class of dwellings, and with surroundings as nearly as possible similar to what the houses of the poorer classes, especially in Ireland, ought more generally to be, will have any effect in leading these boys, when they become men, to endeavour to have such homes of their own?

W. J. H.